

WI 4-H

CLOVERBUDS

ACTIVITY PLANS

& FAMILY LETTERS



PART 1



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Better Bubbles



Mix two different bubble solutions and test which one makes bigger and stronger bubbles.

4-H Project Area: STEM

Time: 20-30 minutes

Life Skills: Critical Thinking–Observing, Comparing

Materials:

- Prepared bubble solutions (see recipes below)
- 2-4 shallow pans or trays
- 1 bubble wand per child

Recommend this activity be done outdoors

NOTE: Do not dump soap onto grass-it will burn plants.

Advance Preparation:

Mix the following solutions the day before you plan to do the activity. Bubble solutions improve with age.

Bubble Solution #1–More Soap (*Bigger Bubbles*)

4 cups water

1/3 cup dish soap (Dawn Pro recommended)

2½ teaspoons glycerin*

Bubble Solution #2–More Glycerin (*Stronger Bubbles*)

4 cups water

1/4 cup dish soap (Dawn Pro recommended)

1/2 cup glycerin

**Glycerin is a natural by-product in soap and is used as a moisturizer in personal care products. You can find 100% glycerin in most pharmacies or supermarkets. Karo Syrup can be substituted but leaves surfaces slightly sticky.*

FOR MORE INFORMATION ON LEADING ACTIVITIES FOR YOUNG MEMBERS, SEE CLOVERBUD LEADER GUIDE

Did You Know?



Bubbles are simply air trapped inside a liquid. The surface of a liquid, like water, has a “surface tension” which makes the surface behave like a stretchy, rubber sheet.

Soap allows the surface of water to stretch more and keeps bubbles from breaking. Adding glycerin to water prevents bubbles from drying out quickly.

You can vary the ingredients to change the characteristics of bubbles. More soap allows for bigger bubbles. Glycerin makes stronger, longer-lasting bubbles.

THE ACTIVITY

Explain that scientists ask questions and try different ways to answer them by doing experiments.

Tell the group that they are going to investigate the ingredients in bubbles and the types of bubbles that different solutions make.

Ask

What do you think is necessary to make bubbles?

What makes a good bubble? What is the best size bubble? How long should a bubble last?

Investigate

Basic bubble solutions are made of 3 different ingredients – water, soap and glycerin. Allow children to dip a finger in the soap, the glycerin, and each of the two bubble solutions. Invite them to talk about what they observe. Tell them that they are going to test each ingredient to figure out which ingredient makes bigger and stronger bubbles.

Create

- Set up two stations, one for each bubble solution labelled #1 and #2. Explain that one solution has more soap and the other one has more glycerin.
- At each station, **Ask**, *How big is the biggest bubble you can blow? How long does a bubble last before it pops?* You can time with a

stopwatch or have children count together.

- Encourage the group to make their own observations: **Ask**, *Does it make a difference if you blow gently or harder?*

Share/Reflect

After all the children have had a chance to blow bubbles at each station, bring the group together to share what they saw.

Ask, *Was there a difference between the solutions? Which solution worked better?*

Encourage children to explain the differences using questions about size, strength, and number of bubbles they could blow.

Ask, *What other tests or experiments might they try to make a better bubble?*

Relationship to 4-H

The way club meetings are structured depends largely on the size of the group and the age of the members. However, all meetings should have 3 common “ingredients”—business, education, and recreation.

Whether children participate in the full meeting or just for a part of it, it is important that they begin to know what to expect at club meetings and how they can be involved. Talk about how they help make decisions about what to do in the club (business), learn new things (education), and make friends and have fun (recreation).

More to Explore



Just as children experimented with different bubble solutions, make your own bubble wands using craft wire, string, straws or plastic hoops. Ask children which materials, shapes and sizes make the best bubble blowers. Using one solution, test the wands and observe differences.

See the Wind



Use a simple windsock to measure wind direction and speed, and construct your own version to decorate your front porch.

4-H Project Area: STEM, Arts & Crafts

Time: 30 minutes

Life Skills: Learning to Learn, Creativity

Materials:

(for the windsock)

- 8½ x 11-inch sturdy paper or cardstock
- Different colors of crepe paper streamers (other options: tissue paper, strips of colorful plastic bags, fabric or ribbon)
- Kite string or other craft twine
- Paperclips (1 per windsock)
- Tape, tacky glue or hot glue (low setting with adult supervision, allow time for drying)
- Single hole punch

(for demonstration)

- Premade windsock attached to a pole or dowel
- Fan or access to outdoors

Advance Preparation:

Create one windsock in advance to use in the demonstration and as an example while youth construct their own.

FOR MORE INFORMATION ON LEADING ACTIVITIES FOR YOUNG MEMBERS, SEE CLOVERBUD LEADER GUIDE

Did You Know?



A wind sock is a type of kite used to detect wind direction and speed. It is a tapered tube of cloth held open at one end by a stiff ring.

As wind is directed down the top or wide end of the sock, the tail of the wind sock points away from the direction the wind is blowing. For example, a windsock pointing north indicates a southerly wind. Wind direction helps forecasters predict the weather.

Wind speed is indicated by the windsock's angle relative to the mounting pole, if there are low winds, the windsock droops, while in high wind, the windsock flies horizontally.

THE ACTIVITY

Meteorologists, scientists that study weather, use things like temperature, wind direction and speed and clouds to predict the weather to help people be prepared.

Tell the group today they will learn how wind is used to predict the weather and will make their own wind sock.

Ask

How does weather affect your life?

What do you need to think about before going outside?

Have youth look outside and ask them to describe the weather (encourage details.)

Investigate

Place a fan on a table and hold up the demonstration windsock as you turn on the fan.

Ask, What does the wind sock do in the wind? (The wind sock should line up with the wind and the strips should move toward a horizontal position.)

How can you tell which direction the wind is coming from?

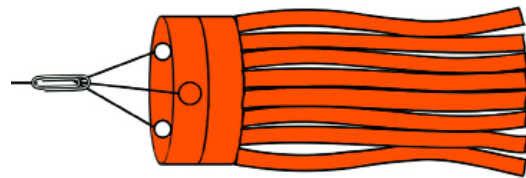
What else can a windsock tell you besides the direction the wind is coming from?

Create



Have children create their own windsock to take home.

- Have children decorate their cardstock. Staple or tape the cardstock to make a ring.



- Tape or glue streamers along the bottom edge of the ring
- Punch three holes equal distance around the paper ring at the top edge of the ring.
- Cut 3 pieces of string about 12" long. Tie one end of each string to the wind sock at each of the 3 holes.
- Tie the 3 loose ends of the string to a single paper clip. Tie an additional 12" string to the paperclip.

Share/Reflect

Have children show their finished windsock to the group.

Ask, Where might you hang your wind sock?

What are some things you might consider before hanging a windsock outside?

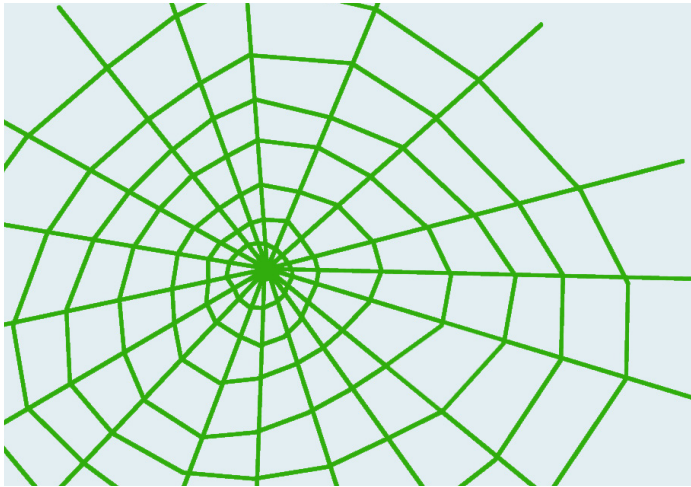
Relationship to 4-H:

4-H is a program where young people make choices about their own learning and explore the topics that interest them. The 4-H project is one way this takes place. Help new members and families discover what there is to learn as they grow with 4-H. Invite older members to talk about their projects with younger members. Take time to explain to parents the projects offered through the club and county.

More to Explore

Use plastic bags or ribbon/fabric to make a wind sock that is more weather resistant. Spend more time decorating the windsocks—koi fish and American flags are popular design motifs.

Building A Web



Use teamwork to create a giant spider web and discover what makes webs strong.

4-H Project Area: Entomology

Time: 20 minutes

Life Skills: Teamwork, responsibility, character, sharing, leadership

Materials:

- Ball of yarn (large)
- 1 balloon
- scissors

Advance Preparation:

Blow up 1 balloon

FOR MORE INFORMATION ON LEADING ACTIVITIES FOR YOUNG MEMBERS, SEE CLOVERBUD LEADER GUIDE

Webs need to be strong enough to support the weight of the spider and connected across the entire surface so they feel when someone or thing touches it. Spiders usually sit near the center of the web and wait for movement from the center.

THE ACTIVITY

Explain that we are going to create our own web as a group.

Did You Know?

All spiders spin silk. The spider's silk is one of the strongest materials known. Ounce for ounce, it is as strong as steel, can stretch, and remains flexible in extreme temperatures. It is so light, one pound of silk could stretch into a single strand that would wrap around the entire earth. Spiders use their silk to catch themselves (called a dragline), make a cocoon to protect eggs, and of course to make webs.



Ask

Have you ever seen a spider web?

Where?

What did it look like?

Investigate

Hold up a ball of yarn. **Ask, *How can the ball could be used to create a web?*** Since we are not spiders, and we cannot spin silk, we will use this ball of yarn to create a web that connects us all.



Create

Ask the participants to get into a circle. Begin the ball of yarn with a volunteer. Instruct the volunteer to hold on to the end of the string, and toss the rest of the ball to someone on the other side of the circle. When the person catches the ball of yarn, they should say their name. Tell them to hold on to the position on the string, and pass the ball of yarn across to another person. Continue this process until everyone has been passed the string. End by passing the ball back to the first volunteer.

Ask participants to imagine this is a real spider web and the balloon is a fly. **Ask, *Is the web strong enough to support the balloon (the fly)? Will it fall through the holes? What can we do to strengthen the web?***

Invite the participants to try techniques to make the web stronger (adding additional connections, getting closer together to make the yarn tighter, etc.).

Remind them that if one person lets go of their yarn, it will be felt across the whole web. Just like a spider! And, the balloon (the fly) could more easily escape.

Invite a youth to crawl under the web and go to the middle, as you take their string ends. Ask the youth to lightly touch the yarn and ask one other participant to lightly move their strings. Can the child in the middle feel movement? That is what a spider feels—light movement!

Share/Reflect

Do you think webs can be unraveled or taken apart easily? Why or Why not?

What happened when the balloon was put on the web first? How did you make the web strong?

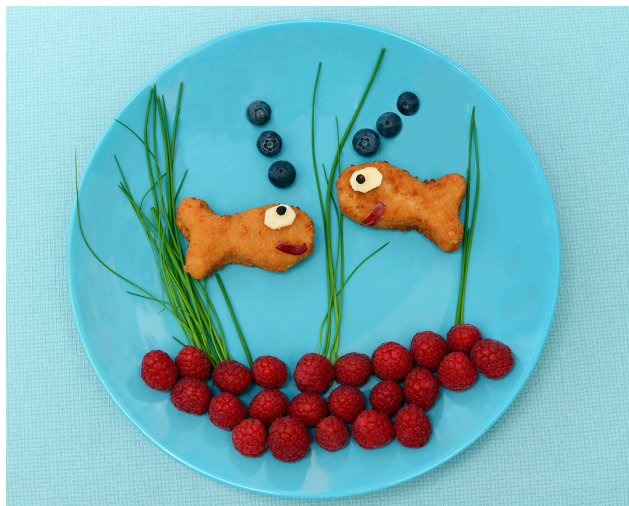
Relationship to 4-H

4-H gives children the opportunity to grow and learn LEADERSHIP skills. Your role as the facilitator can help even the youngest children practice leadership skills.

It starts with adults inviting youth to make a meaningful contribution to the group. Ask young children to share their interests and talents with the group. Create opportunities for them to lead games and ice breakers at the beginning of the meeting.

Your encouragement matters. Children continue to develop skills and confidence when they feel valued and recognized for their contributions.

Wake Up Your Tastebuds



We all have favorite foods... but how did they become favorites? Have a mini-taste test to introduce new foods and maybe find a new favorite.

4-H Project Area: Foods and Nutrition

Time: 20 minutes

Life Skills: Experimentation, Critical Thinking

Materials:

- 4 different fruits and vegetables, washed and cut into tasting samples.
Ideas include:
 - Vegetables (jicama, beets, okra, yellow peppers, cherry tomatoes, etc.)
 - Fruits (papaya, plum, passion fruit, star fruit, plantain, etc.)
- paper plates, napkins and glasses, 1 per child

Advance Preparation:

- Check with families to see if there are any food allergies or reactions. Be sure parents are aware that food tasting will be the activity.
- Using safe food handling practices, prepare samples by washing vegetables and fruits and preparing them into sample sizes (using individual sized containers or toothpicks). Be sure to wear gloves when working with food.
- Clean and sanitize tables and worktops where you will hold the tasting.

Did You Know?



Your tongue has between 2,000-8,000 taste buds on it. To taste food, our saliva helps to break food into smaller pieces so our taste buds can “catch” the flavor. We make 2-4 liters of saliva a day... that’s between ½ gallon

and 1 gallon of saliva every day! After the taste buds catch the flavor of our food, they send a message to our brains...and the brain says “I like it!”, “I don’t like it” – or “let me try that one more time”.

Research shows that the more we are exposed to food, the more likely we are to like it. But we may need to try new food more than 10 times before we like it.

FOR MORE INFORMATION ON LEADING ACTIVITIES FOR YOUNG MEMBERS, SEE CLOVERBUD LEADER GUIDE

THE ACTIVITY

Tell the group that they will try samples of new foods, talk about how it tasted and whether we would eat it again.

Ask

What is your favorite food? Why?

When was the last time you tried a new food?

What was it?

Investigate

Provide a paper plate, napkin and glass of water to each child. Tell them about the four samples you have for them today, holding up a whole sample so they see what it would look like in a store or garden and providing the name and type of food it is (fruit, vegetable).

Have youth look at the whole fruit or vegetable. Ask them to discuss what they see, what they think it will taste like. **Ask**, *What do these food samples look like? Have you ever tried them? What do you think they are going to taste like?*



Create

- Ask children to wash their hands before handling food. Sing “Happy Birthday” while washing to properly wash hands.

- Invite children to take a single serving of each of the 4 samples you have prepared. When they all have their samples, invite them to sit. One sample at a time, invite them to taste and share.

Share/Reflect

What did you think of the color of the food sample?

What did you think of the taste or flavor of the food sample?

What did you think about the smell of the food sample?

Would you want to eat this food again? Why or Why not?

Relationship to 4-H:

4-H has a lot of new things to try. The concept of tasting can be compared to how children in 4-H try out projects and activities. With over 300 projects to choose from, there are opportunities to try new things every year.

Encourage new 4-H members to participate in activities, projects and contests. Our job as leaders, especially with younger members, is to give them the opportunity to try—*taste*—new things and find out if they like them.

More to Explore

Try new foods or categories of foods. Consider trying different combinations of foods (like pasta combinations, yogurt mixes, meats and grains).

Sources: *How to Handle Kids' Picky Eating*, Robin Nixon, livescience; *Taste Testing in Schools: Resource Guide*, Ohio Action for Healthy Kids.

Adapted by: Melinda Pollen, 4-H Youth Development Educator, UW- Extension, Brown County

Edible Color Wheel



Learn about the color wheel using graham crackers and frosting, and think like an artist to create your own color.

4-H Project Area: Art

Time: 30 minutes (includes eating and clean-up)

Life Skills: Learning to Learn; Creativity,
Communicating

Materials:

- 1-2 tablespoons white frosting per child
- Red, blue and yellow food coloring
- 6 small rectangles of graham crackers per child
- 1 square of graham cracker per child
- Spoons
- Mixing bowls
- 4 Popsicle sticks per child
- Paper towels, hand wipes or access to a sink for clean-up

Advance Preparation:

Add food coloring to white frosting to make one bowl of each primary color— red, blue and yellow.

Have a cracker color wheel example ready to demonstrate while giving instructions. To save time, you can have the wheel of crackers set at a place for each child.

Make sure everyone washes their hands before handling food.

FOR MORE INFORMATION ON LEADING ACTIVITIES FOR YOUNG MEMBERS, SEE CLOVERBUD LEADER GUIDE

Did You Know?

The color wheel is a representation of the structure and properties of color. A basic color wheel includes primary (red, blue and yellow) and secondary (green, orange and purple) colors.



THE ACTIVITY

Tell the children that they are going to experiment with creating colors.

Ask

What are your favorite colors?

Where do you think we get all the colors in the crayon box?

Have you ever created a new color?

Investigate

Tell the group they will mix red, blue and yellow (primary colors) to make new (secondary) colors from frosting. Remind them to listen and not eat the crackers until the end.



Give each child 6 small graham crackers and 3 Popsicle sticks. Spoon a teaspoon each of red, yellow and blue frosting on three crackers. Place an

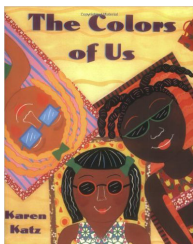
empty cracker between the frosted crackers for a total of 6 crackers.

Ask, What color will we get if we mix the red and blue together? [Allow time for predictions]

Using a Popsicle stick, take a bit of red frosting and place on the empty cracker between the red and blue crackers. Using the other end of the stick, take a bit of blue frosting and mix with the red on the cracker until the frosting is purple. Place the purple cracker on the color wheel between the red and blue crackers.

Follow the same procedure (using new Popsicle sticks) for the other combinations—red/yellow=orange and yellow/blue=green.

Now you've created a color wheel. Artists mix these colors to create new colors based on what they see.



More to Explore

Read a book about how artists see and use color: *Sky Color* by Peter

Reynolds; *The Color of Us* by Karen Katz; *The Noisy Paint Box* by Barb Rosenstock.

Create

Tell children they are going to explore color mixing and create their own color. Give each child 1 graham cracker piece and another Popsicle stick. Tell the children that for their last cracker, they can mix the colors any way they want to see what they get.

Share/Reflect

Ask each child to hold up their “new” color and share how they created it.

Ask, What is the name of your new color?

Can you find a similar color in the room?

After each child has had a chance to share, they can eat their crackers and frosting!



Relationship to 4-H

In this activity, the leader did a type of demonstration to explain how to make a color wheel. 4-H Demonstrations (a type of show-and-tell) are a great way to add interest to meetings. When youth practice speaking about their project, they are building self-confidence and communication skills.

Children need guidance and encouragement to learn these skills. Find small opportunities to have them share what they learned with the rest of the group. Sharing might only last a minute but with encouragement and support, they will have had a positive experience saying something while others watch and listen, like they did with this task.

Pop-Up Greetings



Thank a helper with your own 3-D creation! Identify helpers in your community and create a unique 3-D card to thank them.

4-H Project Area: Civic Engagement; Art

Time: 25 minutes

Life Skills: Concern for Others; Communications

Materials:

- Examples of pop-up books or greeting cards
- Plain white paper
- Pencils and crayons, colored pencils, or markers
- 1 piece of heavy cardstock per child
- Selection of construction paper and additional decorative paper – scrapbooking paper, wrapping paper, etc.
- Scissors
- Glue sticks

Advance Preparation:

Make an example of a pop-up card to show the youth

FOR MORE INFORMATION ON LEADING ACTIVITIES FOR YOUNG MEMBERS, SEE CLOVERBUD LEADER GUIDE

Did You Know?

The earliest pop-up books were not made for children. The oldest identified book with a moving element was made in the 13th century by a Catalan philosopher who added



a revolving disk to one of his books. After that, books with moving parts were used to teach anatomy, create secret codes and tell fortunes.

It wasn't until the late 1800s when these types of books were made for children. Each

moving part was made by hand so pictures would move along with the story. In the 1930s, Blue Ribbon Publishing of New York was the first company to call these "pop-up" books.

Now, you can see pop-up elements in greeting cards. You can find lights and music in some of the pop-up books and cards made today!

THE ACTIVITY

Explain that we are going to thank some community helpers by making pop-up cards for them. Our group will need to decide who we will make our cards for.

Ask

Who are some people that help our community?
(Police, firefighters, crossing guards for example)

How do they help us?

How do you like to be thanked when you help someone?

Investigate

Share some facts about the history of pop-up books and cards, and show some examples. Let children examine them to see how the pop-up parts are made. **Ask, What do you notice?** Show the example pop-up card you made.



Create

Give each child a piece of paper and pencil and have them plan their design first. Tell them to sketch some ideas and write a short message. Allow about 5 minutes. As they finish, ask them to share their ideas and let them pick out paper for pop-up cards.

Demonstrate making the card step by step:

- Fold cardstock in half, short sides together.
- Cut two equal slits in the folded edge.
- Push the section between slits out so it folds in and “pops up” when opened.

- Fold a piece of construction paper in half, short sides together, for the outer cover.
- Glue the pop-up card inside the construction paper cover.
- Decorate your card. Cut out paper shapes and glue to the pop-up. Add drawings and thank you messages to the community helpers.

Share/Reflect

Ask children to show their finished card to the group and explain their design choices.

Ask, Would you do anything different?

How do you think our community helpers will feel when they get your cards?

When done, collect the cards and deliver to the community helpers.

Relationship to 4-H

Community service is an important part of 4-H. As children learn new skills in 4-H activities, encourage them to share these skills with others to make your community better.

Explain that when you send your pop-up cards to community helpers, you are using your talents to thank them for keeping you safe, happy, and healthy.

More to Explore

When children are ready for a new challenge, encourage them to create a card with more than one pop-up element. Watch Martha Stewart interview artist Robert Sabuda for inspiring examples: www.marthastewart.com/918288/creating-pop-books-robert-sabuda#918288

Source: *Pop-Up Book*, TIME Magazine; *A Concise History of Pop-Up and Movable Books*, Ann Montanaro.

Adapted by: Brianna Stapleton Welch, 4-H Youth Development Educator, UW-Extension Washington County

Build A Snack Mix



How can your group create a snack that everyone enjoys? Work together to make a group snack mix.

4-H Project Area: Foods & Nutrition

Time: 20 minutes

Life Skills: Citizenship

Materials:

- Snack mix ingredients (see suggestions below)
- 1 bowl for each ingredient
- 1 small scoop for each ingredient
- 1 large mixing bowl
- 1/3 cup measuring cup
- 1 large spoon
- 1 small cup or plastic zip bag per child
- Stickers (5 per child)
- Large piece of paper
- Markers
- Tape

Snack mix ideas from each of the food groups:

Start with 5-7 or more choices to give youth enough choices in voting. Choose ingredients that provide a variety of flavors and textures.

Fruits: Apple chips, banana chips, raisins, dried cranberries, cherries, apricots, pineapple

Vegetables: Freeze dried mixed veggies, crunchy zucchini sticks, snap pea crisps, root vegetable chips

Grains: Whole grain square cereal, O cereal, pretzels

Protein: Sunflower seeds, pumpkin seeds, peanuts, almonds, walnuts, soy nuts

Advance Preparation:

Check with families to see if there are food allergies or reactions. Be sure parents are aware that food tasting will be the activity. Clean and sanitize the table or counter where you will be making the snack mix. Write the name of each ingredient on a large piece of paper and tape the paper to a wall at children's eye level.

FOR MORE INFORMATION ON LEADING ACTIVITIES FOR YOUNG MEMBERS, SEE CLOVERBUD LEADER GUIDE

Did You Know?

People make decisions every day. You probably had to make some decisions today, like what type of shoes to wear or what kind of cereal to have for breakfast.

Some decisions affect only you, and other decisions need to be made as part of a group. You can choose what color socks to wear and that decision doesn't affect anyone else. When your family is deciding what to eat for a meal, that choice affects everyone in your family.

Making decisions as a group means that our way or idea is not always going to be what the group wants to do. We have to learn how to be flexible and sometimes go along with other people's ideas. That's what teamwork is all about: learning how to work together to make the best choices for the group.

THE ACTIVITY

Explain that you will be create your own club snack mix today.

Ask

What makes a good snack? What are some of the ingredients that you like most? What don't you like?



Investigate

Explain that they will choose ingredients to make a snack mix today.

Ask, What might happen if an ingredient you don't like is included in our snack mix?

If children are unfamiliar with any of the ingredients, allow them to taste a sample of the ingredients they are curious about.

Give each child 5 stickers. Tell children that they will make a group decision about which ingredients go in the snack mix.



They will pick 5 ingredient by placing their stickers next to the ingredient name on a piece of

paper taped to the wall. Only 1 sticker should be used per ingredient choice.

Tell children that even if they love raisins, they shouldn't use all of their stickers to vote for raisins! Remind them that a tasty snack mix has lots of variety.

Once everyone has voted, the ingredients with the most stickers will go into the snack mix.

Create

Wash hands. Sing the alphabet song or count slowly to 30 while washing. (Do this earlier if sampling the ingredients.)

Decide how you will take turns adding ingredients to the mix. Here are some ideas:

- Line up chronologically by birthday month (Jan-Dec). January birthdays start.
- Line up alphabetically by middle name.

The A names start.

- Using a small cup or scoop, each child adds 1 scoop of an ingredient that received the most votes. As the children take turns, lead them in a group discussion about how much of each ingredient should go into the snack mix.

Ask, Is one scoop enough of this ingredient or should we add more?

When everyone has contributed a scoop, stir the mix. Measure 1/3 cup snack mix into a small cup or plastic bag. Serve.

Share/Reflect

While children are enjoying their snack mix,

Ask, Was the snack mix that we made as a group different from how you might have made a snack mix on your own? How?

More to Explore

Challenge the children to build a 2nd snack mix with at least 1 ingredient from each food group. For more information on food groups, visit www.choosemyplate.gov. To practice group decision-making, vote for favorite ingredients from each group by raising hands.

Relationship to 4-H

In 4-H, youth work together to make decisions. This is an opportunity for youth to contribute to a decision that will affect the whole group. When you made the snack mix, each choice of ingredient affected the snack that the whole group would get to eat. This is similar to our group decision making in 4-H meetings, when each person's contribution affects the overall outcome for the club.

Sources: *Rooted in Community*, North Dakota State University Extension; *Kids' Choice Trail Mix*, North Dakota State University Extension Service; *Eat Smart. Play Hard. Together: Consensus Pizza*, Texas A&M AgriLIFE Extension.

Adapted by: Brianna Stapleton Welch, 4-H Youth Development Educator, UW-Extension Washington County

Photo: Evan-Amos (Own work) [CC0], via Wikimedia Commons

Make a Mini-Greenhouse



A recycled CD case becomes a mini-greenhouse where radish seeds sprout into seedlings—right before your eyes!

4-H Project Area: Plant Science

Time: 25 minutes

Follow-up observations at home

Life Skills: Critical Thinking—Keeping records;
Responsibility

Materials:

- 1 alfalfa or bean sprout per child
- 1 small paper plate per child
- 1 plastic CD case (one side clear) per child
- Permanent markers
- 4-5 radish seeds per child
- Scissors
- Paper towels or felt scraps
- 8-½ x 11-inch sheets of paper
- Pencils
- Large bowl or sink nearby

Advance Preparation:

- Soak radish seeds in water overnight
- Pre-cut pieces of felt or paper towels to fit inside CD cases
- Fill a large bowl with water
- (optional) Create a mini-greenhouse one week earlier to provide youth example

FOR MORE INFORMATION ON LEADING ACTIVITIES FOR YOUNG MEMBERS, SEE CLOVERBUD LEADER GUIDE

Did You Know?

Did you ever wonder what gets a flower to bloom or why grass grows? It is because those plants are getting the things they need to help them sprout. Seeds need sunlight, soil, clean air and water to help them become strong, healthy plants. In this activity, children will make mini-greenhouses that give seeds some things they need to grow into strong plants.

Seeds need the right amount of water to sprout. Seeds absorb water, causing the tissues inside to expand and break the outer layer of the seed (called the seed coat). This allows a root and a shoot to come out of the seed. Each mini greenhouse will have a built-in water source.

Plants take in carbon dioxide from the air to help them make food. The small openings in the mini-greenhouse will help seeds get air so that they can start growing into strong plants.



More to Explore

To give children a peek at what will happen in their greenhouses, show them the YouTube video *Time-lapse of Radishes Growing*, Center for Ecoliteracy.



THE ACTIVITY

Explain that we will make mini-greenhouses to take home and observe.

Ask

What do you need to grow?

What do you think a plant needs to grow?

Have you planted seeds before?

What did you plant, and what happened?

We will be making mini-greenhouses that you will take home and watch as your seeds sprout. *What do you want to learn as you observe your greenhouse?*

Investigate



Give each child one sprout on a paper plate. Invite them to examine it. See if they can find the root that goes into the soil and the shoot that grows toward sunlight.

Ask, What do you notice? What are the different parts of the sprout? What questions do you have about these sprouts?

Create

Set out materials and give youth instructions:

Make a mini-greenhouse:

- Use marker to write names on CD cases.
- Wet felt by dipping in a bowl or running water. Squeeze water out so felt is damp but not dripping. Put felt in the CD case.
- Place 4-5 radish seeds on top of felt. Space them a few inches apart for room to grow.
- Close the CD case to seal mini-greenhouse. Tell children to take the greenhouse home and put it in a spot where it will not be disturbed.

Tip: If you observe felt drying out, gently dribble water onto it to make sure your sprouts have enough moisture.

Source: *Growing Vegetables at Home*, Helen C. Harrison; Center for Ecoliteracy; *Budding Gardeners Horticulture Project Activity Guide-Unit 1*, 4-H Cooperative Curriculum System Publication. Photo source: © 2014 Center for Ecoliteracy.

Adapted by: Brianna Stapleton Welch, 4-H Youth Development, UW-Extension Washington County.

Make a Sprout Journal:

- Fold a mini-journal from 8½ x 11-inch paper using attached instructions.
- Label each page with Day 1, Day 2, etc. There are enough pages to observe greenhouses for 8 days.
- Tell children to take their journal home and keep it near their greenhouse. Ask them to check it daily and draw or write about the changes in their radish seeds.

Share/Reflect

Ask, What did you learn about seeds and sprouts today?

What do you think will happen to the seeds in your mini-greenhouse?

How many days do you predict it will take for your seeds to germinate?

Encourage youth to draw or write in their seed journals. At your next meeting, ask them to bring their journals and report what they discovered. What did they learn from their observations?

Relationship to 4-H

One important thing we do in 4-H is keep records of what we learn and how we grow.

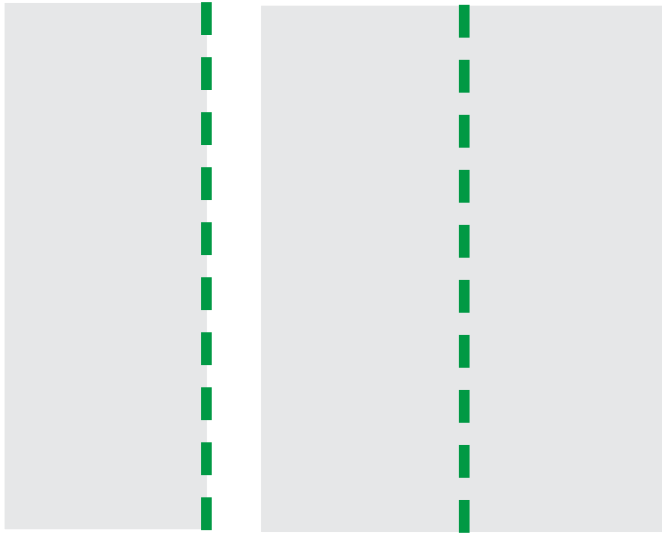
Explain that children will make observations and record information in their Sprout Journals. This is similar to how we keep records about our 4-H experiences.

Show a sample Cloverbud record book so children can see what they will assemble at the end of the year.

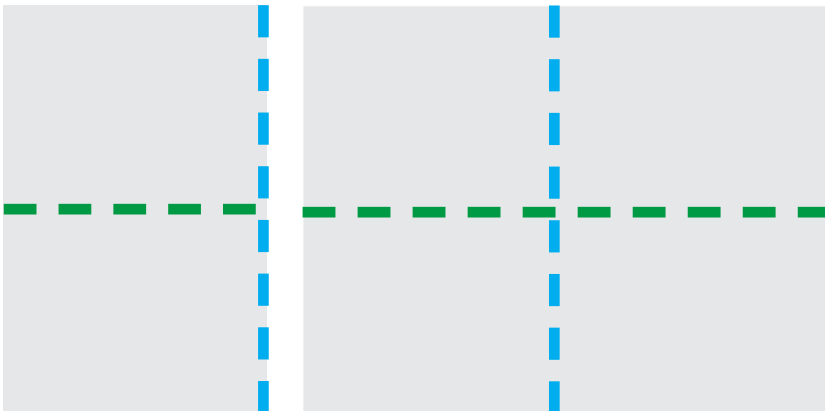
Fold a Mini-Journal

1

Fold 8-1/2" x 11" paper in half lengthwise, crease and unfold.



Turn the paper (landscape). Fold in half widthwise, crease, and unfold.



Your paper should be divided into four equal quarters.

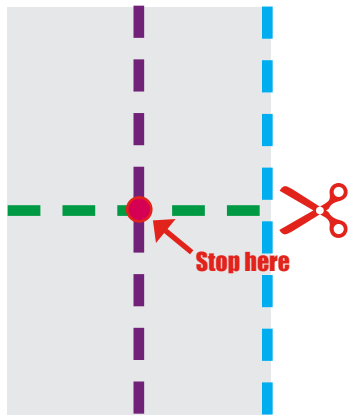
2

With the open paper, fold in one side half way – the right edge meets the center crease. Repeat for the other side. When both sides are folded, it looks like double doors.

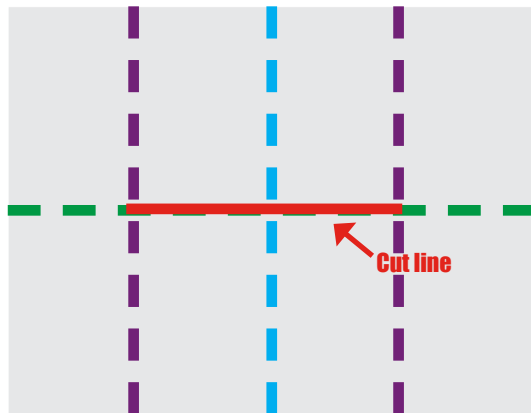


Unfold. Your paper should be divided into eight equal parts, like the picture above.

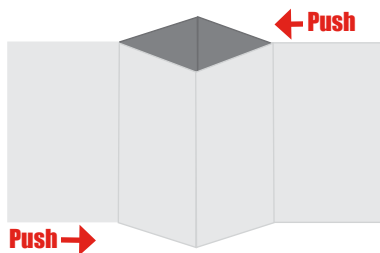
- 3 Re-fold the paper widthwise. Starting on the folded edge, cut paper along mid line fold to center point.



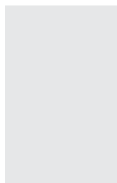
Unfold. Your paper should look like this.



- 4 Fold paper lengthwise (along the cut you just made.) Hold on to both ends and push in. This will make a diamond-shaped opening as shown in picture below.



- 5 Continue pushing until the diamond collapses (now you have a cross.) Fold sheets into a four-page mini-journal.



Paper Bag Pet Parade



Make a paper bag pet and teach it some tricks, then share your tricks with your friends during a special paper bag pet parade

4-H Project Area: Pets

Time: 25 minutes

Life Skills: Social Skills

Materials:

- Handout with pictures of common pets (see attached)
- Brown paper lunch bags
- Scraps of colorful paper
- Crayons or colored pencils
- Yarn
- Googly eyes
- Scissors
- Glue sticks

FOR MORE INFORMATION ON LEADING ACTIVITIES FOR YOUNG MEMBERS, SEE CLOVERBUD LEADER GUIDE

Did You Know?

Having a pet can be very rewarding! In the United States, pet lovers take care of nearly 100 million dogs and cats. However, there are other animals that can be pets, too. Guinea pigs, hamsters, lizards, rabbits, birds, and fish also make good pets. Youth can be involved in deciding what kind of pet is best for their family and can help research possibilities.

People like different kinds of pets depending on where they live and what they like to do.

Even if youth don't have a pet at home, this activity will get them thinking about the qualities they would want in an animal companion.

THE ACTIVITY



Ask

Who has a pet?

What kind of pet do you have?

What do your pets do?

What are some differences among the types of animals that can be pets?

Investigate



Distribute the handout of animal pictures to the children. Tell them to examine the pictures and describe what they notice about the animals' bodies.

Do they have fur? Are there scales on the animal? What kinds of ears do they have?

Point out the different physical features of the animals: tails, feet, ears, fins, etc.

Also ask the youth what would need to be done to care for the animals they are looking at. **How do you take care of a dog? How is that different from taking care of a bird?**

Create

Youth can use their imagination to design their own pet with a paper bag.



- Hand out the paper bags, set out craft materials, and give youth time to build their animal.

Challenge them to include at least two of the

animal parts that they observed when looking at the animal pictures. They should also name their animal.

Share/Reflect

It's time for a paper bag pet parade! Explain that each child will be marching their pet in the parade and will get to share something unique about their paper bag pet.

Arrange the space so that youth can line up for a parade. Invite each youth to introduce their pet to the group and perform their trick.

Ask, What might you need to do to take care of your imaginary pet?

They should tell the group something special about their pet. Continue the parade to show off the paper bag pet creations to any friends and family members who are present.

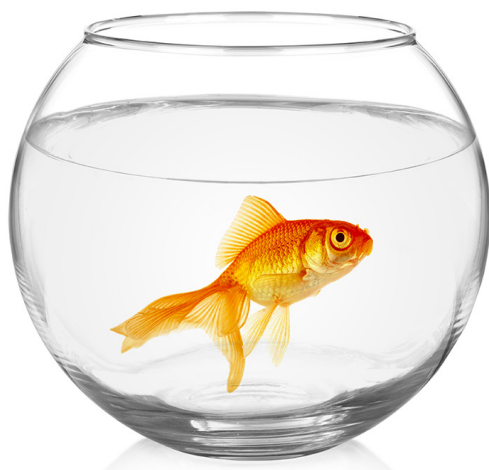
Ask, What did it feel like to parade with your pet?

What was the hardest part of doing the pet parade? What was the easiest part?

If you could have any pet in the world, what would it be? Why?

Relationship to 4-H

4-H exhibits at public events (like county fairs) are usually evaluated by a judge. Youth will need to be able to talk to others about what they learned and did in 4-H. Youth may be shy about speaking in front of a group or talking with someone they do not know, so it is important to provide opportunities to practice these skills throughout the year.





Today we made our own bubble solution using different ingredients to find out which made bigger and stronger bubbles.



Building Better Bubbles

We learned... We learned about the science of bubbles. Adding soap to water allows the surface of the water to stretch like a rubbery sheet. Adding glycerin or karo syrup prevents the bubbles from drying out too quickly and popping. We created our own experiment to test and observe the differences between the solutions.

Ask your child... What was the best size for a bubble? How long did your bubble last before it popped? What did the ingredients in the bubble mix feel like? Was there a difference between the solutions?

Explore more... You can make your own bubble solution at home. Adjust the amount of soap and glycerin and see what happens to the size and strength of the bubble.

Supplies:

- 1 cup water
- 1 tablespoon (Tbsp) dish soap
- 1 teaspoon (tsp) glycerin or karo syrup
- Shallow pan or tray

Directions: Mix the water, soap and glycerin together. Bubble solution seems to improve with age - make it at least a day in advance.

Connect to 4-H... The 4-H club meeting is a time for members to interact as a group and learn with and from one another. Meetings can be very different from club to club, and often depends on the size and age of the members. However you can expect that every meeting there will be time for youth to make decisions (business), learn new things (education), and make friends and have fun (recreation).



Hoy hicimos nuestra propia solución de burbujas utilizando diferentes ingredientes para descubrir cuál de ellos hace burbujas más grandes y más fuertes.



Cómo hacer burbujas mejores

Aprendimos... Aprendimos sobre la ciencia de las burbujas. Añadir jabón al agua permite que la superficie del agua se estire como una hoja gomosa. Añadir glicerina o jarabe Karo hace que las burbujas no se sequen ni se revienten tan rápido. Hemos creado nuestro propio experimento para probar y observar las características distintas entre las diferentes soluciones.

Pregúntele a su hija(o)... ¿Cuál tamaño de burbuja funciona mejor? ¿Cuánto tiempo duró tu burbuja antes de que se reventó? ¿Qué textura tenía cada uno de los ingredientes en la mezcla para burbujas? ¿Hubo una diferencia entre las soluciones?

Explore más... Puede hacer su propia solución para burbujas en casa. Varíe la cantidad de jabón y glicerina y vea qué pasa con el tamaño y la fuerza de las burbujas.

Ingredientes:

- 1 taza de agua
- 1 cucharada de jabón para platos
- 1 cucharadita de glicerina o jarabe Karo
- Una fuente no tan profunda o una bandeja

Instrucciones: Mezclar el agua, jabón y glicerina. La solución para burbujas parece mejorar con las horas; prepárela por lo menos con un día de anticipación.

Conéctese con 4-H... La reunión del club 4-H es una oportunidad para que los miembros del grupo se interactúen y aprendan entre ellos. Las reuniones pueden ser muy diferentes de club a club y a menudo dependen de la cantidad y edad de los miembros. Sin embargo, en cada reunión hay tiempo para que los jóvenes tomen decisiones en grupo, aprendan cosas nuevas y conozcan nuevas(os) amigas(os) y se diviertan.



Today we created our own windsock, a tool used to detect wind direction and speed.



See the Wind

We learned... about predicting the weather to help us plan and be prepared. A windsock is one tool to forecast the weather. The tail of the windsock points away from the direction that the wind is blowing. A windsock pointing north indicates a southerly wind.

Ask your child... What did you learn about weather today?

Tell me about your windsock?

Where do you think we can hang your windsock?

Explore more... Learn what the shape of clouds can also tell you about the weather by watching this video at PBS learning media:

<http://wimedialab.pbslearningmedia.org/resource/evscps.sci.life.clouds/clouds-and-weather/>

Keep track of the wind direction using your windsock and the daily cloud shape and see if you can start to predict the weather.

Connect to 4-H... 4-H is a place where young people get to make choices about their own learning and explore topics that interest them. A 4-H Project is a way that older members learn about new topics and gain new skills. Guided by youth and adult project leaders, members complete hands-on learning selected from over 150 topics — including photography, foods, animals, plant science, cultural arts, and robotics.



Hoy creamos nuestra propia manga de viento, una herramienta que se utiliza para detectar la dirección y velocidad del viento.



Vea el viento

Aprendimos... Como hacer un pronóstico del tiempo para ayudarnos a planificar y estar preparados. Una manga de viento es una herramienta para pronosticar el tiempo. La cola de la manga de viento apunta en la dirección contraria a la dirección desde la que el viento está soplando. Una manga de viento que señala hacia el norte indica un viento del sur.

Pregúntele a su hija(o)... ¿Qué aprendiste hoy sobre el tiempo? ¿Cuéntame de tu manga de viento? ¿Dónde crees que podemos colgar tu manga de viento?

Explore más... Vea este video educativo de PBS para aprender cómo la forma de las nubes también puede decirle algo sobre el tiempo:

<http://wimedialab.pbslearningmedia.org/resource/evscps.sci.life.clouds/clouds-and-weather/>

Para hacer sus propios pronósticos del tiempo, empieza a mantener un registro diario de la dirección del viento usando su manga de viento y la forma de las nubes.

Conéctese con 4-H... 4-H es un lugar donde los jóvenes pueden tomar decisiones sobre su propio aprendizaje y explorar temas que les interesan. Un proyecto de 4-H es una de las maneras en que los miembros mayores aprenden sobre nuevos temas y adquieren nuevas habilidades. Guiados por líderes de proyectos de jóvenes y adultos, los miembros completan el aprendizaje práctico escogiendo entre más de 150 temas, tales como fotografía, alimentos, animales, ciencias botánicas, artes culturales y la robótica.



Today we made a web by passing a ball of yarn around the circle of children and volunteers. Then we talked about how important our connections were when we make friends and stay together as a group.



Building A Web

We learned... about the strength of spider's silk and webs. As we made our own web, we discovered how to make it strong - everyone has to hold on to their end of the string and everyone needs to be included.

Ask your child... Ask your child to talk about the web of yarn: How big was the web? What happened if someone dropped their yarn? How did you decide who to pass the yarn to next? What happened when everyone had a piece of yarn?

Ask your child questions about webs: Who makes webs? Why do they make webs?

Explore more... Take a walk around an outdoor space—your backyard, a park, or a green space. Have your child look for spider webs. When they find them, ask questions about the size and shape of the web. Have them look for the spider and ask where he is located. You can borrow books from your local 4-H office or the library on spiders and their webs. You can make your own web at home. Webs are versions of weaving, so have your child weave cut paper or lacing. For additional ideas: <http://carrotsareorange.com/exploring-spider-webs/>

Connect to 4-H... Just like the ball of yarn connecting people to people, 4-H wants to do that too. One of the best things you can do in 4-H is meet new people and make friends. We can do this by going to meetings and saying hi to new children— or children we have not met. Ask them questions and get to know their names and things they like. The more you learn about someone else, the more you find out you might have in common - and that is what helps us make friendships.



Hoy hicimos una telaraña pasando un ovillo de hilo alrededor del círculo de niñas(os) y voluntarias(os). Luego hablamos sobre lo importante que eran nuestras conexiones cuando hacemos amigas(os) y permanecemos juntas(os) como un grupo.



Como construir una telaraña

Aprendimos... Acerca de la fuerza de la seda de las arañas y sus telarañas. Al hacer nuestra propia telaraña, descubrimos cómo hacerla fuerte: todos tienen que coger su punta de la cuerda y todos deben participar.

Pregúntele a su hija(o)... Sobre la telaraña de hilo: ¿De qué tamaño era la telaraña? ¿Qué pasaba si alguien dejaba caer su hilo? ¿Cómo decidiste a quién pasarle el hilo? ¿Qué pasó cuando todos tenían un pedazo de hilo?

Hágale preguntas a su hija(o) sobre telarañas: ¿Quién hace las telarañas? ¿Por qué hacen telarañas?

Explore más... Dé un paseo alrededor de un espacio al aire libre en su jardín, un parque, u otro espacio verde. Pídale a su hija(o) que busque telarañas. Cuando las encuentre, hágale preguntas sobre el tamaño y la forma de la telaraña. Pídale que busque la araña y pregúntele dónde está. Puede pedir libros prestados sobre arañas y sus telarañas en su oficina local de 4-H o en la biblioteca. Puede hacer su propia telaraña en casa. Las telarañas son un tipo de tejido, así que haga que su hija(o) teja papel cortado o trenzado. Para obtener ideas adicionales: <http://carrotsareorange.com/exploring-spider-webs/>

Conéctese con 4-H... Al igual que el ovillo de hilo formo conexiones entre personas, 4-H tiene la misma meta. Una de las mejores cosas de 4-H es conocer a nuevas personas y hacer amigos. Podemos hacerlo yendo a las reuniones y diciendo "hola" a las(os) nuevas(os) niñas(os) o a las(os) niñas(os) que no conocemos. Hágales preguntas y averigüe sus nombres y las cosas que les gustan. Cuanto más sepa de la otra persona, más descubrirá qué pueden tener en común, y eso es lo que nos ayuda a hacer amistades.



Today we experimented with trying new things - new foods - that maybe we haven't tried before. We thought about what we liked and didn't like about the foods we sampled, and shared our thoughts on whether we would try them again or not.



Wake Up Your Taste Buds

We learned... As we tasted our samples, we learned about different types of foods and talked about their flavors, colors and smells. We learned about what we liked, disliked or were unsure of. And, we found out that we have things in common with other members of our group!

Ask your child... What did you learn about food today? Did you try anything new today? Would you like to eat any of the foods again? Why? Which foods would you like to taste and compare next?

Explore more... To keep your child trying new things, you can set up food tastes at home. Try new foods or food groups, like pastas (whole wheat, gluten free, enriched white), grains (white rice, brown rice, quinoa, wild rice), dairy products (1%, 2%, skim, whole, soy milks), etc. When you find new foods your child (and you!) enjoy, try making a meal with the item!

Connect to 4-H... 4-H gives young people the opportunity to try lots of new things. Children can participate in a variety of activities (county or club meetings, learning days, festivals, and fair) that expose them to new experiences. Children also pick projects based on the topics that interest them. Those projects can be the same or different every year. Through 4-H, children can learn what they don't like, like and love.



Hoy experimentamos con nuevos gustos y nuevos alimentos que tal vez no hemos probado antes. Pensamos en lo que nos gustaba y en lo que no nos gustaba acerca de los alimentos que probamos. Después, compartimos nuestras ideas para ver si volveríamos a probarlos o no.



Despierta tus papilas gustativas

Aprendimos... A medida que probamos nuestras muestras, aprendimos sobre diferentes tipos de alimentos y hablamos de sus sabores, colores y olores. Aprendimos sobre lo que nos gustó, lo que no nos gustó o lo que no estábamos seguros si nos gustaba. ¡Y descubrimos que teníamos cosas en común con otros miembros de nuestro grupo!

Pregúntele a su hija(o)... ¿Qué aprendiste hoy sobre la comida? ¿Probaste algo nuevo hoy? ¿Te gustaría comer nuevamente alguna de las comidas que probaste? ¿Por qué? ¿Qué comidas te gustaría probar y comparar después?

Explore más... Para hacer que su hija(o) siga probando cosas nuevas, puede planear hacer comidas para degustar en casa. Deguste nuevos alimentos o grupos de alimentos, como pastas (integral, sin gluten, blanca enriquecida), granos (arroz blanco, arroz integral, quínoa, arroz silvestre), productos lácteos (leche descremada al 1%, al 2%, totalmente descremada, entera, leche de soya) etc. ¡Cuando encuentre nuevos alimentos su hija(o) (¡y usted!) disfrutarán e intentarán preparar una comida con el producto!

Conéctese con 4-H... 4-H da a los jóvenes la oportunidad de probar muchas cosas nuevas. Las(os) niñas(os) pueden participar en una gran variedad de actividades (reuniones a nivel de condado o club, días de aprendizaje, festivales y ferias) que los exponen a nuevas experiencias. Las(os) niñas(os) también escogen proyectos basados en temas que les interesan. Esos proyectos pueden ser iguales o diferentes cada año. A través de 4-H, las(os) niñas(os) pueden aprender lo que no les gusta, lo que les gusta y lo que les encanta.



Today we created a color wheel using frosting and graham crackers.



Edible Color Wheel

We learned... how to combine the ‘primary colors’ – red, yellow and blue – to create green, orange and purple. We also learned how artists use these basic colors to create new colors.

Ask your child... What colors did you make to frost your crackers? What new color did you make? What did it look like? What did you name it? How would you use your color? What did it feel like when you told the group about your new color?

Explore more... Learn more about how artists see and use color by reading “Sky Color” by Peter Reynolds, “The Color of Us” by Karen Katz, or “The Noisy Paint Box” by Barb Rosenstock.

Try mixing your own colors at home. In addition to primary and secondary colors, try adding white to create “tints” or add black to make “shades.”

Connect to 4-H... In this activity, we asked each child to share how they created their own original color. When children practice speaking about their work, they are building self-confidence and communication skills. 4-H provides young people many opportunities to share their work with others. Ask about the different communication and arts opportunities offered by your local club or county program.



Hoy creamos una rueda de colores, usando el glaseado y las galletas tipo Graham.



Una rueda comestible de colores

Aprendimos... Cómo combinar los "colores primarios" - rojo, amarillo y azul, para crear el tono verde, anaranjado y morado. También aprendimos cómo los artistas utilizan estos colores básicos para crear nuevos colores.

Pregúntele a su hija(o)... ¿Qué colores utilizaste para el glaseado de tus galletas? ¿Qué tono nuevo de colores creaste? ¿Cómo describirías el tono de colores que creaste? ¿Cuál nombre le diste al color que inventaste? ¿Cómo usarías tu color nuevo? ¿Cómo te sentiste cuando compartiste la información de tu color nuevo con el grupo?

Explore más... Aprenda más sobre cómo los artistas ven y utilizan el color leyendo "Sky Color" de Peter Reynolds, "The Color of Us" de Karen Katz, o "The Noisy Paint Box" de Barb Rosenstock. Intente mezclar sus propios colores en casa. Además de los colores primarios y secundarios, intente agregar el color blanco para crear tonos pasteles o el color negro para obtener matices oscuros.

Conéctese con 4-H... En esta actividad, les pedimos a las(os) niñas(os) que nos contaran cómo creó su propio color original. Cuando las(os) niñas(os) hablan sobre su trabajo, están fortaleciendo la confianza en sí mismos y sus habilidades de comunicación. 4-H ofrece a los jóvenes muchas oportunidades para compartir sus trabajos con otros. Pregunte sobre las diferentes oportunidades de comunicación y artes que se ofrecen en su club local o el programa de su condado.



Today we made pop-up cards to thank helpers in our community.



Pop-Up Greetings

We learned... As we made cards, we learned about the history of pop-up art. We also talked about the many people who help in our community.

Ask your child...

What was the most enjoyable part of making your pop-up card?

What was the most challenging part of making your pop-up card?

Who are the community helpers that you wanted to thank?

Who are some other people who help our family?

Explore more... Talk about the way that your child helps out in your family. Discuss the ways that people in your family like to be thanked for helping. Do they like hugs, nice comments, or a thank you card? Ask your child to show you how to make a pop-up card to thank someone special to your family.

Connect to 4-H... Community service is an important part of 4-H. As children learn new skills in 4-H activities, encourage them to share these skills with others to make your community better. When we sent our pop-up cards to community helpers, we were using our talents to thank them for keeping us safe, happy, and healthy.



Hoy hicimos tarjetas “pop-up” para agradecer a las personas que ayudan en nuestra comunidad.



Tarjetas de agradecimiento “pop-up”

Aprendimos... Al hacer las tarjetas, aprendimos sobre la historia de un tipo de arte que se llama “pop-up.” También hablamos de las muchas personas que ayudan en nuestra comunidad.

Pregúntele a su hija(o)...

¿Cuál fue la parte más bonita de hacer tu tarjeta “pop-up?” ¿Cuál fue la parte más difícil de hacer tu tarjeta “pop-up?” ¿A cuáles miembros de la comunidad quisieras enviar tu tarjeta de agradecimiento? ¿Hay otras personas en la comunidad que ayudan a nuestras familias?

Explore más... Hable de cómo su hija(o) ayuda en su familia. Hable de las formas diferentes de mostrar el agradecimiento entre miembros de su familia. ¿Les gusta recibir abrazos, comentarios agradables o una tarjeta de agradecimiento? Pídale a su hija(o) que le enseñe cómo hacer una tarjeta “pop-up” para agradecer a alguien especial de su familia.

Conéctese con 4-H... El servicio comunitario es una parte importante de 4-H. A medida que los niños aprenden nuevas habilidades con las actividades de 4-H, anímelos a compartir estas habilidades con otras personas para mejorar su comunidad. Cuando enviamos nuestras tarjetas “pop-up” a las personas que ayudan a la comunidad, estamos usando nuestro talento para agradecerles por mantenernos seguros, felices y saludables.



Today we practiced working together to make a snack mix.



Build a Snack Mix

We learned... As we made our snack mix, we each had to make choices about what ingredients we wanted to add. We learned how to think about the needs of our group as we made decisions about our snack mix.

Ask your child...

What did you pick to add to the snack mix? Why did you choose that ingredient?

How did the snack mix taste after everyone added their ingredients?

Would you change anything about the snack mix that the group made?

Explore more... Talk about how your family makes group decisions. Who is involved? What do they need to think about before making a decision that affects your family?

You can practice decision making as a family by building your own special family snack mix.

Connect to 4-H... In 4-H, youth work together to make decisions. Have you seen 4-H members vote at a club meeting? This is an opportunity for youth to contribute to a decision that will affect the whole group. When children made the snack mix, each choice of ingredient affected the snack that the whole group would get to eat. This is similar to our group decision making in 4-H meetings, when each person's contribution affects the overall outcome for the club.



Hoy pusimos en práctica el trabajo en equipo para hacer un refrigerio que consiste de una mezcla de alimentos naturales.



Invente su propia mezcla de alimentos naturales

Aprendimos... Aprendimos que después de hacer nuestra propia mezcla de alimentos naturales, cada uno tenía que tomar decisiones sobre qué ingredientes queríamos agregar. Aprendimos a pensar en las necesidades de nuestro grupo al momento de tomar decisiones para nuestra mezcla de alimentos naturales.

Pregúntele a su hija(o) a...

¿Qué ingrediente escogiste para agregar a la mezcla? ¿Por qué escogiste ese ingrediente?
¿Cómo sabía la mezcla de alimentos naturales después de que todos agregaron sus ingredientes?
¿Cambiarías alguno de los ingredientes que utilizó el grupo para la mezcla de alimentos naturales?

Explore más... Hable acerca de cómo su familia toma decisiones en grupo. ¿Quiénes participan? ¿Qué necesitan pensar antes de tomar una decisión que afecta a su familia? Puede practicar tomando decisiones en familia al momento de inventar su propia mezcla especial para la familia.

Conéctese con 4-H... En 4-H, los jóvenes trabajan en equipo al momento de tomar decisiones. ¿Ha visto a los miembros de 4-H votar en una reunión del club? Esta es una oportunidad para que los jóvenes contribuyan a una decisión que afectará a todo el grupo. Cuando el grupo hizo la mezcla de alimentos naturales, la selección de ingredientes de cada niña(o) contribuyó al resultado final. Esto es similar a la toma de decisiones de nuestro grupo en las reuniones de 4-H, cuando la contribución de cada persona afecta el resultado general del club.



Today we turned a recycled CD case into a miniature greenhouse and we put radish seeds inside. We also made journals that we can use to draw or write what happens inside our greenhouse each day. Please help us get our seeds to sprout by putting the greenhouse in a warm, sunny spot in your home.



Make a Mini Greenhouse

We learned... As we made our greenhouses we learned that seeds need water and carbon dioxide to sprout.

Ask your child...

What did you learn about seeds and sprouts today?

What do you think will happen with your greenhouse?

Where should we put your greenhouse so that it gets plenty of sunlight?

Explore more... To see what will happen to the radish seeds, you can watch videos online of radish seeds sprouting. You can find videos by searching for “radish seeds time lapse” on YouTube, or visit this link: <https://www.youtube.com/watch?v=fyV5z5b19mk>

Connect to 4-H... One important thing we do in 4-H is keep records of what we learn and how we grow. For this activity, children record observations of their greenhouses in their Sprout Journals. This is similar to how we keep records about our 4-H experiences. Ask a project or club leader if you can look at a sample Cloverbud record book so that your family can see what your child will assemble at the end of the year.



Hoy convertimos un estuche de CD reciclado en un mini invernadero y le pusimos semillas de rábano. También hicimos diarios que podemos utilizar para dibujar o escribir lo que sucede dentro de nuestro invernadero cada día. Ayúdenos a que nuestras semillas se germinen, poniendo el invernadero en un lugar cálido y soleado en su hogar.



Como hacer un mini invernadero

Aprendimos... Como hacer nuestros invernaderos aprendimos que las semillas necesitan agua y dióxido de carbono para germinar..

Pregúntele a su hija(o)...

¿Qué aprendiste hoy sobre las semillas y la germinación? ¿Qué crees que sucederá con tu invernadero? ¿Dónde deberíamos poner tu invernadero para que reciba mucha luz del sol?

Explore más... para ver qué sucederá con las semillas de rábano, puede ver vídeos en línea sobre la germinación de semillas de rábano. Puede buscar el vídeo "radish seeds time lapse" en YouTube, o visite este enlace: <https://www.youtube.com/watch?v=fyV5z5b19mk>

Conéctese con 4-H... una cosa importante que hacemos en 4-H es mantener registros de lo que aprendemos y cómo nos desarrollamos. Para esta actividad, las(os) niñas(os) registran observaciones de sus invernaderos en sus diarios de germinación. Esto se parece a la manera en que mantenemos registros sobre nuestras experiencias en 4-H. Pregunte a un líder del proyecto o del club si puede ver un libro de registro de "Cloverbud" como ejemplo para que su familia pueda ver lo que su hijo va a armar al final del año.



Today we made a paper bag pet and taught it some tricks. Then we did a pet parade and showed off our pet's tricks to our friends.



Paper Bag Pet Parade

We learned... As we made our paper bag pets we learned that animals have different physical features including fur, ears, tails, fins, scales, and more.

Ask your child...

Ask your child to show you the paper bag pet that they made. Notice any special features that they added to their paper bag pet, such as ears, tails, fins, fur, a nose, etc.

How did you decide to include _____ on your paper bag pet?

What did you name your pet?

What trick did you teach your paper bag pet? Can you show me?

What did it feel like to introduce your pet to the group?

Explore more... To explore more about pets, check out the Pets section of PBS Kids It's My Life: <http://pbskids.org/itsmylife/family/pets/>

They have fun pet facts, and resources that your family can use to decide if you want to get a pet and what kind of pet would be best for you.

Connect to 4-H... 4-H exhibits at public events (like county fairs) are usually evaluated by a judge. Youth will need to be able to talk to others about what they learned and did in 4-H. Youth may be shy about speaking in front of a group or talking with someone they do not know, so it is important to provide opportunities to practice these skills throughout the year.



Hoy hicimos una mascota con una bolsa de papel y le enseñamos algunos trucos. Luego hicimos un desfile de mascotas y mostramos los trucos de nuestra mascota a nuestros amigos.



Desfile de mascotas con bolsas de papel

Aprendimos... Después de hacer nuestras mascotas con bolsas de papel aprendimos que los animales tienen diferentes características físicas, como el pelaje, orejas, colas, aletas, escamas, y mucho más.

Pregúntele a su hija(o)...

Pídale a su hija(o) que le muestre la mascota que hizo con la bolsa de papel. Observe todas las características especiales que agregó a su mascota hecha con la bolsa de papel, tales como orejas, colas, aletas, piel, nariz, etc.

¿Cómo decidiste ponerle _____ a tu mascota de bolsa de papel? ¿Qué nombre le pusiste a tu mascota? ¿Qué truco le enseñaste a tu mascota de papel? ¿Me puedes enseñar? ¿Cómo te sentiste al presentarle tu mascota al grupo?

Explore más... Para obtener más información acerca de las mascotas, eche un vistazo a la sección de mascotas de It's My Life de PBS KIDS: <http://pbskids.org/itsmylife/family/pets/>. Tienen datos curiosos sobre mascotas y recursos que su familia puede utilizar para decidir si desea obtener una mascota y qué tipo de mascota sería mejor para usted.

Conectar a 4-H... Las exposiciones de 4-H en eventos públicos (como las ferias del condado) son evaluadas generalmente por un juez. Los jóvenes tendrán que ser capaces de hablar con otros acerca de lo que aprendieron y lo que hicieron en 4-H. Los jóvenes pueden ser tímidos al hablar frente a un grupo o hablar con alguien que no conocen, por lo que es importante brindar oportunidades para practicar estas habilidades durante todo el año.