

4-H Cloverbud Activity Record Book B 2024-2025



Materials adapted by Beth Rank, July 2018, August 2021, and January 2024 from resources originally created by Kim Drolshagen, Michelle Grimm, and Michelle Schroeder, 2011

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The 4-H Cloverbud Project is open to all youth in Kindergarten through 2nd grade. Activities are designed for the member to explore and discover a wide variety of project areas. Safety is the primary concern of the 4-H Cloverbud Project. Please communicate with club and project leaders to let them know of any known food allergies or special accommodations needed to ensure participation to the fullest extent.

This book contains activities that will be used throughout this 4-H year October through September. Each year a new book will be distributed by participating Extension Offices to all registered 4-H Cloverbuds.

The 4-H Cloverbud Project is a program of Wisconsin 4-H which is coordinated through UW-Madison, Division of Extension. The 4-H Cloverbud Project and their partners do not discriminate against anyone for reasons of race, color, gender/sex, gender identity, creed, disability, religion, national origin, ancestry, age, sexual orientation, pregnancy, marital or parental status, arrest or conviction record or veteran status.

In order for Cloverbud project members to receive the Outstanding Cloverbud Award and achieve in 4-H, they must complete a minimum of seven (7) activity pages in this book; either at the monthly club meeting, if available, or at home.

A Little Bit About Me



Place
Your
Picture
Here

Name: _____

Age: _____ Grade: _____

My family members: _____

My favorite activities: _____

- ☐ The information in this Cloverbud Record Book is true and of my own work.

Member signature: _____

My 4-H Club



4-H club name: _____

4-H club leader's name: _____

Phone number: _____

4-H club president's name: _____

Phone number: _____

4-H youth development educator's name: _____

Phone number: _____

My 4-H Cloverbud Story

My name is _____.

This is my _____ year in Cloverbuds. I also went to _____ 4-H club meetings and _____ county-wide Cloverbud meetings.

I have done activities like _____ and _____.

This year, my favorite thing to do at 4-H was _____.

I liked it because _____.

My favorite project I showed at the fair was _____.

When I was working on my project, the hardest thing was _____.

I liked being a Cloverbud this year because _____.

Many Cloverbuds enter exhibits in the County Fair. List the items you entered here:

Parent /Guardian Comments:



4-H Emblem

The official emblem is a four leaf clover with the letter "H" on each leaf which stands for head, heart, hands, and health. The colors of the emblem are green and white.

4-H Motto

The 4-H motto is "TO MAKE THE BEST BETTER." This motto challenges everyone involved in 4-H to do the very best job they can.

4-H Slogan

The 4-H Slogan is
"LEARN BY DOING"



4-H Activities

You may include pictures of you at various 4-H activities.
Add additional pages as needed. Caption photos to tell your story.

Planned

Accomplished

Club Activities

Demonstrations/Talk about something you are interested in

☐

☐

Recreation

☐

☐

Club Music Performance

☐

☐

Club Drama Performance

☐

☐

Picnic

☐

☐

Lead Reciting of Pledges

☐

☐

Attend Cloverbud Project Meeting. If yes, how many? _____

☐

☐

Other:

☐

☐

Other:

☐

☐

Other:

☐

☐

Other:

☐

☐

Other:

☐

☐

County Activities

Music Contest

☐

☐

Cultural Arts Festival/Drama Contest

☐

☐

4-H Promotion at June Dairy Breakfast

☐

☐

County Trip

☐

☐

Showed at County Fair

☐

☐

Project Day(s)

☐

☐

Cloverbud Day Camp

☐

☐

4-H Promotions (4-H Week)

☐

☐

Achievement Celebration

☐

☐

Other:

☐

☐

Other:

☐

☐

Other:

☐

☐

Other:

☐

☐

Multi-County Activities

Food & Clothing Revue

☐

☐

Camp

☐

☐

Other:

☐

☐

Other:

☐

☐

Other:

☐

☐



Pledge of Allegiance

(Place right hand over heart.)

I pledge allegiance to
the Flag of the United
States of America,
and to the Republic for
which it stands,
one Nation under God,
indivisible,
with liberty and justice
for all.

4-H Pledge

I pledge

my **HEART** to
greater loyalty,



(Right hand over heart)

my **HEAD** to
clearer thinking,



*(Right hand points
to forehead)*

my **HANDS** to
larger service,



*(Arms slightly bent,
palms up)*

and my **HEALTH**
to better living,



(Arms at sides)

for my club, my community, my country, and my world.

Life Cycle of a Tree

All living things have life stages, even trees! Some stages include: germination, growth, maturity, reproduction, decline, and death.

As we read the following story, *The Acorn*, we will go on a journey from germination, to maturity and reproduction, to decline, then on to death and decomposition. Things that appear in () parentheses in bold can be acted out with your body as if you were a tree. This will be like acting and listening to a story all at the same time!

THE ACORN

In a breezy but quiet backyard, not too far from here, an acorn blew from a tall oak tree and landed in the grass.
(wave your arms like branches on a tall oak tree).

After lying in the grass for what seemed like a very long time, the acorn noticed that he wasn't alone. Other acorns had fallen from the huge oak, and they were scattered beneath the tree, too. The acorn saw things happening to the other acorns. Four acorns **(hold up 4 fingers)** had disappeared after a loud, windy machine rolled by. Three acorns **(hold up 3 fingers)** had been carried away by a squirrel. Two acorns **(hold up 2 fingers)** had been pushed deep into the soil by walking feet. One acorn **(hold up pointer finger)** had a large crack around the outside coat. Our acorn felt very lucky to be safe and whole.

But after an enjoyable morning shower and some late afternoon sun, the acorn discovered that he had a crack in his coat, too. He didn't feel broken. No feet had squished the acorn. No squirrels had disturbed his time in the grass. Out of the crack in his coat stretched thin roots. Soon, the roots found soil and he noticed a green stem with a small leaf attached. The acorn had gone through germination and was no longer an acorn. He was a seedling! **(Hold up your pointer finger like a very small tree)**

The little seedling kept growing. From his new height, he could see that the other acorns had also turned into seedlings. The seedling was turning into quite the little oak tree. He now had three leaves! **(Hold up 3 fingers.)** It probably didn't look like much compared to the giant oak, but he was very proud just the same! **(Look around at other seedlings you see growing and wave your fingers like little branches with new leaves!)**

As the days got shorter and cooler, the leaves began to fall from the mature oak tree and land all around the smaller tree. Autumn was here, and many trees were beginning to lose their leaves. The tree wasn't worried. He knew he wasn't dying when his leaves fell. It was just another change as he continued to grow. **(Slowly flutter your hands down toward the ground, losing your leaves for the winter.)**

Winter followed autumn, and soon, spring danced into the air. When the snow was gone, the

4-H Connection

Much like the life cycle of a tree, 4-H'ers have a life cycle too. They start as Cloverbuds when they are 5 and in 5-year-old-kindergarten. They are members grades 3-13. Once they graduate from 4-H they can become a volunteer and once adults are age 21+ they can become a chaperone.

Life Cycle of a Tree

little oak saw that he was the only seedling to survive the cold winter and hungry neighborhood bunnies. Still, he was happy and proud of his growth and fresh spring buds on his tiny branches. **(Turn your hands around and curl your fingertips towards you as if your fingernails were new buds).**

Spring continued to warm, and summer quickly followed. Summer brought its warm sun, just as spring had brought its cool rain. Thanks to the sun and rain, the little tree continued to grow. **(Move your arms from by your sides up to in front of your chest to show the growth a tree).**

The tree stretched taller and taller. Another year passed and then another and another. He no longer worried that feet would step on him. He knew the squirrel could no longer carry him away. He had deep roots, a strong trunk, and a thick crown of branches and leaves. **(Move your arms from in front of your chest to in front of your face).**

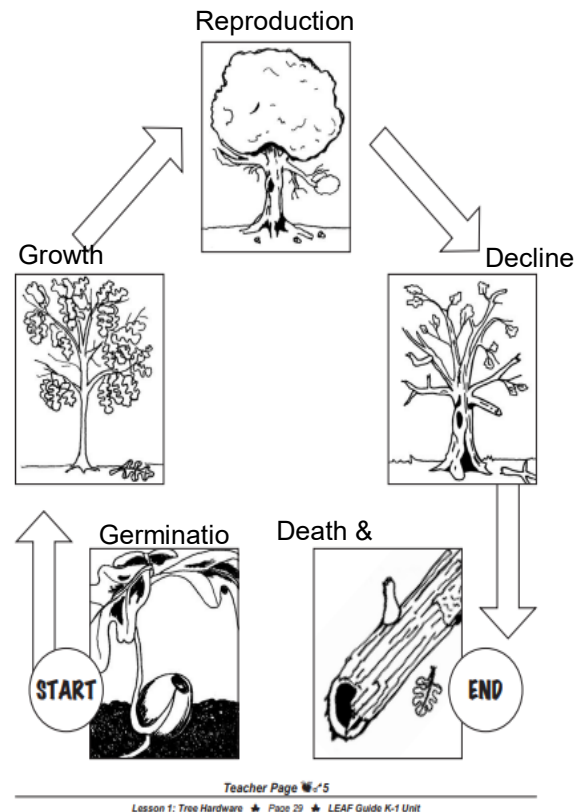
The wind of a storm pushed down the mighty oak whom he had fallen from as an acorn. The young tree knew he would miss the shade the big tree had given on hot summer days, but he also knew that he would now have enough space to grow and become a very big tree. **(Stretch your arms high up in the air, becoming the big oak in the yard).**

Years passed, and the trees began to grow acorns of his own. He wasn't worried when they fell off, since he knew that was where he had come from. He wished them well and continued to grow himself. **(Pretend to shake your fingers as if you're dropping your acorns off into the yard below).**

The tree continued to stand through many seasons and many years until he grew old and very large. The tree had dropped many acorns onto the grass below over the years. Some of them were nice looking little oaks by now. The oak noticed that he had very few leaves on his branches. Insects had begun to make homes in his trunk, and mushrooms had begun to grow on some of his branches. **(Look down at the nice little oaks that grew from your acorns and the mushrooms growing on your pretend trunk and branches).**

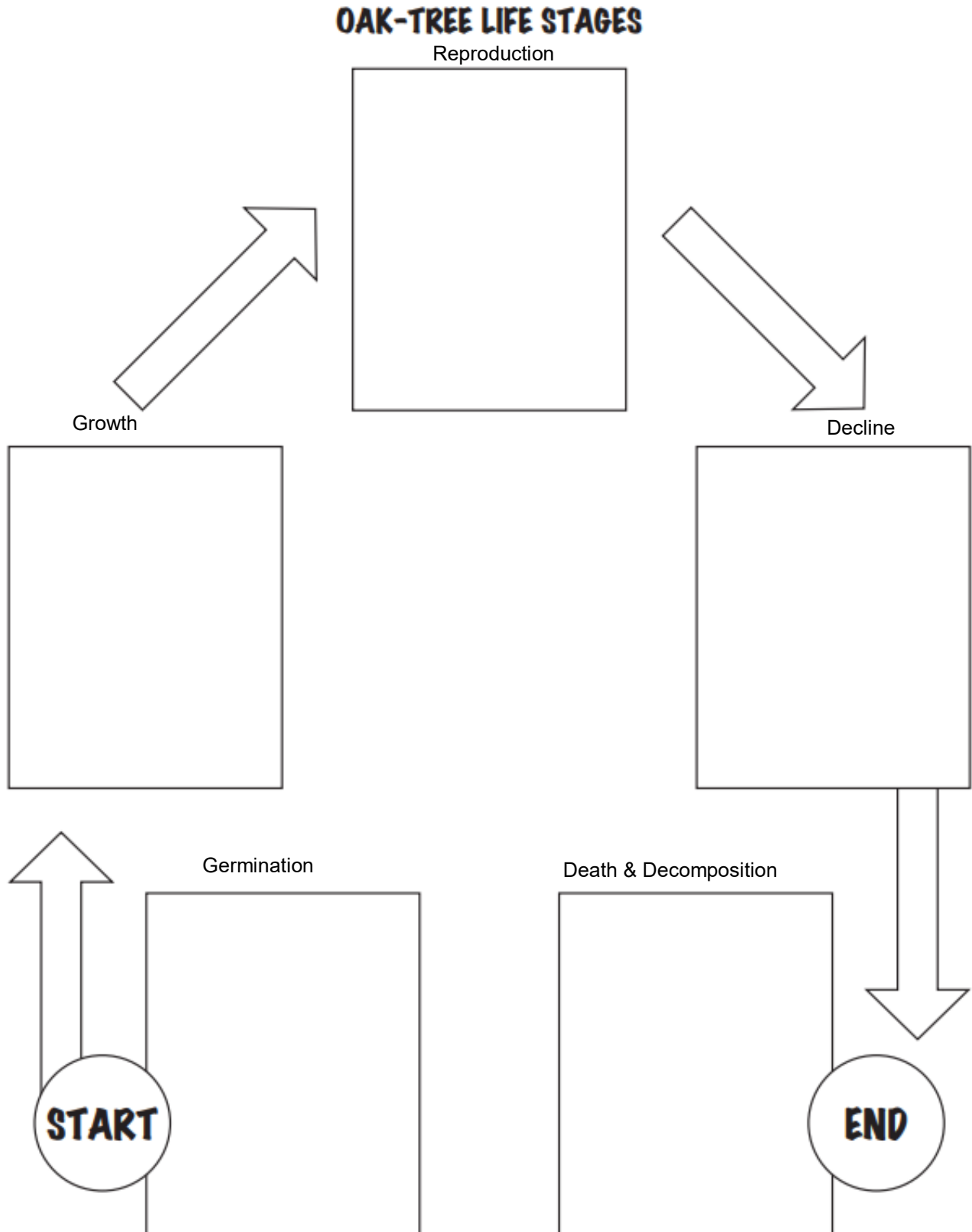
More years passed, the tree grew no leaves at all. The tree still felt very alive, though, with many new creatures living in his limbs. One year, **(hold up pointer finger)** strong winds pushed the tree over. New plants soon grew up in the space the big tree left and used the tree for shelter and for nutrients. The tree felt like a grandpa, helping new and different plants and animals to live and grow.

The tree had come from a tree, falling as an acorn from its branches. It had grown from a small seedling into a large tree that had acorns on his own branches. It had fallen and, in this stage of the tree's life, he would slowly pass on his energy to new trees, maybe even some little oak!



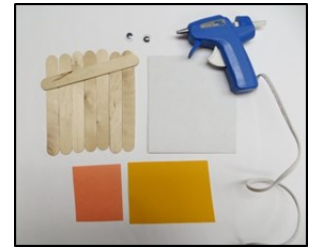
Life Cycle of a Tree

In the boxes below, draw pictures to go with the life stages of an oak tree. Start with the box by the word start and work clockwise around the circle following the arrows. Color in each picture as much as you want to.



Popsicle Stick Puppet

Make a fun popsicle stick puppet then put on your own Puppet Show! To start: close your eyes and think about what kind of puppet you want to make. Be creative! Gather your craft supplies then think about a play you and your puppet can share with others.

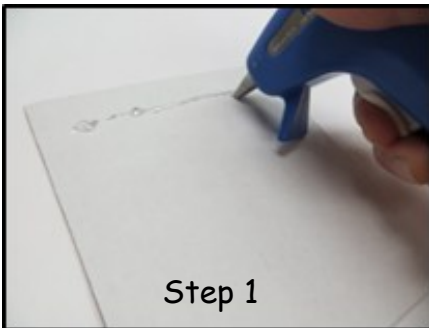


Materials:

- 7-8 jumbo popsicle/craft sticks
- 4"X4" square cardboard (cereal box works well) or thick paper
- Glue (hot glue gun, glue dots, or liquid glue)
- Cardstock or construction paper
- Markers or paint and brush
- Scissors
- Wiggly eyes or eyes cut from paper
- Miscellaneous craft supplies

4-H Connection

4-H promotes the development of good communications skills early in a 4-H'ers life. This activity encourages the Cloverbud to present his/her puppet to someone else and explain how he/she made the creation. The act of speaking in front of a group may be new and scary to some young people while others are more comfortable in front of a variety of groups.



Procedure:

1. Spread glue on cardboard or thick paper and attach 6 popsicle sticks in a row. Glue the last popsicle stick diagonally across the top 1/3 of the sticks if you want your puppet to have a hat.



2. Paint or use markers to bring your puppet to life. Make sure your puppet has a face (specifically a mouth so your puppet can talk!)



3. Glue the last popsicle stick to the back of the puppet so you have something to hold onto. Glue optional embellishments to bring your puppet to life.

Now that you have a Popsicle Stick Puppet, turn the page and have a Puppet Show!

This puppet can be entered into the 4-H Cultural Arts Festival. To get a blue ribbon for this item you will need to say your name, 4-H club, your puppet's name, and how you made your puppet friend. Practice introducing yourself and your puppet to someone.

Popsicle Stick Puppet — Puppet Show

Now that you've made your Popsicle Stick Puppet, let's explore having a Puppet Show!

Setting: Where will they go?

Characters: Who will they meet?

Plot: What problems will they solve?

Script:

The End!

Sample Puppet Show Script for a Scarecrow Popsicle Stick Puppet

Setting: A sunny day at a farm.

Characters: Scarecrow and a Friend (You)

Plot: Scarecrow has lost some of his straw stuffing and needs help.

Script:

Friend: Hi Scarecrow! How are you today?

Scarecrow: Oh, not so good. A pesky squirrel stole some of my straw stuffing. Now I can't move!

Friend: That's terrible! Don't worry, I'll help. We can go to the barn and get you some more straw.

Scarecrow: That would be wonderful! Thank you!

Friend picks up Scarecrow and carries him offstage.

Narrator: And so, Scarecrow and his friend went off to the barn for a happy ending!

The End!

Build a Snack Mix Together

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

People make decisions every day. You probably had to make some decisions today, like what type of shoes to wear or what kind of food to eat 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.

Today's activity involves making a snack mix. Each person in the group (or each family member) gets to vote for their favorite five ingredients so the snack mix is unique to your group and contains ingredients that most people in the group like.

1. On a table set out a variety of dry snacking items (examples included in the materials list).
2. Using a sticky note, write the name of each item.
3. Give each group member five dot stickers to choose their five favorite items they want added to the group's snack mix. (next page)

4-H Connection

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 during 4-H meetings, when each person's contribution affects the overall outcome for the club. To learn more about Wisconsin 4-H Movement values: <https://4h.extension.wisc.edu/the-movement/>

WARNING: Check with adults about food allergies or reactions. Clean the space used to make the snack and ask everyone to wash their hands.

Materials:

- Snack mix ingredients (see suggestions below)
- 1 bowl for each ingredient
- 1 small scoop for each ingredient
- 1 sticky note for each ingredient (add name of item written across the top with rooms to add dot stickers below)
- 1 large mixing bowl
- 1 large spoon
- 1 small cup or plastic zip bag per child
- Dot Stickers (5 per child)

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

Adapted from: 2021 Wisconsin 4-H Cloverbud Activity Plans. This lesson was adapted by: Brianna Stapleton-Welch, 4-H Youth Development Educator, Extension Washington County with sources from 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.

Build a Snack Mix Together

Use only one sticker per item. Variety is the best part of a snack mix.

4. Arrange the snack items in order from most popular (most sticker dots) to least. Adults add an appropriate sized scoop or measuring cup or spoon based on the snack item's size, number of group members, and amount available.
5. Arrange group members alphabetically by middle name. Start with the letter A.
6. To a large mixing bowl, with a small cup or scoop, encourage each group member in alphabetic order to add 1 scoop of the ingredient that received the most votes.
7. Repeat step 6 until at least the top 5 most popular items are included.
8. Give each group member a chance to gently stir the snack mix.
9. Using a small scoop, divide the snack mix evenly into small cups or baggies, one per group member.
10. Enjoy the snack you all created together!

Reflection:

What ingredients were added to your group's snack mix? Next put a smiley face next to the ingredients you gave a sticker dot to.

Will a snack mix be the same or different if you made it with a different group of people? Why?

Straw-Blown Painting

Let's create a masterpiece! Then explore the emotions each creature may be feeling.

Materials:

- A Rimmed Baking Sheet or shallow cardboard box
- Aluminum Foil or a plastic bag (so nothing soaks through)
- White Paper
- Tempera Paint or Watercolor Paint
- A Cup of Water
- Plastic Straw, one per person
- Fan to speed up drying, optional but helpful
- Googly eyes, optional but fun!
- Permanent Marker

Steps:

Prepare your canvas:

- ☐ Put aluminum foil on the baking sheet or box.
- ☐ Place the white paper on top of the foil.

Add paint:

- ☐ Put tiny drops of paint on different spots on the paper.
- ☐ Add a few drops of water to the paint to make it easier to spread.

Blow the paint:

- ☐ Use the straw to blow the paint drops.
- ☐ Try blowing hard, soft, and in different directions.

Let it dry:

- ☐ Put your painting flat and let it dry completely. You can anchor the paper with small rocks or tape and place near a fan.

Create something new:

- ☐ Once the painting is dry, you can cut out your favorite parts and glue them onto a greeting card.
- ☐ Or, if you used a big piece of paper, you can use it as wrapping paper.

Make it come to life:

- ☐ If you want, you can glue googly eyes to your straw blown paint pictures to make them look like funny creatures.

Explore each straw blown creature's emotions:

- ☐ Turn the page and circle emotions your straw blown creatures may be feeling.

4-H Connection

Art is the top project statewide in Wisconsin 4-H. Within the category of Art, youth can explore visual arts, textile arts, and communication arts. There are statewide Art Camps open to youth as early as 3rd grade. There are also contests open to youth as young as Cloverbuds.



This project can be entered into the 4-H Cultural Arts Festival or County Fair.

Straw-Blown Painting: Exploring Emotions

Directions:

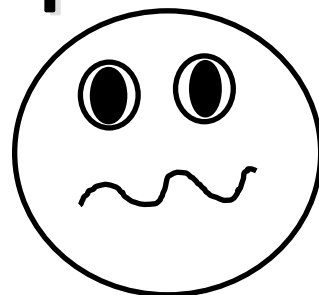
1. **Look at your straw-blown creations:** Find the cool creatures you made with the straws.
2. **Think about their feelings:** What do you think they're feeling? Are they happy, sad, angry, surprised, or something else?
3. **Circle the feelings:** Look at the list of feelings below. Find the ones that match your creatures and circle them.

Positive Emotions:	<ul style="list-style-type: none">• Pride• Satisfaction• Relief• Gratitude• Serenity• Inspiration
<ul style="list-style-type: none">• Joy• Happiness• Love• Hope	

Negative Emotions:	<ul style="list-style-type: none">• Guilt• Shame• Disgust• Envy• Jealousy• Boredom
<ul style="list-style-type: none">• Sadness• Anger• Fear• Anxiety	

Source: American Psychological Association (APA) For more information and resources on emotions for children, you can visit the APA's website: <https://www.apa.org/>

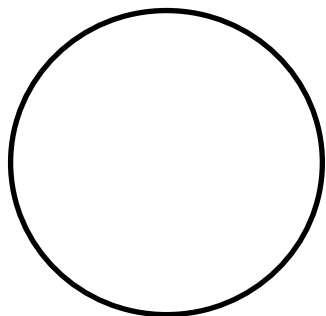
Example:



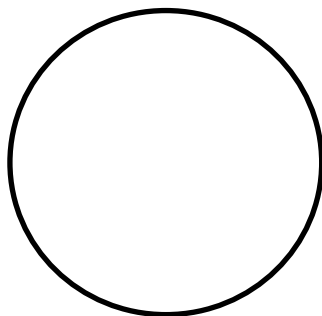
Anxiety

Emotion

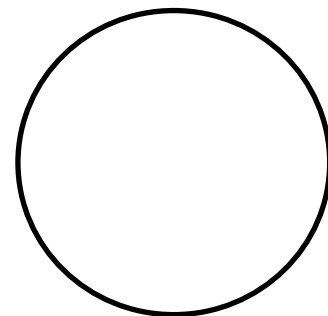
Directions: Draw faces in the circles to show two positive emotions and one negative emotion. Then write the name of the emotion above the line.



Positive Emotion



Positive Emotion



Negative Emotion

The Giant's Breakfast

Reading and listening to stories can be really creative times for youth. In this activity we will use their imaginations while dramatizing part of the classic "*Jack and the Beanstalk*" tale.

Materials:

- A picture book version of the *Jack and the Beanstalk* tale. Here are a few suggested options that are readily available through most public library systems:
 - *Jack and the Beanstalk* retold and illustrated by Stephen Kellogg
 - *Jack and the Beanstalk* retold by Richard Walker and illustrated by Niamh Sharkey
 - Or do a web search for "*free jack and the beanstalk*" to find online versions of the tale
- Blank paper
- Washable markers/crayons/colored pencils
- Space for participants to move around during the pantomime portion of the activity
- The Giant's Breakfast narrative (on next page)

4-H Connection

4-H is a program where young people make choices about their own learning and explore the topics that interest them. There are many short term opportunities (like events and day camps) and long-term opportunities (like enrolling in a 4-H project) that youth can try. Help new members and families discover what there is to learn as they grow with 4-H. Invite older members to talk about their favorite projects or activities with younger members. Take time to explain to parents the opportunities offered through the club and county.

Procedure:

1. Read the book *Jack and the Beanstalk*.
2. Close your eyes and explore the story with your mind, voice, and body.
3. Using the paper and markers, imagine that you are Jack, and are planning a way into the giant's home. Use the markers to draw a map of the giant's house. What are the different ways you can get into the giant's house? Remember, you have to find a sneaky way in, because you don't want the giant to catch you!
4. Move to an open space where everyone in the group has space to move around easily and safely.
5. Let's pretend to be Jack in the giant's house. As someone reads the description of the giant's house, imagine the space, and move around and explore it. Pretending to do an action without talking is called 'pantomime.' In this activity, you will pantomime all the things that are being described.
6. Close your eyes and listen to someone read aloud the Giant's Breakfast narrative (on next page) while you pantomime.

The Giant's Breakfast

Open your eyes. Congratulations, you made it inside the giant's house without getting caught! There is a little door in front of you. Turn the knob and walk through. It is just tall enough for you—watch out so that you don't bump your head. You see that you are in the kitchen of the giant's house! It's very bright here. Allow your eyes a moment to adjust. The ground at your feet is red and white in large squares. You're standing on a giant tablecloth. And there before you is a large plate. Walk over to it. Stop. Smell that. Fresh coffee. Must be coming from that cup and saucer over that way. Step onto the plate. See the bright yellow scrambled eggs at your feet. Hop up on them. Bounce around. Play. Now step over here to the peanut butter toast. Climb up and try to walk on the toast. Sticky...it's hard work to get across. Smell the peanut butter? You can taste some if you like. Oh, and over there is a tall stack of pancakes. Climb them as if you were climbing up a mountain. Whew...you made it to the top. With all the butter up here, it's pretty slippery. You can slip and slide on the top of this pancake mountain like an ice skater. Come on down. Look, there is something else on the plate. I can't quite see it, but it's a food you like. Go ahead and explore it. Play with it. Can you smell it? Do you want to eat some? Explore with all your senses.

Oh no. Listen. Do you hear the sound of a cat meowing. This cat must be huge. Hide someplace on the plate. Quickly...hide, hide. The cat's up on the table now. Sniffing around. Getting closer to you and closer and closer and...Listen—the sound of giant footsteps. The giant is coming! Listen as he picks up the cat off the table and puts her outside. His footsteps are moving away from the table. Each step makes the floor tremble. This is your chance to escape. Come out from your hiding place and run for that little door. It's locked. Pull on the doorknob. It comes off in your hand. Here comes the Giant again and he sees you. There's a key on the floor. Pick it up. Put it in the lock. It works. The door opens. Jump through and land on the floor. Just rest now. You are safe. Close your eyes. Just breathe easily. Open your eyes. Hey, you're back in our room! Wasn't that an exciting adventure?

The Giant's Breakfast

Now that you have listened to the tale of Jack and the Beanstalk, drawn a map of the giant's kitchen and pantomimed a story of being on the giant's breakfast table, let's do a little reflection.

What did it feel like when you pretended to be Jack exploring the giant's breakfast table?

Would it be easy or hard to pantomime your favorite story book?

Animals of All Ages

Just like people, livestock animals have special names for mothers, fathers, and babies. In this lesson, we will explore the special names of animals.

Animals are usually raised for two main reasons. One is to give us products such as meat, milk, eggs and fibers (such as wool or leather) that help us in our day-to-day lives. The other reason is to breed more young animals. To make more animals, we need a male and a female animal. We are going to learn more about five types of animals on farms. These animals have special names for males, females, and babies too.

1. Cut along the lines of the animal picture cards on the pages after the chart.
2. Sort the animal picture cards by type of animal to make a family with a male, female, and baby.
3. Cut along the lines of the animal fact cards on the pages after the chart.
4. Complete the chart on the backside of this page. Trace the names of human males, females, and babies.
5. Select one animal family and make a poster to share information with someone else. The poster can be entered in the County Fair. Make sure to:
 - Label your poster "Animals of All Ages"
 - Write the male, female, and baby names of the animal
 - Find and write 1-3 facts about the animal (what do they eat, how to show them, etc.)
 - Find photos or draw pictures of the animal

4-H Connection

One of 4-H's most popular project areas—specific topics that youth want to learn more about—is animal science. Animal Science projects include livestock, horses, dairy, smaller farm animals, dogs and other pets. Youth can participate in these projects even if they do not own an animal. Animal science projects teach youth life skills such as caring, empathy, responsibility, decision-making, problem solving, and more.

Lesson Enhancements for groups (if time and interest allow):

- Distribute the 15 animal cards evenly among participants then invite them to make the animal sound for that animal and try to find the other participants who have that same animal.
- Put all 15 animal picture cards into a bowl and allow participants to draw one card at a time and sort the animals by type (all males, all females, all babies OR all Chickens, Cattle, Swine)
- Encourage youth to expand beyond the animals listed on the chart, what other names are there for males, females, and babies? Do elephants give birth to calves or foals?
- Play a game of memory by placing the pictures of the baby and the mother of each species randomly face-side down. Each player takes a turn trying to reunite them.

Adapted from: Animals of All Ages Cloverbud lesson adapted by Monica Lobenstein, Learning Resources Specialist, UW-Madison Division of Extension, from Animal Life Cycles, Colorado Foundation for Agriculture (2013), <https://www.agclassroom.org/colorado/>. Images and animal facts curated by Bernadette O'Rourke, Extension Youth Livestock Specialist, Ron Kean, Extension Poultry Specialist, UW-Madison Division of Extension. Image sources: Cara Cross, Mike Egan, Bailey Fritsch, Ron Kean, David Laatsch, Bernadette O'Rourke, and Amanda Patterson.

Directions: Fill in this chart as you sort through the cards provided on the next few pages. For the last row: You choose an animal to find the names of each type of animal by looking information up online or by asking someone you trust.

	Male	Female	Baby
Human	Father	Mother	Baby
Cattle			
Sheep			
Goats			
Chickens			
Swine			

Animals of All Ages

Now that you have completed some animal related activities, reflect on what you learned and how you can share your new knowledge with others.

What was your favorite animal family?

Who can you teach about animal families?

Can you draw a picture of an animal family?

Animal Name Cards



Image used with permission from Amanda Patterson

Animal Name Cards



Image used with permission from Bernadette O'Rourke

Animal Name Cards



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Animal Name Cards



Image used with permission from Mike Egan

Animal Name Cards



Image used with permission from Cara Cross

Animal Name Cards

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BULL

Male (father) cattle are called bulls. Bulls eat grass, hay, and grain.

RAM

A male (father) sheep is called a Ram. Rams eat grass, hay, and grain.

ROOSTER

Male (father) chickens are called roosters. Roosters eat a combination of corn, soybean meal, and vitamins and minerals.

BUCK

A male (father) goat is called a buck. Bucks eat grass, hay, and a grain mixture. Bucks produce a scent that identifies them differently than other farm animal males.

BOAR

A male (father) pig is called a boar. Boars eat a combination of corn and ground-up soybeans.

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Animal Name Cards



Image used with permission from Amanda Patterson

Animal Name Cards



Image used with permission from Bernadette O'Rourke

Animal Name Cards



Image used with permission from David Laatsch

Animal Name Cards



Image used with permission from Mike Egan

Animal Name Cards



Image used with permission from Bailey Fritsch

Animal Name Cards

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COW

Female (mother) cattle are called cows. A cow is pregnant for about 263 days before she gives birth to a calf.

EWE

A female (mother) sheep is called a ewe. A ewe is pregnant for about 145 days before she gives birth to one or more lambs. A ewe can produce wool, meat, and depending on the breed, milk for cheese and other products.

HEN

Female (mother) chickens are called hens. A hen lays eggs that can be used for food or incubated to hatch chicks.

DOE

A female (mother) goat is called a doe. Does give birth to one or more goats after 114 days of being pregnant.

SOW

A female (mother) pig is called a sow. A sow is pregnant for about 114 days before giving birth to many piglets (8-13 piglets) at a time.

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Animal Name Cards



Image used with permission from Amanda Patterson

Animal Name Cards



Image used with permission from Bernadette O'Rourke

Animal Name Cards



Image used with permission from Ron Kean

Animal Name Cards



Image used with permission from Mike Egan

Animal Name Cards



Image used with permission from Bailey Fritsch

Animal Name Cards

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CALF

A baby in the cattle world is called a calf. A calf drinks milk from the cow until they can eat grain and grass.

LAMB

A baby sheep is called a lamb. A lamb drinks milk from the ewe until they can eat grain and grass.

CHICK

Baby chickens are called chicks. They can eat and drink on their own, but need to be kept warm.

KID

A baby goat is called a kid. Kids drink milk from the doe until they can eat grain and grass on their own.

PIGLET

A baby pig is called a piglet. Piglets drink milk from the sow until they can eat grain on their own.

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Quilt Squares



Quilts are art and some tell family stories. Most quilts are made from pieces of fabric or material that are cut into shapes. These shapes are sewn together to make quilt blocks. The blocks are then sewn together to make a quilt.

Let's make our initials in a quilt square!

Materials:

- 2 - 6"x6" Pieces of thin cardboard (cereal boxes work well)
- Several colors of construction paper
- Square shape patterns (see next few pages)
- Triangle shape patterns (see next few pages)
- Glue stick
- Scissors
- Pencil
- Hole punch
- Yarn

4-H Connection

Just like quilts have been one way of communicating family history over time, the 4-H Record Book serves as a way to document growth in the 4-H program. It is most helpful to work on this throughout the entire 4-H year. This Cloverbud Activity/Record Book is specifically designed to foster this work throughout the year. When you graduate from Cloverbuds, a different Record Book becomes available and is more open-ended. It is important to work on that Record Book throughout the 4-H year. Aim to at least review your book quarterly to update the calendar and insert photos.

Procedure:

1. **Find Your Letter:** Look for your name's first letter on the paper. Circle it.
2. **Cut Out Shapes:** Cut out the shapes that match your letter's picture.
3. **Trace Shapes:** Trace the shapes onto colorful paper.
4. **Cut Out Shapes:** Cut out the traced shapes.
5. **Glue Shapes:** Glue the shapes onto cardboard to make your letter.
6. **Do It Again:** Do steps 1-5 for your last name's first letter.
7. **Punch Holes:** Make holes in the top and bottom of your letters.
8. **Tie Them Together:** Tie the letters together with yarn.
9. **Make a Hanger:** Make a loop with yarn to hang your initials.

Quilt Squares Activity Page

A



B



C



D



E



F



G



H



I



J



K



L



M



N



O



P



Q



R



S



T



U



V



W



X



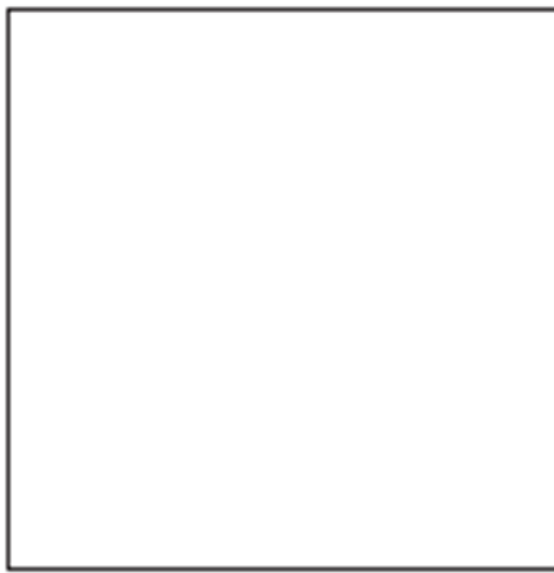
Y



Z

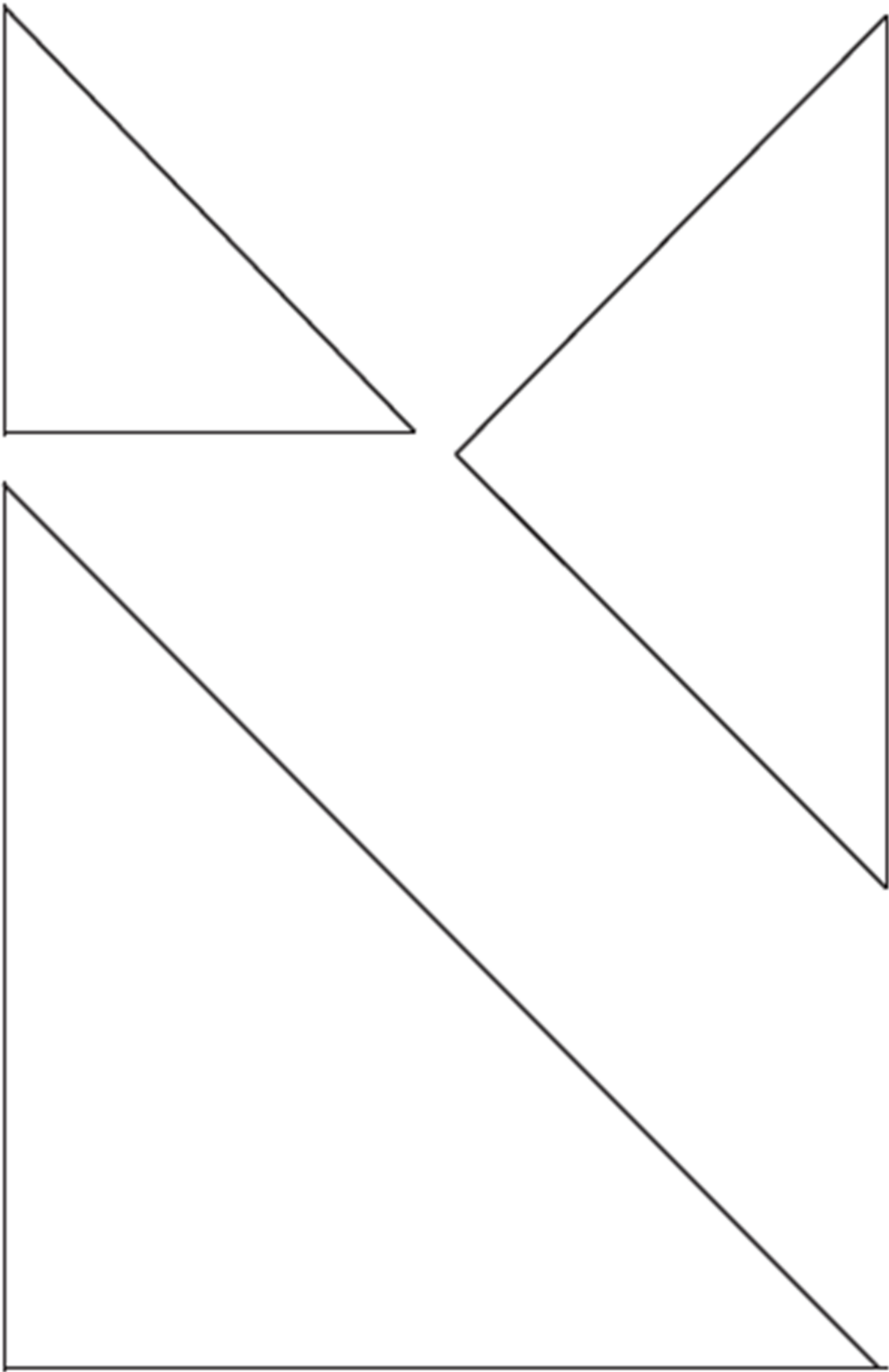


Square Shape Patterns



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Triangle Shape Patterns



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Quilt Squares

Now that you know how to make paper quilt squares, please share what you learned while completing this craft.

What was your favorite part of making your paper quilt?

Even if you had the same initial as someone else, what did you do to make your quilt square unique?

Draw a picture or write about what you did with your craft once it was completed.

How Big Were Dinosaurs?

Paleontologists are scientists who study dinosaurs. Dinosaurs were animals that lived between 65 and 225 million years ago, lived mostly on land, had legs that came straight down from their body (like a cow or horse rather than a lizard), and have special parts to their skeletons such as hip structures that are different from other animals.

Tyrannosaurus (tie-RAN-oh-SOAR-us) means "tyrant" or "terrible" lizard. Its fossils have been found in Canada and the United States. Tyrannosaurus is sometimes called T. Rex for short.

Guess how big do you think a T. Rex is:
_____ feet tall.

Do you think a T. Rex today, would fit...

Inside your house? YES NO

Inside a school? YES NO

In the grocery store parking lot? YES NO

Let's do some measuring!

Materials:

- 2-3 skeins of thin yarn or string (around 400')
- Scissors
- Masking tape to label individual strings
- Pen/marker
- Tape measures, yard sticks, other large measuring devices

1. Select a dinosaur and a modern animal from the chart on the next page to compare sizes.
2. With a partner measure yarn or string to represent how long your dinosaur is. Using a piece of tape, write the name of the dinosaur and number of feet long.
3. Repeat this step with your common animal.

My dinosaur _____ measured _____ feet long

My modern animal _____ measured _____ feet long.

To learn about a variety of dinosaurs, search at your local library or online (with adult help) for the book *How Big Were Dinosaurs?* by Lita Judge. This book compares the size of a dinosaur with the size of modern animals. It also provides a useful fold-out chart that compares popular dinosaur species.



4-H Connection

4-H has been around a long time (not as long as dinosaurs though). Since 4-H began more than 100 years ago, it has become the nation's largest youth development organization. The 4-H idea is simple: help young people and their families gain the skills needed to be proactive forces in their communities and develop ideas for a more innovative economy.

A.B. Graham started a youth program in Clark County, Ohio, in 1902, which is considered the birth of 4-H in the United States.

(Source: <https://4-h.org/about/history/>)

Dinosaur Common Name	Pronunciation	Measurements
Tyrannosaurus	tie-RAN-oh-SOAR-us	43 feet long and 18.5 feet tall
Compsagnathus	klomp-SOG-nay-thus	2 feet long and 1 foot tall
Velociraptor	vell-AH-see-RAP-tore	6 feet long and 4 feet tall
Apatosaurus	a-PAT-o-SOAR-us	70 feet long
Stegosaurus	steg-oh-SOAR-us	30 feet long
Triceratops	try-SER-a-tops	30 feet long
Modern Common Names	Pronunciation	Measurements
Elephant	eh-luh-fnt	13 feet tall
Blue Whale	bloo wayl	100 feet long and 18 feet tall
Giraffe	jr-af	18 feet tall
Tiger	tai-gr	9 feet long

The T. Rex was a large dinosaur! The only small thing about a T. Rex were its arms and hands. Its arms were only about 2 1/2 feet long and each arm had two clawed fingers. Using your measuring tape and/or yarn/string pre-cut to 2 1/2 feet in length, see if you are taller or shorter than a T. Rex's arm.

Paleontologists are still trying to figure out why T. Rex had such short arms and small hands. It is possible that T. Rex was a scavenger (like vultures) and did not hunt or catch prey. This could be why their arms were smaller and their bodies were so big that they could not run very fast.

Pretend you are a T. Rex with short arms and small hands. To shorten your arms, hold your elbows next to your body and only use two fingers of each hand, hold down your thumb and hold together your pointer and middle fingers and your ring and pinky fingers. You will make a V shape between your four fingers. Try to do the tasks described below. On the next page record if you were successful or not.

- ♦ **Picking Up a Snack:** Can you pick up a small snack, like a goldfish cracker, with your "T. Rex arms"?
- ♦ **Opening a Door:** Can you open a door handle with your "T. Rex arms"?
- ♦ **Scratching Your Nose:** Can you reach your nose to scratch it with your "T. Rex arms"?
- ♦ **Picking Up a Toy:** Can you pick up a small toy, like a dinosaur figurine, with your "T. Rex arms"?
- ♦ **Brushing Your Hair:** Can you brush your hair with your "T. Rex arms"?

How Big Were Dinosaurs

Pretend to be a T-Rex Results

Task	Successful?
Picking Up a Snack	Yes/No
Opening a Door	Yes/No
Scratching Nose	Yes/No
Picking Up a Toy	Yes/No
Brushing Hair	Yes/No

Was it easy or hard to do these tasks with your "T. Rex arms"? Why?

How do you think T. Rex used its short arms?

Why do you think T. Rex had such short arms?

Using Your Super Senses



We use our senses every time we eat. Colors, sounds, smells, textures, and taste all matter when we choose fruits and vegetables to eat.

If we are not familiar with a vegetable or fruit, it can be tough to try a new taste. Sometimes we need to see and learn about a fruit or vegetable a few times before we learn to like it. Vegetables and fruits are packed with vitamins, minerals and fiber that keep us healthy. They help us grow strong, have healthy skin and hair, and do our best when we play and learn.

WARNING: Check with participants about food allergies or reactions. Clean the space used to make the snack and ask everyone to wash their hands.

4-H Connection

The second of the four H's is "health," which includes things like good sleep habits, choosing nutritious foods, getting exercise, and making other choices that support our well-being. In 4-H, youth can explore a wide range of projects where they can learn about health, including: child development; fun and fitness; foods and nutrition—from growing or raising their own food to cooking; safety; lots of different outdoor activities like hiking, canoeing, camping, and more. Over time, they may become a youth leader in health projects they love.

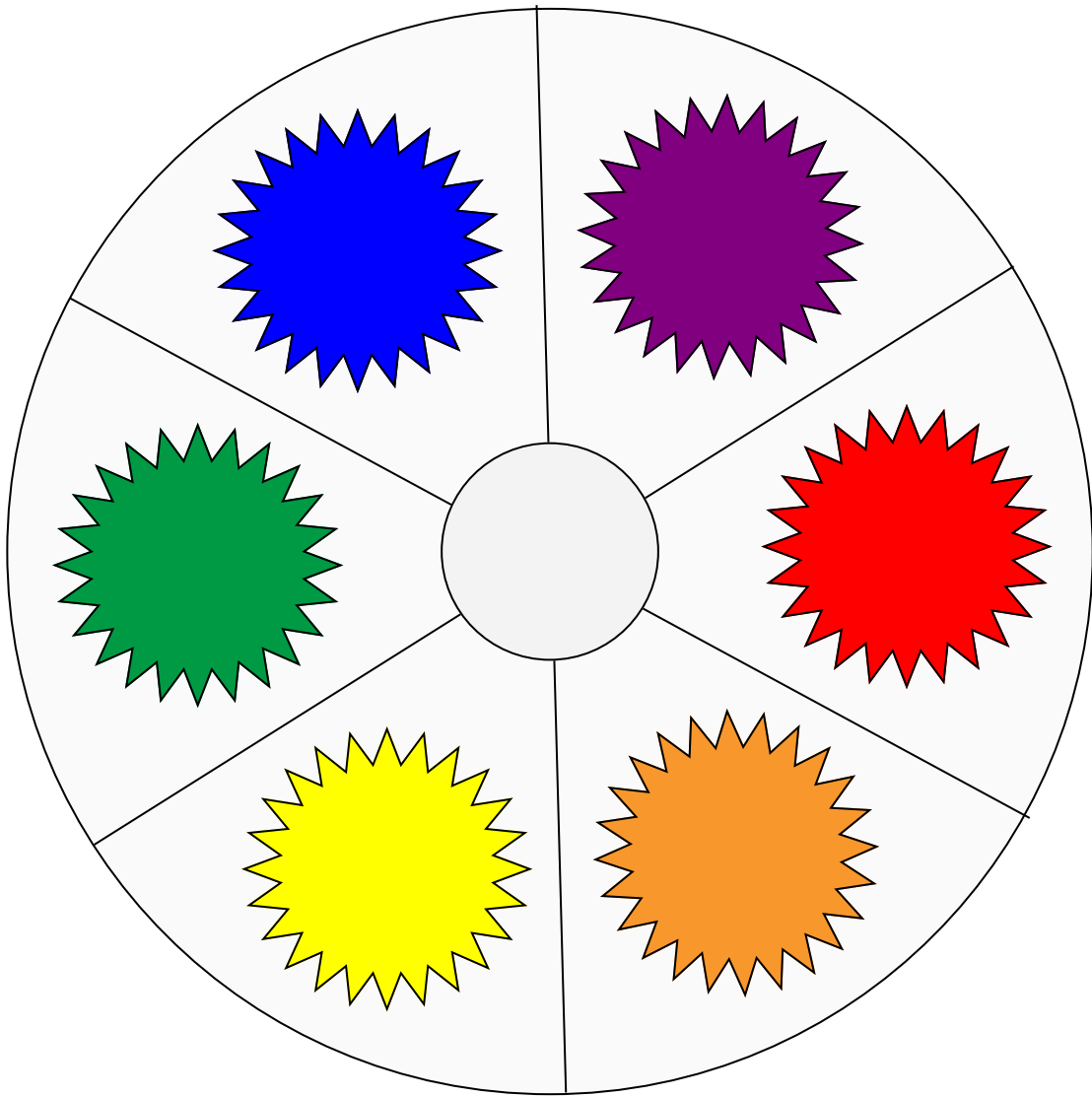
Materials:

- Crayons or colored pencils
- White medium-sized paper plate
- 14"x22" white poster board
- A banana or pineapple slice placed inside a small paper bag (ask someone to put either one in the bag so you can guess)
- An orange or a kiwi placed inside a small paper bag (ask someone to put either one in the bag so you can guess)
- Baby carrots or a carrot stick
- Blueberries in a clear container
- Red bell pepper

Procedure:

1. Using the color wheel (next page), write at least one fruit or vegetable for each color. Ask an adult if you need help.
2. Put a checkmark (✓) behind the fruits and vegetables you have tasted before.
3. Using your sense of smell only, see if you can identify which fruit someone put inside the first small paper bag.
4. Using your sense of touch only, see if you can identify which fruit someone put inside the second small paper bag.
5. Find someone who will try to guess what vegetable you are eating just by sound. Stand back-to-back with them then bite into a carrot.
6. Pretend you are creating a healthy snack on a paper plate. Draw two vegetables or fruits. One that you know you already like and one that you haven't eaten but you want to try. Aim to get two different colors of fruits or vegetables on your paper plate. Next to each food item, write how that food might help your body (see the above Did you know? Section for the information).
7. Glue your paper plate to a piece of white 14"x22" poster board, add a title and enter it in the fair.

Did you know? Eating different colored fruits and vegetables helps your body and mind. **Red**, **blue**, and **purple** fruits and vegetables can boost your memory. **Green** ones give you strong bones and teeth. **Orange** and **yellow** ones keep your eyes sharp and help you fight off colds.



Reflection Questions:

What did you discover when you used your five senses to explore fruits and vegetables?

What are your favorite ways to eat fruits and vegetables? (raw, cooked, cut into pieces, etc.)

Bread, Bread, Bread

Bread is a food enjoyed by people in all parts of the world. Start making your bread in a bag, while the dough rises for 10 minutes, read the book, *Bread, Bread, Bread* by Ann Morris, photographs by Ken Heyman, uses photographs from around the world to show the many shapes, sizes, textures, and colors of bread and the variety of people who eat it. In this lesson we will learn about how yeast works and make bread in a bag.

4-H Connection

Making Bread in a Bag is a hands-on activity. Many 4-H activities are designed to be hands-on. It is also natural for young people to ask questions such as, “why” and “what might happen if...” Adults should encourage youth to ask these questions, dig deeper to research or safely experiment to find the answer. Hands-on activities, and questioning things can develop a spark of interest in a particular 4-H content area.

The Science of how yeast works:

Yeast is a living microorganism. As the yeast eats the sugar, it releases a gas called carbon dioxide.

In bread, the yeast becomes spread out in the flour. Each bit of yeast makes tiny gas bubbles before it is baked. This is why bread dough rises (doubles in size) when we let it rest in a warm place. When the bread is baked, the yeast dies and leaves the holes in the bread.

WARNING: Check with participants about food allergies or reactions. Clean the space used to make the snack and ask everyone to wash their hands.

If desired, scan the QR code to view Nebraska 4-H Self-Paced Learning: Bread in a Bag video on YouTube. It will show you how to knead bread dough.



Bread in a Bag

Materials needed:

- 2 cups all-purpose flour (plus some more for kneading)
- 1 packet quick-rising yeast
- 3 tablespoons sugar
- 1 tablespoon nonfat dry milk powder
- 1 teaspoon salt
- 1 cup hot water (120-130°F)
- 3 tablespoons vegetable oil
- 1 cup whole wheat flour
- 1 gallon freezer zip top bag
- 1 cutting board or surface to knead dough
- 1 non-stick spray
- Loaf pan (9"x5")
- Rolling pin
- Ruler or other guide to measure 12"x7" rectangle
- Plastic wrap and kitchen towel to cover bread while it rises
- Oven set at 375°F to bake bread

Steps to Make Dough:

1. Wash your hands and the area where you will be making your bread.
2. Gather all materials listed above.
3. Into a gallon zip top bag, combine 2 cups all-purpose flour, yeast, sugar, dry milk powder, and salt. Squeeze air out and zip closed.

Bread, Bread, Bread

4. Shake bag gently to blend ingredients, then carefully add the hot water and oil into this mixture.
5. Reseal the bag and work together using your fingers until well combined.
6. Open bag and add whole wheat flour. Reseal the bag and mix again thoroughly.
7. Add the remaining one cup all-purpose flour one tablespoon at a time, kneading the bag in between, until the dough stiffens and begins to pull away from the bag.
8. Once this is achieved, Add about 1 teaspoon of flour onto the cutting board, spread it around gently then removed dough from the bag and start to knead it with your hands.
9. Knead dough for 2-4 minutes until smooth and elastic. It is ready when nudge the dough with your knuckle and it bounces back.
10. Cover dough and let it rest for 10 minutes.

If you have the book *Bread, Bread, Bread* by Ann Morris, now is a time to read it while you wait on your bread dough to rise. You can learn more about different types of bread from all over the world.

1. Once your dough is done with it's first rise, use a rolling pin to roll dough into a 12"x7" rectangle, place in a loaf pan that has been sprayed with non-stick spray.
2. Cover with plastic wrap and a kitchen towel. Put in a warm location for 10 minutes or until dough doubles in size. Note: some people have found success by putting the loaf pan of dough into a cake pan and filling the cake pan with 1" of warm water. Cover the cake pan with a clean kitchen towel for 20 minutes.
3. Preheat oven to 375°F and allow the dough to rise for 10 more minutes.
4. Remove the loaf pan from the water and dry the bottom of the pan with the kitchen towel.
5. An adult can help put the bread into the oven using oven mitts.
6. Set a timer for 25 minutes or until the top is golden brown and a knife inserted into the middle of the side of the loaf comes out clean.
7. An adult can remove the bread from the oven using oven mitts. Carefully flip the bread from the loaf pan onto a cooling rack.
8. Once the bread loaf is mostly cooled, an adult can use a serrated knife to slice a piece of bread for you to try.
9. Look at the loaf of bread you made. Write a reflection on the next page.

Bread, Bread, Bread

Reflection: Review your bread using your five sense.

Sight: Do you see tiny holes or large air pockets?

Hearing: If you tear a small piece off a slice of bread, does it make a loud or soft noise?

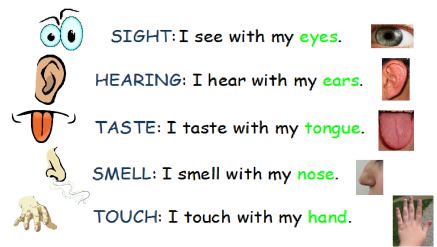
Taste: Describe the taste of your bread.

Smell: What does it smell like?

Touch: Is the outside of your baked loaf of bread crumbly or doughy when you touch it?

Draw a picture or add a photo of your loaf of bread.

THE FIVE SENSES



Takeoff!

Construct two different paper airplanes and see which one travels farther!

Materials:

- 2-8 1/2"X11" pieces of paper
- Simple Paper Airplane Template
- Dart Paper Airplane Template
- Paper Clips
- Measuring Tape

4-H Connection

In 4-H, we work together to accomplish our goals. Some of our goals are individual (like those included in a 4-H Record Book), and some goals are made as a group (learn something new in the club selected 4-H project). Competitions and contests are held to encourage members to step out of their comfort zone and try their best at a particular talent or skill. Just like with these paper airplanes, we don't need to compete to get our airplane to fly farther than anyone else's, it is more about trying again and again to make our airplane fly the best it can fly. It is more about continually modifying our goal and how we aim to reach it that matters.

Procedure:

1. Construct one paper airplane using the Simple Paper Airplane Template on the next pages
2. Construct one paper airplane using the Dart Paper Airplane Template on the next pages.
3. Make a prediction, Which airplane design do you think will travel the farthest?

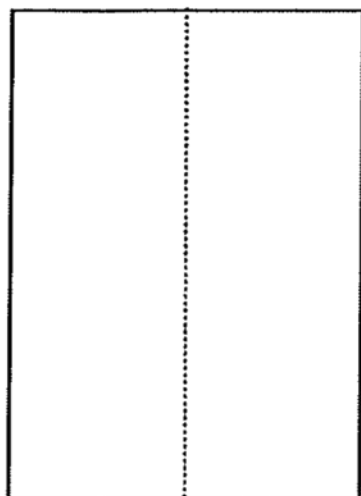
-
-
4. Test each airplane by gliding it. Measure the distance they traveled and record them below. Test each plane three times to compare the results. Was your prediction correct? Why or why not?

-
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5. Try adding a paperclip to each plane's nose.
 6. Make a prediction. Do you think the airplanes will fly farther with or without the paperclip?

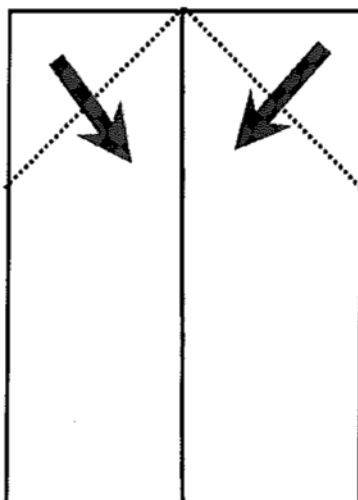
-
-
7. Retest each airplane by gliding it. Measure the distance they traveled and record them below. Test each plane three times to compare the results. Was your prediction correct? Why or why not?
-
-

How far did they fly?	Test 1 without paper clip	Test 2 without paper clip	Test 3 without paper clip	Test 1 with paper clip	Test 2 with paper clip	Test 3 with paper clip
Simple Airplane						
Dart Airplane						

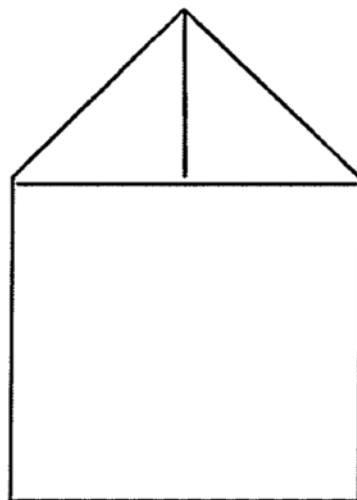
A Simple Paper Airplane Template (fold at dotted lines)



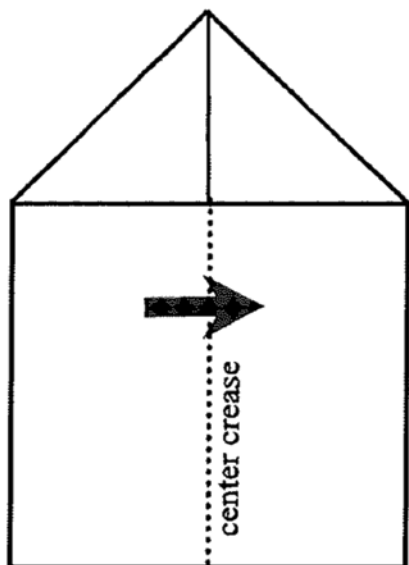
Crease paper in half



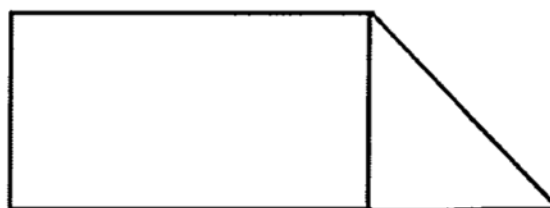
Fold corners down



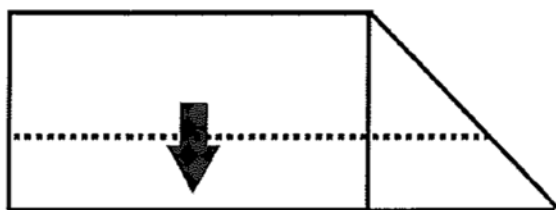
Should looks like this



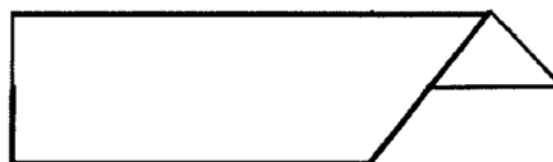
Fold plane in half at center crease



Should look like this

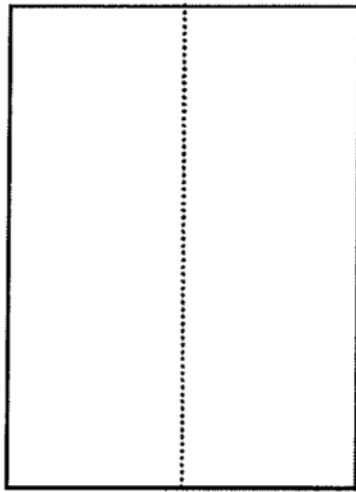


Fold wings down

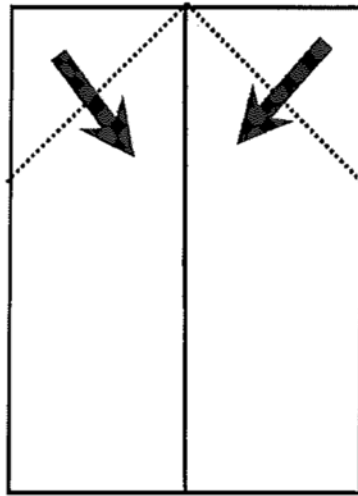


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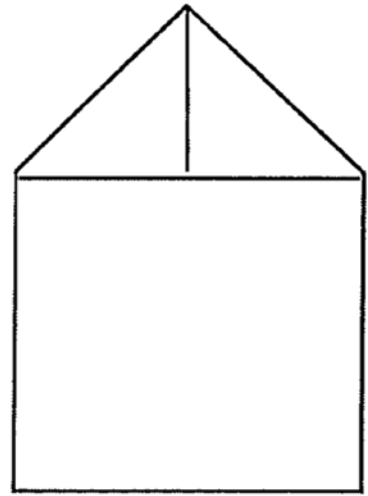
Dart Paper Airplane Template (fold at dotted lines)



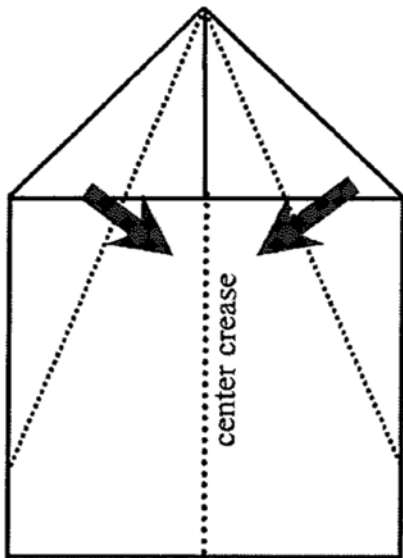
Crease paper in half



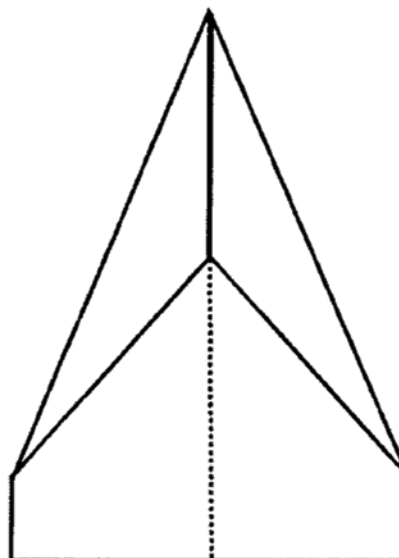
Fold corners down



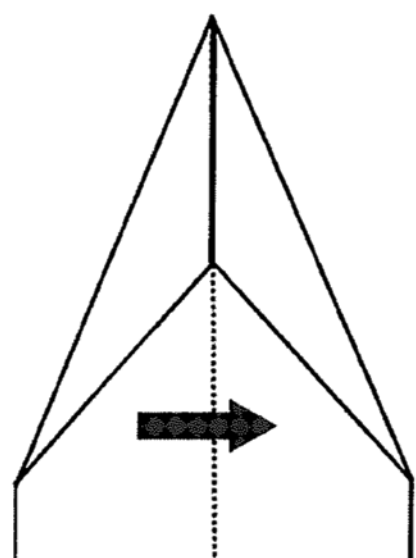
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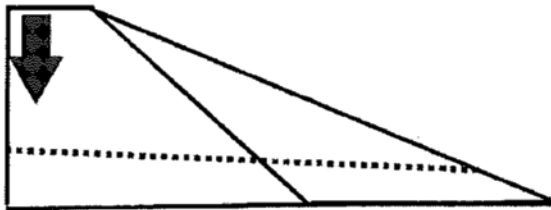
Fold sides into center crease



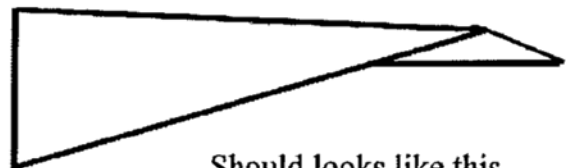
Should looks like this



Fold plane in half at center crease



Fold wings down



Should looks like this

Takeoff!

Now that you know how to make two different styles of paper airplanes, please share what you learned while completing this activity.

Which paper airplane design traveled farthest?

Simple Paper Airplane

Dart Paper Airplane

Did adding a paperclip change the distance the plane traveled?

YES

NO

Draw a picture or write about you making or flying your paper airplane.



Extension

UNIVERSITY OF WISCONSIN-MADISON

