



Setting Yourself Up for Success: Group Management

Group management is critical to a K-3 program. Those with quality group management practices have many opportunities to program with children. Positive group management assists volunteer leaders in setting children up for success. It is the critical planning step that we take for every learning activity. Group management allows us to eliminate possible misbehaviors by preparing the learning environments, the children, and program volunteers for success. The goal of group management is to create child friendly environments that support children's positive behavior.

Group Management Strategies

Plan ahead- Be on the lookout for stumbling blocks or situations that may trigger negative behavior.
Avoid idle time- For example, if supplies are limited consider other alternate planned activities to keep everyone active or engaged in an educational opportunity.
Keep rules simple- Discuss and demonstrate how the rules should be followed. Involve the children in creating the rules. Decide in advance how you and the children will know if a rule is not being followed.
Make expectations clear- Communicate expectations, be consistent, establish routines at transition times and explain in advance when changes to the schedule will occur.
Charts & routines- Use charts and reminders to serve as a sequence of activities to follow. Use verbal and visual reminders to help keep the children on task and prepared for transitions.
Clear & specific instructions- Provide examples in your instructions, don't provide too much information or instruction at one time and use positive reframing in your instructions.
Involve parents/care providers- Communication is key with parents and care providers. Ask for ideas and strategies for working best with their children and encourage involvement in the program.
Balance activities- Have a balance of sitting and action activities. "Read" the group, if they appear to be getting restless change the pace of the activity or transition to a different activity.
Keep activities hands-on- Children learn best with hands-on activities, learning by doing! Practice the Experiential Learning Model of "Do, Reflect, Apply" whenever possible.



Get the Best and Forget the Rest

Nurturing Positive Youth Behavior

When we work with young people, we are partially responsible for helping them develop positive, constructive behaviors that will serve them throughout their lives. All young people are capable of positive behavior, but we adults do not always perceive it. Sometimes, it is difficult to find positive behavior; other times we just aren't looking. Your focus on the five practices below will help you spot and encourage positive behavior.

1. **Noticing:** Stay present in the moment, so you can really see what young people are doing. Train yourself to look for kind, pro-social behavior that you and others appreciate.

Technique – When you are with youngsters or observing program in action, ask yourself “What am I looking for?” or “What do I want to see?” and positive behavior becomes part of your expectations.

2. **Praise:** Specifically name a behavior you saw and explain why you liked it. Young people remember receiving this kind of praise for a long time. When you are specific you earn some credibility in the eyes of the campers and you are teaching them valuable life skills.

Technique – Break your sentence into thirds. 1) Description of behavior 2) What it is / what it's called 3) Your normal praise. “You’ve put all the paint away. That’s what I call a solid clean-up. Thanks.”

3. **Redirecting:** Make sure you have some fun alternate activities to which you can redirect participants. Stay focused on the different behaviors in your group so you can jump in with a redirection before misbehaviors spread or escalate in severity.

Technique – There are four things you need to do or prepare to use redirection as a strategy for guiding positive behavior:

1. Know your participants individually. What motivates them? How might they misbehave?
2. Be aware of their behavior in the present. What are they doing right now? Is it risky?
3. Ability to get or capture their attention. What can you say or do to shift their focus?
4. Good ideas for other activities. What 3 or 4 different low-prop games do you have ready?

4. **Scaffolding:** Lead by example so young people can see what you expect of them. Spend time really getting to know the young people you work with so you can encourage them to take doable, incremental steps towards their individual goals.

Technique – Scaffolding means creating opportunities for participants to practice a do-able skill, so they can have more successful experiences using those skills. This, in turn, will build their confidence.

5. **Taking Action:** When everyone is behaving well (or at least not behaving in unsafe ways), it can be easy to get complacent. To promote specifically positive behavior, continually ask yourself, “How can I make this situation better?” Then, take action. Your initiative is a powerful way to improve behavior.

Rules Were Made to be Positive

Creating Expectations Campers Want to Live Up To

A lot of what we say to campers is about *creating expectations*

- Giving instructions and directions
- Stating rules

Why is this important? Don't think about a GREEN ball!

- Our brains process negatives differently – so when we use a No, Stop, or Don't campers often have the wrong thing in their brains. Saying "Don't think about a green ball" has most people thinking about a green ball, not *not thinking* about a green ball. Our brains focus on the *thing* not the *negative*.
- Stating rules in the positive (turning don'ts into dos), helps create the right imagery in campers' brains – It's the subject we want them to think about! Saying "Think about a red ball" has just the right effect.

How do we do it clearly? It's more than No, Stop, & Don't

- In fact, what we do at camp is more than a collection of things we are NOT doing
- Skilled camp staff can almost always describe rules clearly, using positive language that's easier for our brains to process than negatives.

Positive expectations and effective directions

1. Start with a positive comment about activity – positive statements and upfront excitement
2. Ask questions – what are we supposed to do? How to do it, different variations, etc.
 - a. When we ask questions most kids respond with negative rules – use the opportunity to rephrase things into positive expectations
3. What should we try and remember or what are the rules? You may have to work to rephrase your questions into the positive
4. Rephrase, support, and clarify their answers – then gently ask why or how come?
 - a. Asking why or how come gets kids thinking about the consequences and creates ownership & responsibility as well as helps them understand and get more involved.
 - b. They have power to make their own choices
 - c. We tap into their existing common-sense knowledge and understanding

With older campers – same idea, different expression

- Support what everyone says – creating positive expectations
- Go through more in-depth rules or expectations – push or challenge their ideas more
- Keep them engaged and talking, but don't talk down to them... ask Why? and How come?

Write three rules at your camp using only positive language:

- 1.
- 2.
- 3.

Understanding and Managing Challenging Behavior



Non-Verbal Interventions

- Proximity - get close
- Planned ignoring - watch youth, but don't reinforce acting out
- Eye contact - Catch youth's eye, let him/her know you're watching
- Signal interference - Put your finger to lips to say quiet. Extend hand palm down to suggest settling down
- Body language - Stay in control, appear calm
- Remove distracting objects - Avoid confrontation while you move something distracting out of sight.

Verbal Interventions

- Alert - give 5 minute warnings for transitions
- Humor - defuse explosive situations
- Affection - give a sincere compliment
- Show personal interest - ask an open question
- Accept and acknowledge feelings - reflect what you hear
- Negotiate - "If I get 5 minutes of cooperation, then I'll let you..."
- Be "with it" - Show you like youth
- Respectful Message - "I feel when...because I'd like...."
- Rehearsal/Coaching - "Let's practice and try it out."
- Reflect reality - "The way it seems to me is..."

Model and show behavior you want to see.



Iowa 4-H Clover Kids Life Skills and Priority Areas

Clover Kids is a fun 4-H program specifically designed for children in kindergarten through third grade. The overall purpose of the Iowa 4-H Clover Kids program is to foster the development of life skills that are essential for the cognitive, social, emotional, and physical maturation of kindergarten through third graders by providing a unique, age-appropriate educational opportunity. Clover Kids Leaders are encouraged to use the lists of Life Skills and Priority areas below when developing Meeting Agendas.

Clover Kids Life Skills

Self-Understanding- Nurture self-understanding by encouraging creativity and curiosity. Leaders should encourage the Clover Kids to try new things, building their experience and opportunity to master skills.
Social Interaction- Children learn and develop socially and emotionally through interaction with others. Through interactions children learn how to appropriately express feelings and discover what behaviors are acceptable.
Decision-Making- By learning to make decisions and take positive action children gain an understanding of problem solving, decision making, and cause and effect. Adult can provide guidance as children practice decision making.
Learning to Learn- Children need real life experiences on which to base their learning. By applying the steps of experiential learning (Do-Reflect-Apply), children gain a better understanding of what, how and why.
Mastering Physical Skills- Children need opportunity to gain both large and small muscle development. Large muscle skill activities are developed through physical activity while small muscles are refined in activities such as writing, cutting with scissors, and eye-to-hand coordination.

Iowa 4-H Priority Areas

STEM (Science, Technology, Engineering & Math)

Healthy Living

Citizenship/Leadership

Communication and the Arts

For more information on Clover Kids visit the Iowa 4-H Clover Kids website,

<http://www.extension.iastate.edu/4h/page/iowa-4-h-clover-kids>





Cooperative Learning

The cooperative learning design is best for children ages 5 to 8 as it encourages the development of social skills. Cooperative Learning is a concept that organizes learning into experiences for small groups rather than for individuals. Cooperative learning helps affirm a child's abilities and respect for their individuality while allowing them to develop at their own pace. Children need to feel emotionally and socially safe to practice the basic skills they need to learn at this age. Adults act as facilitators that actively teach the social skills that enable group members to work together.

Elements of Cooperative Learning

Clover Kids Leaders can encourage and implement Cooperative Learning when they include these five elements:

1. **Positive Interdependence:** Group members recognize the importance of teamwork and share responsibility and information as they work together.
2. **Face-to-Face Interaction:** Group members communicate, ask questions, respond, explain, and clarify. Leaders can structure groups to encourage and allow face-to-face interaction among all group members.
3. **Individual Accountability:** Each group member is responsible for specific information. All members share information.
4. **Social Skill Development:** Social skills are directly taught to cooperative learning groups. These skills vary with the age and experience of group members.
5. **Processing and Analyzing:** Do the group members understand the subject matter? Have they mastered the new skills? This is also an opportunity for the children to discuss how they used their cooperative skills.

Clover Kids can engage in Cooperative Learning opportunities at the fair

In fair settings, 4-H Clover Kids members who have engaged in a group activity may exhibit or showcase their work in a noncompetitive event or activity. All Clover Kids exhibiting/showcasing opportunities, including animal exhibitions, must be cooperative and not competitive, see 4-H policy on Iowa 4-H Requirements Regarding Clover Kids members working with animals <https://iastate.box.com/v/4HP3100>. 4-H Clover Kids are not eligible to receive premium funds as a result of exhibition. 4-H Clover Kids may receive participatory ribbons, but may not receive regular competitive purple, blue, red, or white 4-H fair/exhibit ribbons.



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MEETING OVERVIEW & PLANNING TEMPLATE

The Iowa 4-H Clover Kids program strives to create fun, supportive, cooperative, and developmentally appropriate learning environments for culturally diverse children in Kindergarten through 3rd grade. The Clover Kids program also strives for active family engagement within Clover Kids programming and the development of strong partnerships with caring adults from the community who enjoy providing developmentally appropriate learning experiences to youth. Below is a list of steps that should be considered and planned when developing the Clover Kids meeting and yearly calendar. In addition to these areas, the chart on the second page of this document guides Clover Kids Leaders to include the **Clover Kids Life Skills** and **Priority Areas** in the planning as well.

Theme/Big Idea:

1. Opening activities- Icebreaker, Pledge of Allegiance, 4-H Pledge, Announcements, etc.
2. Educational Lesson (leaders can access recommended curriculum & activities at <https://www.extension.iastate.edu/4h/product> and by working with county youth staff)
3. Community Building
4. Snack
5. Optional Activity (craft, game, activity)
6. Concluding Activities: Reminders, Share 4-H Home Connections Sheet (if applicable)

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Utilizing the Clover Kids Life Skills and Priority Areas Clover Kids Leaders are encouraged to be strategic when planning and creating their curriculum, considering how the **Clover Kids Life Skills** and **4-H Priority Area(s)** will align with the meetings curriculum and activities. Below is an example template that includes aspects to be considered when planning as well as the above areas.

Meeting Date- Month	Theme/ Big Idea	Icebreaker	Pledge of Allegiance 4-H Pledge Announcements	Educational Lesson- Curriculum Objectives & Outcomes	Life Skill(s) Covered 4-H Priority Areas Covered	Community Building Snack	Optional Activity	Closing Activities

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Lessons Available Through County Office

Utilize this document as a reference to the curriculum that is available through the County Office.

Stem-Lit to Go! curriculum is an innovative program that supports the development of STEM and literacy skills for K-3 youth.

Kids in the Kitchen curriculum provides youth opportunity to learn the importance of healthy eating and physical activity while making and eating healthy, child-friendly recipes.

Stem-Lit to Go! Iowa curriculum is the second in this curriculum series and continues the innovative programming lessons that develop STEM and literacy skills for K-3 youth (see the full lesson plan for “A Chair for Bear” in your Clover Kids notebook, this is the first lesson of this curriculum).

Stem-Lit to Go!

Lesson: Be A Friend to Trees

Lesson: Bubbles

Lesson: Curious Candy

Lesson: Hear Your Heart

Lesson: Inventor’s Hat

Lesson: Jumping Beans

Lesson: Lots of Light

Lesson: Popping Popcorn

Lesson: Roller Coasters

Lesson: Sunny Sunshine

Lesson: Super Sled

Lesson: Wonderful Wind

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Kids in the Kitchen

Lesson 1: Kitchen Sense

Lesson 2: Food Groups

Lesson 3: Grains

Lesson 4: Veggies

Lesson 5: Fruits

Lesson 6: Protein

Lesson 7: Dairy

Stem-Lit to Go! Iowa

Lesson: A Chair for Bear

Lesson: Blast Off

Lesson: Code Across Iowa

Lesson: Hour at the Fair

Lesson: Marvelous Marshmallows

Lesson: Munching Mysteries

Lesson: Scream for Ice Cream

Lesson: Sound All Around

Lesson: Super Shapes

Lesson: Take a Chance

Lesson: Tricky Towers

Lesson: Wonders of Nature

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A CHAIR FOR BEAR



Children work with the engineering design process to build a chair for Goldilocks. In addition, children are introduced to the fairy tale genre and explore text-based drama.



AGENDA

Pledges and Announcements

STEM-Literacy Activity

Introduce Iowa's Largest Rocking Chair
Read Book *Goldilocks and the Three Bears* by James Marshall
Design and Build a Chair for Goldilocks
Test Chairs, Discuss, Redesign Chairs
Read Book *Forces and Motion* by Angela Royston

Healthy Snack: Gorp Porridge

Community Building: Maker Theater

Closing: 4-H Home Connections Letter



KEY VOCABULARY

HEIGHT

a measurement of how tall a person or thing is: the distance from the bottom to the top of a person or thing

WIDTH

the distance from one side of something to the other side:
a measurement of how wide something is

FAIRY TALE

a story, usually for children, about elves, dragons, fairies, or other magical creatures

Materials

- ☐ Photo of Iowa's Largest Rocking Chair*
- ☐ Chart Paper/Marker
- ☐ Measuring Tape
- ☐ Book *Goldilocks and the Three Bears* by James Marshall
- ☐ Engineering Design Process Poster*
- ☐ Cardboard (Precut If Wanted)
- ☐ Makedos
- ☐ Makedo Tools
- ☐ Cardboard Cutting Tool (Adult Use Only)
- ☐ Paper/Pencils
- ☐ Book *Forces and Motion* by Angela Royston
- ☐ Maker Theater Props, Costumes
- ☐ Gorp Recipe and Ingredients
- ☐ Copies of Three Bears Paper Puppets*

* Included with **STEM-Lit TO GO!**

Healthy Snack Ingredients

- ☐ Popcorn
- ☐ Nuts (Beware of Allergies)
- ☐ Chocolate Candies
- ☐ Raisins or Other Dried Fruit





PLEDGES AND ANNOUNCEMENTS

We encourage you to begin your Clover Kids meeting by reciting The Pledge of Allegiance, followed by the 4-H Pledge, when appropriate.



STEM-LITERACY ACTIVITY

Prior to children arriving, mark the size of Iowa's largest rocking chair in room (height 11 feet, width 4.5 feet).

Introduce the words height and width. Then show how long a foot (12 inches) is to the children, on the measuring tape. Ask the children to estimate the following in feet.

? **How tall do you think Iowa's largest rocking chair is?**

What do you think is the height of the chair?

? **How wide do you think Iowa's largest rocking chair is?**

What do you think is the width of the chair?

Have the children guess the height and width of the chair in feet. Record their guesses on chart paper. Show the children a picture of the largest walnut rocking chair in Iowa and share the measurements. The height of the chair is 11 feet, and the width is 4.5 feet. Using a measuring tape, show the children the actual height and the width of Iowa's largest rocking chair (previously marked).



READ ALOUD

Share that we are now going to read a book in which the size of the items is really important. Introduce the book *Goldilocks and the Three Bears* by James Marshall.



BEFORE

Ask if anyone has ever read the story *Goldilocks and the Three Bears*. If needed, give a short summary or ask the children to give a summary.

Next, ask the children: Does anyone know what kind of story "Goldilocks and the Three Bears" is? Share that it is a fairy tale. A fairy tale is a story, usually for children, about elves, dragons, fairies, or other magical creatures. Then ask children to pay attention to what happens to the chairs in the story.



DURING

Draw attention to the pages that discuss the chairs. Also, focus on the vocabulary in the story by providing child friendly definitions of the following words:

Porridge: another name for oatmeal

Scalding: very hot

Tuckered: very tired

Smithereens: small broken pieces or tiny bits



AFTER

Hold a discussion on the book. Ask:

What is your favorite part of this fairy tale? Why?

What happened to the chairs in the story?

Why do you think baby bear's chair fell apart when Goldilocks sat on it?

Has a chair ever fallen apart when you sat on it?

4-H Pledge

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

Key Vocabulary

HEIGHT

a measurement of how tall a person or thing is: the distance from the bottom to the top of a person or thing

WIDTH

the distance from one side of something to the other side: a measurement of how wide something is

Key Vocabulary

FAIRY TALE

a story, usually for children, about elves, dragons, fairies, or other magical creatures





HANDS-ON STEM

Conduct a chair poll.



What do we need to build a strong chair?

Record their answers on a piece of chart paper.



What do you think is the most important thing on our list?

Circle or star that item on the list, for reference later.



Ask open-ended questions while children participate in STEM play.

Ask children about their ideas and listen carefully.

Encourage children to engage with the materials and try out new ideas.



CHALLENGE

Introduce the design challenge from Papa and Mama Bear.

Papa and Mama Bear would like for you to build a chair for unexpected company like Goldilocks. They would like a chair that is strong and comfortable. They kindly request that you try out the chair first to help make sure that it is strong and comfortable.

P.S. They would also like the chair to look nice and have some fun designs.



Introduce the design materials of cardboard, Makedos, Makedo tools, and markers. Model how to use the Makedo tools by showing how to put two pieces of cardboard together. If your group is younger, extra adults will be useful for this section of the meeting agenda.

Highlight the engineering design process poster. Then break children into small groups to begin the design process.



Ask the children to draw or create a model of their chair on paper that may meet the challenge from Papa and Mama Bear.

Once their design has been shared with the adult leader, have the groups begin the building process.

Once completed, take a chair tour. Have each group present and do a sit test with their chair. Test each chair to see if it will hold up to the weight of a child. Record this data on a chart. Be sure to share that it is ok if the chair breaks, because it can always be redesigned!

*Note: If Makedos and the Makedo tools are not available, duct tape could be substituted. In addition, please encourage children to design low-to-the-ground chairs and to sit slowly onto the chair when testing.

Group Name	Holds Weight?	Tape Drawing of Chair Here



Examine the data chart as a group. Discuss the results. Questions to ask may include:

What type of chair held up the best?

What do you think helped to make that chair strong?

Did they all work equally well?

What changes may you make now if you could redesign your chair?

If time permits, have the children do a redesign on the chairs and test them again.

Optional

Using the same design challenge and materials shared previously, have the children design chairs for a doll/bear or other object to “sit” in. This will reduce the amount of materials needed and can allow for each child to design his/her own chair.





READ ALOUD

Read the book *Forces and Motion* by Angela Royston.
Read the section in the book about balanced and unbalanced forces, on page 12.



BEFORE

Introduce the book and then read the top of page 4 that gives the definition of “force.”

Hold a brief conversation about force with the children and ask them to think about how force applies to the chairs that they built.

DURING

Read page 12 with the group.

Encourage the children to listen and think about how what we are reading may apply to our chair building. Vocabulary reminder: Static or not moving.

AFTER

Discuss what was read as a group.

Then if wanted, read other sections of the text.

Conduct the chair poll again.



What do we need to build a strong chair?

Record their answers on a piece of chart paper.



What do you think is the most important thing on our list?

Circle or star that item on the list. Compare this poll to the one done earlier. See if the children’s thinking has changed over the course of the meeting.



HEALTHY SNACK

Gorp Porridge

Make gorp porridge with the children. It is a mix of snack items such as popcorn, nuts (beware of allergies), chocolate candies, raisins, or other dried fruit. Place the gorp in “porridge” bowls.



COMMUNITY-BUILDING

Maker Theater

Retell the *Goldilocks and the Three Bears* story through drama.

1. To begin, gather or create props for the story. Consider using the chairs built by the children and create any other props that the group would like to make. Ideas for props to be created may include: bowls for porridge, a door, table, or forest trees.
2. If wanted, add costumes too! Ideas for costumes include character name signs, bear ears, or clothing for Goldilocks.
3. Assign roles to the children, then have an adult or child read the story while the group or a small group acts it out. Roles can include: Narrator, 3 Bears, Goldilocks. The story may need to be acted out more than once so that everyone gets a chance to perform and gets a chance to practice being a good audience member.
4. Consider performing the story again as a group for parents/guardians when children are picked up for the day.



CLOSING

Share the take-home puppets with the group. Encourage the children to act out or retell the story at home, too.

Ask children to discuss the learning event with each other.

Refer back to the STEM play and any data charts during the discussion.

Ask children to discuss what they learned about the topic.

Ask children to apply what they learned to new situations.

Redesign or rebuild incorporating what they learned.

Ask children what they learned about themselves and the STEM-literacy concepts covered.

Home Connection

Remember to send home or email the 4-H Home Connections Letter to extend the learning and fun!



DEAR CLOVER KIDS PARENTS AND GUARDIANS,

Today at Clover Kids, we learned more about the Engineering Design Process and how to build a sturdy chair! Did you know that Iowa's largest walnut rocker is found in West Amana? We learned about the engineering design process and the fairy tale genre through fun and engaging activities such as:

- Reading *Goldilocks and the Three Bears* by James Marshall.
- Building cardboard furniture.
- Acting out the story of the three bears.



- The engineering design process can help us solve problems.
- Teamwork skills are important!
- Math is an important component of STEM activities.



AT HOME

- Design more furniture (or other fun things) out of cardboard at home. Share a photo of your creation with the group.
- Practice estimating at home. Guess how tall or wide something is and then measure. Were you close?
- Color and cut out the take home puppets to retell the story of *Goldilocks and the Three Bears* at home.



DIG DEEPER

- Explore more about Iowa's largest walnut rocking chair (and other Iowa record holders) by scrolling through the following link:
 - <https://www.traveliowa.com/getinspiredetails/biggest--smallest---br-tallest-and-crookedest/87/>
- Read a *Guinness Book of World Records* book to learn about larger-than-life items!
- Read *Goatilocks and the Three Bears* by Erica S. Perl for a fun twist on the story!

Thank you for being a part of Clover Kids today! We look forward to seeing you at our next meeting.

Sincerely,
Your Clover Kids Leader

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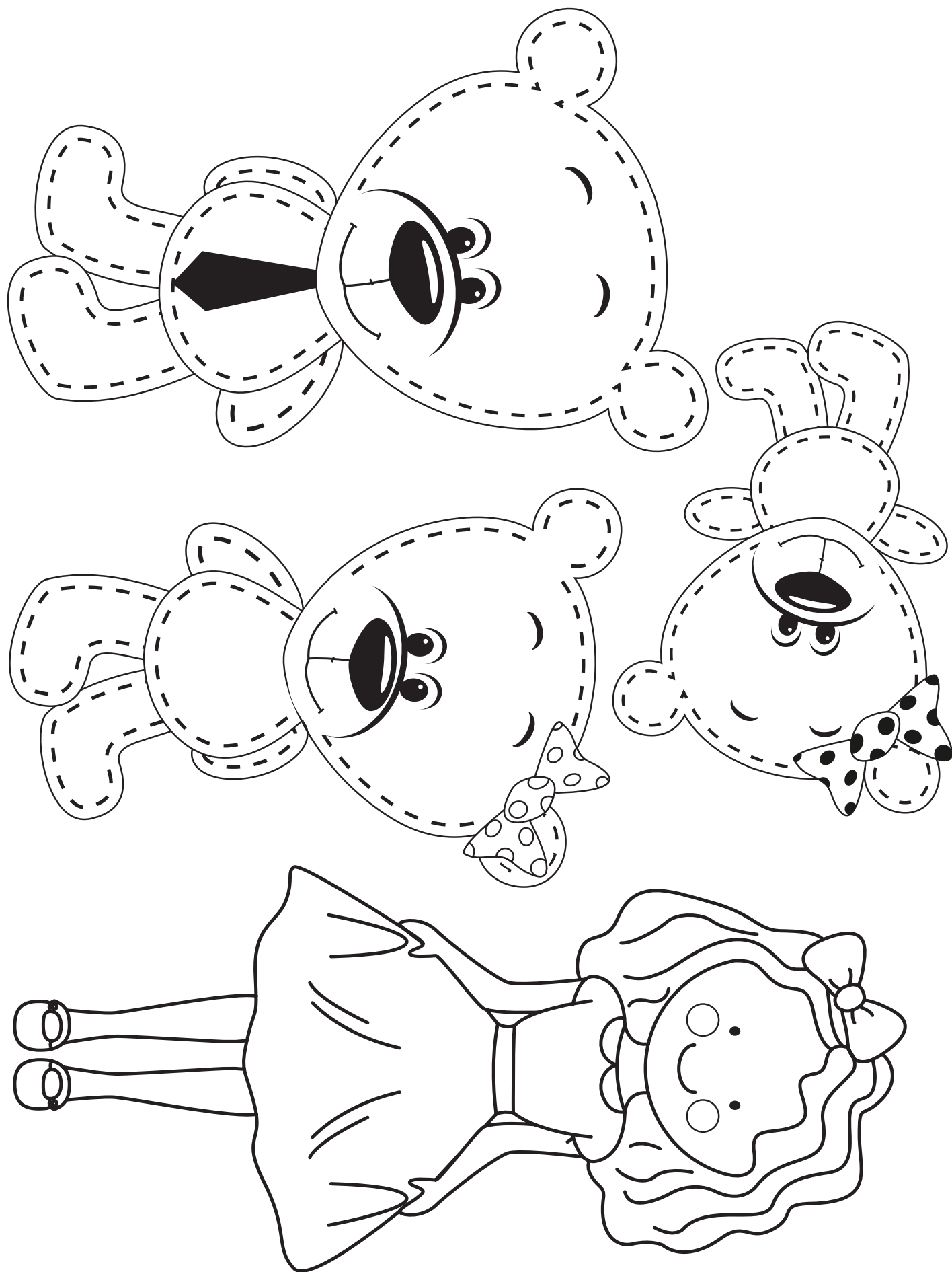


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A CHAIR FOR BEAR

✓ THREE BEARS PAPER PUPPETS





A CHAIR FOR BEAR

✓ IOWA'S LARGEST ROCKING CHAIR



Iowa's largest chair is an 11-foot-tall rocker, located in the Broom & Basket Shop in West Amana, Iowa.

Photo courtesy of Broom & Basket Shop



Ages and Stages of Development

Developmental Characteristics of Children and Implications for Program Delivery











Children develop best when the learning environment is appropriate for their individual ages and stages of development. As an adult working with children, you will want to match the learning opportunities with each child's functioning level. If the task is too easy or too difficult, children will lose interest. Base your programming decisions on how each child is currently functioning. Add new challenges as appropriate to encourage growth and learning.

Middle childhood, ages 5 to 8, is an exciting time for children. It is often the time when first childhood memories are made and when much growth and development occurs. During this time period, children are maturing physically, mentally, emotionally, and socially. It is also during this time that children begin to branch out socially and build new relationships.

To be successful, children must acquire new skills, knowledge, and abilities. Development is not the same from one child to the next, nor is it consistent across developmental domains within a single child. All children grow and develop at their own rate. Adults can greatly assist in middle-childhood development by guiding children's involvement in activities and enriching the learning experience by soliciting children's ideas, responding to their questions, engaging them in conversations, and challenging their thinking.

The "ages and stages" information is meant to be a guide that outlines the general characteristics and capacities of children ages 5 to 8. This information is not intended to be used as criteria for assessing development, but as a guide for selecting activities that will promote the healthy development of children in middle childhood. Remember that each child is unique and will mature in a unique way!

Appropriate Developmental Tasks

MOTOR SKILLS	GRADES K-1	GRADES 2-3
Cutting 	Start with large items for early kindergarten. By the end of first grade they can cut very well.	No problems with cutting.
Coloring 	Start with large spaces, and then move to medium sized spaces by end of first grade.	Can do details quite well.
Drawing 	Start with large scale with few details, and then move into medium scale by end of 1 st grade.	
Gluing Tracing	Supervision required. Start with large scale and few details, and then move to medium scale with some detail.	Minimal supervision needed. Can do quite detailed tracings.
Writing 	Can print name in large letters. By end of first grade, can copy printed words.	Can print sentences by end of second grade. Begin to write in cursive in third grade.
COGNITIVE SKILLS	Grades K-1	Grades 2-3
Reading 	Learning to identify letters when written.	Beginning of reading skills, by end of third grade can read simple paragraphs.
Identification of ABC's 	Can say but are just learning to identify letters.	Can identify letters and associate them with sounds.
Numbers 	Can say numbers and learn to identify when written.	Can do simple addition and subtraction.
Shapes 	Can identify and name basic shapes.	Can locate shapes within shapes.
SOCIAL SKILLS	Grades K-1	Grades 2-3
Interactions 	When possible, do things in small groups. The younger the age the fewer the children in each group.	Can work as individuals on individual projects.
Language	Like to talk to adults or group leader. Will interrupt when they have something to say.	By this age, kids are better listeners.
Sitting Still 	Not longer than 20 minutes at any one time. If they need to have longer periods, break up activities into smaller segments.	Can concentrate on one activity for up to 20 minutes. It's still better to break up time with various activities.
Type of Activities	Hands-on manipulating materials.	Can do paper and pencil work.



Meeting Developmental Needs

Clover Kids Leaders can support the positive development of all children by helping to meet children's four basic developmental needs: Belonging, Mastery, Independence, and Generosity.

Positive Youth Development Isn't Magic!



Belonging

Perhaps the most important need for children in grades K-3, the need to belong, can be met in many ways in a great Clover Kids Group! Children need to know they are cared about by others and feel connected to the others in the group. Adults give kids the opportunity to feel physically and emotionally safe while actively participating in a group. Developmentally K-3 children are still learning how to behave in a group and relate to adults and each other. For that reason, competitive activities are not appropriate for children this age.

Be intentional in...

- Learning children's names and calling children by their names.
- Greeting kids warmly each time they arrive at a gathering - even if you are in the middle of an activity.
- Meeting regularly - every other week or once a month across an entire year is recommended.
- Recognizing children who are behaving well and letting them know you have noticed their positive behavior.
- Helping children get to know each other's names.
- Playing games that help children get reacquainted with one another at each gathering.
- Helping children have fun and feel connected to each other by playing cooperative games.
- Offering activities where children are allowed to participate in the entire game (no one "gets out"!).
- Encouraging children to interact with each other during crafts and other individual activities.
- Creating T-shirts and other identity items that show the children belong to Clover Kids; belonging to a group is important to children this age.
- Noticing when a child has been absent and comment that you are happy to see them return.
- Reinforcing children's belonging within a family - get to know the children's family members/care providers and call them by name.
- Trying not to remove children from the group; remove only if child's behavior is hurtful to themselves or others.

Mastery

Children need to feel they are capable and successful at meeting challenges to develop their self-confidence. Children in grades K-3 have a wide variety of small and large motor skills. Kids need opportunities to practice and develop these skills within Clover Kids Groups.

Be intentional in...

- Providing opportunities for cutting, pasting, drawing, and other small motor skills.
- Developing activities for hopping, jumping, running, and other large motor skills.
- Offering quality and varied materials, like scissors, for children with special need and/or left and right-handed kids.
- Facilitating alternate ways to complete tasks - keep tasks open ended.

Independence

Children need to know they can influence other people and events. Children in grades K-3 are still learning about cause and effect when it comes to their behavior. Set them up for success.

Be intentional in...

- Letting children work out disagreements themselves.
- Explaining, before an activity, what is going to happen and remind them of the guidelines you have set up for the group.
- Developing opportunities for self-expression (creativity).
- Offering opportunities for children to help select activities
- Providing children opportunities to make choices throughout the gathering.

Generosity

Children need to be able to “give back” to others in their lives. By exploring community service, kids can connect to their community and give back.

Be intentional in...

- Helping kids see opportunities to help others in their community.
- Keeping service learning activities meaningful.
- Focusing on doing for others.
- Assisting children to be generous by encouraging sharing.
- Helping kids understand other people's feelings.



Using Pictures for Assisting with Structure

Providing structure and consistency in a child's learning environment can help children focus on learning and may help prevent negative behaviors. Young children enjoy structure and environments that are predictable. Often you will see behaviors change if children know what is going to happen next.

One way you can do this is by providing a picture schedule of what the time you have will look like. If you start with an ice breaker, you can have the picture of children up first, then the pledge, table activity, outside activity, snack and home. (This is just an example; you can tailor this to your specific meeting). Go through the schedule before you start "First we will _____. Then we are going to say the pledge." Etc. This gives a verbal as well as a picture symbol for what the event looks like. As you complete each activity you can say "We are done with our table activity, now we are going to _____" and either turn the picture over or remove it. This helps children to see finality to the activity and know it is done.

There are sample pictures included, or you can create your own. Keeping the picture schedule simple and consistent helps create the structure and routine conducive to a young child's learning environment.

Also included are some pictures such as quiet, sit, and listen that can be used to remind children of what they are supposed to be doing. If children are demonstrating behaviors because they want attention, this provides them with the expectation without giving them the attention. You simply show the picture to them directly but continue with what you are doing.

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... and justice for all

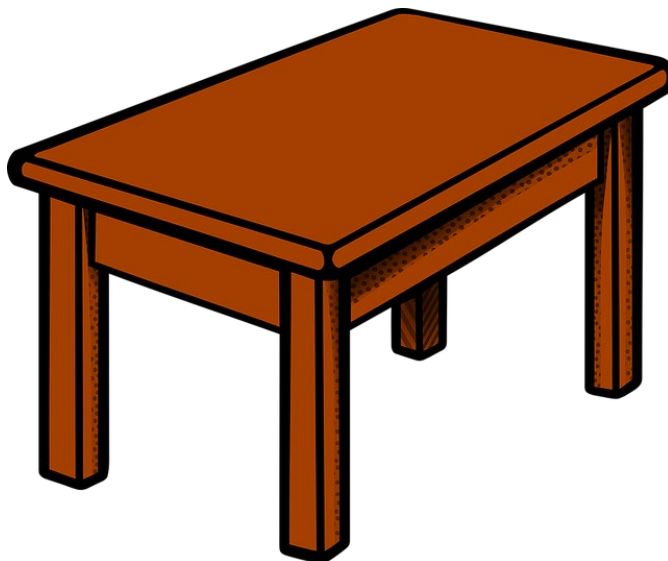
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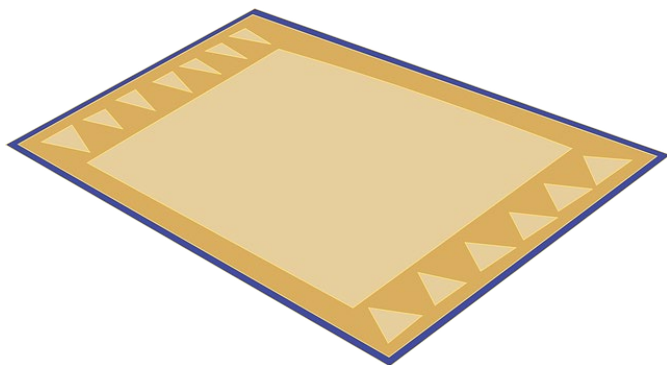
Flag



Table



Floor Activity



Snack



Outside Activity



Group Activity



Go Home



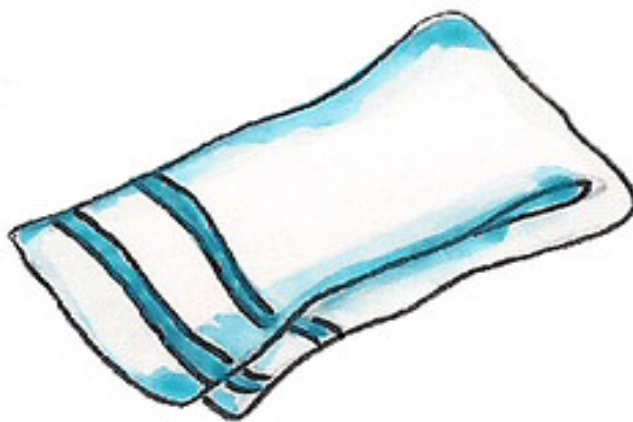
Quiet



Wash Hands



Dry Hands



Walk



Stop



Sit on Floor



Sit



Listen



Hands to Self





EQUATION

Empowering children to reach their full potential through youth-adult partnerships and research-based experiences

Our Reason

.....
Youth Needs

+

Our Method

.....
Essential Elements

+

Our Mission

.....
Program Priorities

=

Our Results

.....
Outcomes*

- Belonging
- Mastery
- Independence
- Generosity

Brendtro, L., Brokenleg, M., and Van Bockern, Steve (1992). Reclaiming Youth at Risk: Our Hope for the Future. Bloomington, IN: Solution Tree.



- Caring Adults
- Safe Environments
- Inclusive Settings
- Opportunities for
 - Mastery
 - Service
 - Self-Determination
 - Planning for the Future
 - Engaged Learning

National 4-H Headquarters (2001). Prepared and Engaged Youth: National 4-H Impact Assessment Project.

- STEM**
- Healthy Living
- Leadership and Civic Engagement
- Communication and the Arts

*** Science, Technology, Engineering, and Mathematics*



- Strong Self-Understanding
- Appropriate Social Interactions
- Effective Decision Making
- Cooperative Learning
- Active Physical Skills



*** Through long-term, sustained learning experiences that connect children with Iowa State University's knowledge and research base**

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