



Clover Kids Toolbox Table of Contents

<http://www.extension.iastate.edu/4h/page/iowa-4-h-cloverkids-toolbox>

DOCUMENTS	PAGES
Cover	
Table of Contents	1-3
GENERAL INFORMATION- Section A	
Welcome/Introduction to Clover Kids	A-1a-b
Philosophy and Guidelines	A-2a-e
CHILD DEVELOPMENT – Section B	
Ages and Stages of Development	B-1
Appropriate Developmental Tasks	B-2
Meeting Developmental Needs	B-3a-b
Quality Group Management Strategies	B-4a-b
Inclusion of Children with Special Needs	B-5a-b
Redirecting Children's Behavior	B-6
Experiential Learning Teaching Strategies	B-7
Experiential Learning Simplified Model	B-8
Experiential Learning Expanded Model	B-9
Experiential Learning Model Graphic	B-10
Life Skills	B-11a-b
Cooperative Learning	B-12a-b
Using the Curriculum Instructional Materials	B-13
DEVELOPING POSITIVE LEARNING ENVIRONMENTS AND GROUP MANAGEMENT STRATEGIES - Section C	
Setting Yourself Up for Success: Positive Learning Environments	C-1a-ba
Setting Yourself Up for Success: Parent/Care Provider Involvement	C-2a-b
Setting Yourself Up for Success: Positive Guidance and Communication	C-3
Techniques of Guidance and Communication	C-4a-b
Do's and Don'ts of Communicating with Youth	C-5
Setting Yourself Up for Success: Group Management and Positive Discipline	C-6
Quality Group Management Strategies Including Children with Challenging Behaviors	C-7a-b
Group Management Practices that Support Children's Positive Behavior	C-8a-b
Redirecting Children's Behavior	C-9
Positive Discipline During the Gathering/Meeting	C-10

TOOLS FOR ORGANIZING CLOVER KIDS GROUPS - Section D

Creating a Clover Kids Group Checklist	D-1
Clover Kids Activity Checklist	D-2
Clover Kids Meeting Agenda Template-Blank	D-3a-b
Clover Kids Sample Meeting Agenda	D-4a-d
Sample Introductory Letter to Parents	D-5a-b
Ways to Communicate with Parents	D-6
Sample Volunteer Sign-Up Sheet	D-7
Sample Clover Kids Sign-In/Sign-Out Sheet	D-8

FORMS - Section E

Group Member Enrollment Forms

Clover Kids Enrollment Form	E-1
Medical Information/Release Form	E-2a-b
Field Trip Permission Form	E-3

Group Leader and Volunteer Forms

Group Leader and Volunteer Enrollment Form	E-4
Group Leader and Volunteer Job Description	E-5
4-H Compliance Report	E-6
Leader's Training Log	E-7
Letter to Leader, RE: Evaluation/Survey	E-8
Child Survey	E-9
Parent Survey	E-10

RECRUITMENT – Section F

Children

Sample 1 - "What is Clover Kids" Flier/Registration	F-1
Sample 2 - "Clover Kids 4-H Program" Flier/Registration	F-2
Sample 3 - "Clover Kids for Grades K-3" flier	F-3
Quick and Easy Activities for Promotional Booths	F-4
Balloon Rockets and Coloring Pages	F-5
Sample 4 Coloring Page	F-6
Suncatcher Stars, Fingertip Friends, Super Sounds	F-7
Fingerprint Pictures, 4-H bookmarks	F-8
Electrifying Art, Parfait	F-9
Gorp	F-10

Group Leaders and Volunteers

Ideas for Recruiting More Volunteer Leaders	F-11
Page 1 -Volunteer Recruitment Brochure	F-12a
Page 2 - Volunteer Recruitment Brochure	F-12b

SAFETY – Section G

ISU Extension Child Protection and Safety Policy	G-1
Volunteers for 4-H Programs Insurance, Claims, and Liability Information for FY11	G-2
Medical Form and Insurance	G-3
Child Abuse Information	G-4a-b
Iowa 4-H Policy Regarding Clover Kids members Working with Animals	G-5

Clover Kids County Fair Participation Examples

4-H Volunteer Risk Management Checklist

G-a-b

RESOURCES

CURRICULUM - Section H

Curriculum List and Other Resources

H-1a-c

FIELD TRIP AND CITIZENSHIP IDEAS - Section I

Practical and Safety Issues:

Field Trips and Citizenship Activities

I-1a-b

Field Trip and Guest Speaker Ideas

I-2

Citizenship Ideas

I-3

GAMES AND ACTIVITIES - Section J **underdevelopment**

Songs and Action Rhymes

Activities

Musical Pipe Chimes

All about 4-H Meeting/Play

4-H Scavenger Hunt

Web Site Resources

NUTRITION/SNACKS - Section K

Nutrition Education Ideas

K-1

Nutrition Education Websites & Books

K-2

Snack List

K-3

Healthy Snack Ideas for Youth Children

K-4a-l

CRAFT RECIPES AND QUICK CREATIVE CRAFTS - Section L **underdevelopment**

Songs and Action Rhymes

Activities

NEWSLETTERS - Section M **under development**

Clover Kids Toolbox

Section A

GENERAL INFORMATION

IOWA STATE UNIVERSITY
Extension and Outreach

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at 202-720-2600 (voice and TDD). To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, DC 20250-9410, or call 800-795-3272 (voice) or 202-720-6382 (TDD). USDA is an equal opportunity provider and employer.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Cathann A. Kress, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.



WELCOME TO CLOVER KIDS! A 4-H Youth Development Program

Clover Kids is an exciting 4-H program for children in Kindergarten through 3rd grade. Clover Kids was specifically developed to bring the life skill building and experiential learning benefits of traditional 4-H to children in Kindergarten through 3rd grade. Its goal is to promote children's positive development through cooperative learning and developmentally appropriate activities.

Children participating in 4-H Clover Kids program will:

- Meet new friends, learn and practice social skills by working and playing in small groups.
- Gain self-confidence and learn about themselves in a non-competitive learning environment.
- Experience the joy and fun of learning.
- Master physical skills through hands-on or experiential learning (learning by doing).

The key to a great Clover Kids program is providing a variety of HANDS-ON learning experiences and helping children apply those experiences to their own lives using EXPERIENTIAL LEARNING PRACTICES. As leaders, we encourage the group members to share what they are doing to help them process the information they are getting in the activity. Then, we help them apply information, knowledge or skill to what they already know. (DO the activity, REFLECT on what they did, and APPLY it in an area of their lives.) Clover Kids leaders should try to incorporate different types of activities from crafts and art exploration experiences, to science experiments, to music and cooperative games.

Social skills and working with others are important parts of the Clover Kids program. It is important that each child feel like an important part of the group, so Clover Kids work cooperatively together rather than competing. Competition is not appropriate for children 3rd grade and younger and this includes the games played by the group. Games in which someone "gets out" or a definite winner and loser is chosen should be avoided.

Clover Kids relies heavily on volunteers. Volunteers must comply with all aspects of Iowa State University's Child Protection and Safety Policy and Iowa State University's mandate to be non-discriminatory. Volunteers have included senior citizens, retired and current educators, 4-H club members and leaders, college students, neighborhood moms and dads, child care personnel, and others interested in working with children.

For more information, contact Brenda Welch, Regional 4-H Youth Program Specialist; phone 712-546-7835 or email bwelch@iastate.edu.

Clover Kids website: <http://extension.iastate.edu/4h/clover>

Clover Kids Contacts

Brenda Welch	Regional 4-H Youth Program Specialist	bwelch@iastate.edu
Keli Tallman	Campus 4-H Youth Program Specialist	ktallman@iastate.edu



Philosophy and Guidelines

About the Iowa 4-H Clover Kids Program

Iowa 4-H Clover Kids is a FUN 4-H program for children in Kindergarten through 3rd grade that meets children's four basic development needs of belonging, independence, mastery, and generosity. The program offers a variety of cooperative hands-on experiences uniquely suited for Kindergarten through 3rd grade audiences to assist children in becoming competent, confident, connected, contributing, and caring citizens with character.

Philosophical Base and Structure

Children enrolled in the Clover Kids program, due to age appropriateness concerns, will not be eligible for any activities or projects designed for 4th - 12th grade 4-H members. While many of its members will go on to other 4-H experiences after 3rd grade, this program is designed with specific educational objectives that focus on children in Kindergarten through 3rd grade. It is not the intent or the objective of Iowa 4-H Clover Kids program to duplicate the 4th - 12th grade 4-H program, nor to create mini-4-H.

Consequently, guidelines for the Clover Kids program differ from those of the 4th - 12th grade 4-H program. One important difference is that cooperative events rather than competitive events are emphasized in the Kindergarten through 3rd grade program. Studies of children in Kindergarten through 3rd grade indicate the best way to build children's self-confidence is to build learning opportunities into activities that emphasize self- understanding and positive social interactions with other children and adults. Competition with self and others is not developmentally appropriate for this age group. Therefore, children enrolled in this program are not eligible for any competitive 4-H events. Noncompetitive cooperative educational opportunities are win-win learning experiences where all children benefit and grow.

Since the life skills for Kindergarten through 3rd grade and the win-win approach may be different for staff and volunteers who are more familiar with the 4th - 12th grade 4-H program, it is especially important that those planning to deliver Clover Kids programming receive training in the Clover Kids program's philosophy and guidelines.

Clover Kids activities are designed according to the experiential, hands-on learning model in cooperative settings. Experiential learning is based on the belief that learning is more effective, and lasts longer, when people are involved in an activity, reflect on what they learned through the activity, and can apply learned knowledge and skills to other situations.

Many Clover Kids activities are designed for children interacting with other children in small groups. Children involved in these cooperative groups learn from one another and develop the ability to share, work, and learn together. Development of social skills is emphasized as learning takes place.

The Clover Kids program:

- ◆ Views Kindergarten through 3rd grade children in the context of family and community
- ◆ Values ongoing relationships among Kindergarten through 3rd grade children and caring adults, among children and older youth, and among the children themselves
- ◆ Provides dynamic, flexible, open, and accessible educational activities to all Kindergarten through 3rd grade children
- ◆ Emphasizes cooperative learning, as opposed to competitive activities, and focuses on children's strengths
- ◆ Integrates active, hands-on learning opportunities designed to develop children's physical, mental, and social skills through varied activities that focus on developing a skill or concept necessary to complete the activity
- ◆ Offers programming based on research in the areas of child development, educational theory, and relevant subject matter
- ◆ Provides training on child development, educational methods, and subject matter content for people who work with Kindergarten through 3rd grade children.

Program Objectives

The overall program objective of the Iowa 4-H Clover Kids program is 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.

Children who participate in the Iowa 4-H Clover Kids program will:

- ♦ Develop self-understanding and self-confidence through working with others in positive, cooperation-based learning environments.
- ♦ Experience achievement through participation in a hands-on, age-appropriate and success-oriented curricula based on the experiential learning model.
- ♦ Develop positive attitudes toward self, family, and community through cooperative learning, positive social interactions, and immediate feedback reinforcement in a wide variety of short-term learning experiences.
- ♦ Develop decision making skills through making age-appropriate choices and judgments.
- ♦ Experience the joy of learning by participating in learning environments that are supportive, creative, challenging, and fun.
- ♦ Engage in active learning situations that encourage mastery of age-appropriate physical/motor skills.

Program Components and Requirements

As part of the Iowa 4-H Youth Development program, Iowa 4-H Clover Kids programming must address the following guidelines:

- Complete volunteer group leader background checks; volunteers approved by the local Extension Council. [The recommendation is one (1) adult for every six (6) Kindergarten through 3rd grade members.]
- Create ongoing, regular group meetings for a minimum of six hours over the course of the 4-H year (September through August).
- Provide research based age-appropriate, hands-on, cooperative activities that build life skills and are uniquely suited for the Kindergarten through 3rd grade developmental age group.
- Develop supportive, creative, challenging and fun environments in which children experience the joy of learning.
- Foster cooperative opportunities that foster children's self-understanding and self-confidence.
- Provide active, hands-on learning opportunities designed to develop children's physical, mental, and social skills.
- Emphasize opportunities for positive social interactions with other children and caring adults.
- Enroll Clover Kids members through the county 4-H program.
- Ready Clover Kids members for the next stage in their 4-H educational adventure: 4-H club membership.

We recommend one adult for every six (6) children in Clover Kids for several reasons:

1. A high adult to child ratio helps children gain more from educational activities because they are more likely to have an adult directly involved with them during activities to help direct the activity, process learning gained by participating in the activity, and applying what has been learned to other settings.
2. Children are more likely to be in an atmosphere conducive to practicing and developing social skills with both adults and other children.
3. A high adult to child ratio makes using quality group management practices more effective and consistent.
4. A high adult to child ratio alleviates some of the stress of leading a Clover Kids group because it creates a shared, supportive atmosphere for adult group leaders.

Format

4-H Clover Kids Groups can be organized in many different ways as long as the program components and requirements are met. Some possible formats are:

Before or After School Groups - Clover Kids groups can meet before or after school at a school or other location where children are already gathered. Possible scenarios are:

- Clover Kids is a weekly/bi-weekly/monthly meeting that is held at the school as part of the school district sponsored afterschool program and led by afterschool program staff, Extension staff, and/or volunteer group leaders.
- Clover Kids is a weekly/bi-weekly/monthly meeting that is held at the school and led by Extension staff and/or volunteer group leaders. The program is not sponsored by the school district.
- Clover Kids is a weekly/bi-weekly/monthly meeting held at a convenient location and is led by a local organization(s) sponsoring afterschool activities for children and youth. It is led by afterschool program staff, Extension staff, and/or volunteer group leaders.

4-H Club Sponsored Groups - Clover Kids groups can be held in combination with 4-H club meetings; the Clover Kids group can meet at the same time and location (or nearby location) as the 4th-12th grade 4-H club. Clover Kids members will participate in age-appropriate activities separate from the 4-H club meetings. Clover Kids members, however, may be included in age-appropriate 4-H club activities and 'fun' events. Clover Kids groups are led by volunteer group leaders and/or Extension staff.

Home School Groups - Clover Kids groups can be held in conjunction with home-school association meetings. These groups can meet weekly, bi-monthly, or monthly and can be led by volunteer group leaders and/or Extension staff members.

Community/Neighborhood Groups - Clover Kids groups can be sponsored by a community or neighborhood group. Meetings can be held at a time (evenings, weekends, etc.) and location (home, community center, church, etc.) convenient for the leaders and members. These groups can be led by volunteer group leaders and/or Extension staff.

Summer Groups - Clover Kids groups can be sponsored by a summer recreation program. These groups might meet daily, twice a week, or weekly throughout the summer at a convenient location. These groups can be led by summer recreation program staff members, volunteer group leaders, and/or Extension staff.

Staff and Volunteer Training

Iowa State University Extension staff and volunteers who work with Clover Kids groups will be trained in:

- ♦ Implementing the principles and practices of positive youth development when working with Clover Kids group members.
- ♦ Articulating the Clover Kids program philosophy.
- ♦ Learning the ages, stages, and learning characteristics of Kindergarten through 3rd grade children.
- ♦ Engaging families in providing quality learning environments and support for children in the Clover Kids program.
- ♦ Using 4-H Clover Kids curricula and evaluating additional developmentally appropriate curricula resources.
- ♦ Implementing the Iowa State University Extension Child Protection and Safety Policy with particular sensitivity to working with children in Kindergarten through 3rd grade.
- ♦ Working with children from diverse backgrounds.
- ♦ Understanding barriers to and motivation of children's participation.
- ♦ Integrating the experiential learning model within Clover Kids programming.
- ♦ Utilizing universal precautions for addressing emergencies.
- ♦ Using appropriate methods to recognize a child's accomplishments.
- ♦ Implementing positive discipline strategies.
- ♦ Managing groups effectively.

Clover Kids Toolbox

Section B

Child Development

IOWA STATE UNIVERSITY
Extension and Outreach

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at 202-720-2600 (voice and TDD). To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, DC 20250-9410, or call 800-795-3272 (voice) or 202-720-6382 (TDD). USDA is an equal opportunity provider and employer.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Cathann A. Kress, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.



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	Supervision required.	Minimal supervision needed.
Tracing	Start with large scale and few details, and then move to medium scale with some detail.	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.



Quality Group Management Strategies

A common concern expressed by staff is how to effectively include individuals with challenging behaviors within activities. Frequently heard frustrations include coping with children who ignore directions, who wander away from activities, who do not participate in activities, or who disrespect peers and activity leaders. Here are some strategies which can be implemented to ensure that all participants are supported in a positive, proactive manner.

Plan Ahead

Be on the lookout for stumbling blocks or situations that may trigger problem behaviors. For example, don't leave food out on the table in plain view that kids shouldn't eat and don't leave materials or props out that you don't want children to use.

Avoid IDLE Time

Waiting in line or waiting one's turn to use supplies are all times when problem behaviors can occur. If supplies are limited, have alternate activities to keep everyone active doing other tasks or playing educational games.

Keep Rules Simple

Keep rules simple and make sure everyone understands them. Discuss and demonstrate how the rules can be followed. Involve children in creating the rules and they will respect them more. Children may use poor judgment so check for compliance and understanding. Decide in advance how you and the children will know if a rule is being followed. Don't just have a rule, without deciding how you'll know when the rule is being observed or broken. Only have rules that are enforceable.

Make Expectations Clear

Be consistent with all children regarding expectations. Review the schedule at the beginning of group gatherings. Communicate expectations for each activity or project. Remember many children, especially those with special needs, lack the internal organization to provide environmental order. Establishing routines at potential high stress times (beginning of meeting, transition times, ending, etc.) can help a lot. When possible, be sure to explain in advance when changes to the schedule or expectations will occur. Do not excuse inappropriate behavior because an individual has a special need, but be sure that expectations are appropriate.

Reduce Distractions and Disruptions

While working on projects or eating, turn off music or other distractions. Make changes in routines slowly; avoid sudden endings to activities—try to always warn that there are "three more turns" or "five more minutes"; use a timer to reinforce sense of passage of time. Time your requests of activities to fit with the child's schedule; don't take a highly stressed child and expect them to focus on a complex task. Don't go from high energy tasks to low energy tasks without a bridge. Break things down into small tasks and vary activities.

Minimize the Chance of Bad Days

Post routines in plain sight to serve as a reminder of the sequence of activities to follow; use charts or other reminders to help children know what they are supposed to do. Check for hidden rewards for misbehavior. Remember that most often the more one-on-one adult-child or child-child time is better for development. Encourage and support friendships between children by allowing time for fun activities.

Don't Wait for a Crisis

Check periodically to make sure activities are progressing positively. Address problems while they are manageable - don't wait for a crisis - intervene when you suspect a problem may be starting.

Be Clear and Specific in Communicating

- Start activities for kids to model behavior. For example, if you want a child to pick up materials, stand next to the child and pick up the first item. Pick up another item and hand it to the child and say, "You pick up the rest. I'll be back in five minutes to make sure everything is put away."
- Give specific instructions. Rather than saying, "Listen when I talk to you," instead say, "Please sit down and look at me when I ask you to listen."
- Make definite statements rather than asking a question. Rather than saying, "Are you ready to quit?" instead say, "In five minutes, you need to put away your materials and quit for today."
- State word requests in positive terms. Rather than saying, "Shh, don't talk so loud," instead say "Whisper."
- Only request one thing at a time and make sure you have children's attention.

Respect All Participants and Their Choices

Recognize and explore preferences. Present instructions and information in ways that each participant can understand. Pay attention to individual responses to activities. Encourage respect for peers and instructors at all times. Pay attention to participant likes and dislikes. Respect the choice not to participate in some activities. Explore ways to make involvement easier, such as encouraging small steps toward involvement in activities that initially may seem difficult or confusing. Emphasize children's strengths.

Be Fair

When activities are planned, keep all participants in mind. Consider how everyone can participate at least partially in games, events, or programs. Keep in mind that effective instructions facilitate all types of learners in reaching their highest potential.

Maintain Dignity

Respect participants' dignity. Behavioral issues and personal hygiene issues should be addressed privately. Concerns and fears should be taken seriously and discussed confidentially with children. Help kids to identify and communicate feelings before a conflict occurs. Be honest with yourself. If you are feeling at a loss, or feel you are losing patience, ask for help from other staff or outside resources.

Involve Parents/ Care Providers

Communicate with parents/care providers for overall consistency and support. Ask for ideas and strategies for working with their children. Encourage parents to be involved with program activities to provide additional support.



Inclusion of Children with Special Needs

For children with physical special needs, it may be easier for leaders to identify how to assist the young person to fully participate in programs. A number of developmental special needs, however, may not be readily visible. Children with special needs represent every social class, race, and ethnic group. This checklist highlights strategies which can be implemented by leaders to ensure that all participants with special needs are supported in a positive, proactive manner.

- Have you provided multiple ways to share information with children in addition to through written words?**
Difficulty with reading is common among young people with special needs. Be sensitive and don't expect participants to all read out loud or depend on reading to understand what to do. Information like daily schedules can be shared verbally (repeated several times), or with pictures, and/or by video.
- Is information about events or activities shared with children other than requesting children writing information?**
Many young people have difficulty writing, or writing quickly enough to keep up with someone speaking. Information can be shared verbally, with pictures, by video, by modeling behavior, or shared in outline form which requires only a little writing.
- Do you provide alternatives for kids who might have trouble speaking in front of large groups?**
Some kids may have difficulty with speech, whereby making it difficult for others to understand them in conversations. Offer children with special verbal needs alternative speaking opportunities such as presenting in front of a single peer or pre-recording their words with an electronic device.
- Do you have multiple types of materials that assist children with hand-eye coordination?**
Many children with special needs have trouble with fine motor skills (handwriting, cutting with scissors, tying shoelaces, etc.). Be cognizant of ways to support children with special needs by offering developmentally appropriate materials like larger pencils with grips, rotating spring-clip scissors, or Velcro fasteners.
- Do you consistently remind children of upcoming events or needed materials?**
Children with special needs may have difficulty remembering the sequence of events or facts, always check for understanding and provide reminders. Be sure to also follow routines and help children identify what comes next.

- Do you check to make sure children understand what they are supposed to be doing?**
Some children with special needs may use poor judgment or have trouble keeping impulses in check. Help keep kids focused by providing directions one step at a time and make sure they understand what is expected by checking for understanding.
- Do you include games or activities that provide opportunities for movement?**
Make sure to include opportunities every 20 minutes for children to move around to avoid problem behaviors and to make it easier for kids to sit still when it is absolutely necessary.
- Do you try to make it easy to pay attention?**
For some children paying attention is hard work, especially if it's difficult to hear or there are lots of other distractions going on in the surrounding environment.
- Do you allow children to choose not to participate in some activities?**
Some kids with special needs may be highly sensitive to smells, tastes, touches, and textures that are involved in various activities or surroundings.
- In your Clover Kids group, have you gotten to know the children personally to better recognize their skills and capacities?**
You may be surprised to discover that for some children there are large gaps between skill areas. A child who excels in communication may have difficulty reading.
- Do you encourage fun activities and small group activities to help build friendships?**
Children with special needs may have trouble making friends. Encourage children and adults to recognize the strengths and uniqueness of all 4-H'ers.
- Do you encourage kids with special needs to participate in 4-H?**
4-H programs and activities emphasize hands-on learning. Learning by doing experiences are developmentally appropriate for all children.



Redirecting Children's Behavior

Provide children clear and specific instructions on any behavior changes needed. Offer support to the young person including encouragement and redirection. Remember to use the **I-CARE** sequence when redirecting children's behavior.

Interrupt—Be willing to interfere or interrupt and break up a process of misbehavior if you see it starting. Use a code word like "huddle" to call the children aside for a brief talk; stay calm.

Cool off—Allow kids time to cool off before having to solve problems, if it has already escalated. Briefly separate him/her from the group. Take time to calm down and gain your composure.

Affirm—Start with trying to understand the child's feelings. Listen, communicate you understand, and acknowledge how they feel.

Redirect—Steer the child in a new direction, suggest an alternative or compromise. Try to seek an option that works for everyone involved.

Educate—Explain the natural consequences of the misbehavior. Take time to review what happened immediately before the misbehavior occurred. This is an important clue in preventing the misbehavior in the future. Talk with the young person about the misbehavior as a mistake and help him/her come up with other ways the situation could have been handled differently.

Remember that many children require clear choices. Be firm and simplify moral choices between good/bad, kind/mean, etc. Do not, however, label the child, but rather emphasize the behavior was inappropriate and provide the child with alternative positive behaviors.



Experiential Learning Teaching Strategies

There are several ways to teach children. Telling children what you want them to learn is a fast teaching method, but the information is easily forgotten. Children will remember more if you show and tell them. Getting children involved in an activity takes more time and effort, but children will learn more and remember what they learned longer.

LEARN BY DOING

The traditional 4-H motto, "learning by doing", is the best method for engaging children in their own learning. Experiential learning happens when a child thinks about what was learned during the activity, looks back at it critically, determines what was useful or important to remember from the activity, and uses this information in doing something else.

Leading children through the experiential learning process requires short, simple questions that help the children understand and verbalize the activity and leads them to apply what they understand to what they already know about the world.

Use open ended questions in these three steps

- Do
- Reflect
- Apply

to turn a simple activity into a truly educational experience!

Start by identifying what you want the children to learn by participating in the activity. Which life skill(s) do you want to emphasize?

Next, choose a topic the children enjoy that will provide a variety of learning experiences that will compliment the selected life skill(s).

Think about how the activities can help the children develop those skills and determine questions to lead them through the experiential learning process.

DO:

An effective way to use experiential learning is to be directly involved with the children while they are engaged in activities. Involvement allows you to direct the learning experience toward the concepts you want them to understand and the skills you hope they will master. Sample

questions might be: What did you like best about the activity? Was the activity hard or easy?

REFLECT

A natural next step after a child engages in an activity is to have him/her share what they thought about the experience; this helps children think more deeply about their learning. Sample questions might be: What surprised you about the activity? Why do you think that happened?

APPLY

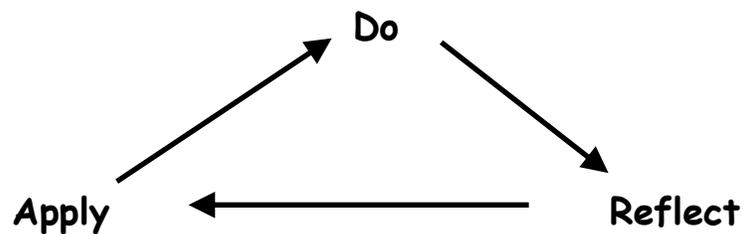
The final step in the experiential learning process is for children to apply what they have learned from the activity to something they already know or have experienced.

This creates a connection for the child so he/she can re-use what they have learned in different settings. Sample questions might be: Can you think of something you've done before that is similar to this? How will you share what you learned with your friends?





Experiential Learning - Simplified Model



DO

Lots of hands-on activities and be involved with the group while they do them. By being involved, you can lead the discussion toward the concepts and skills you want the group to learn. Use open ended short questions and let all children give input! Encourage lots of sharing!

QUESTIONS:

Tell me what you did? Can you explain what happened? What was different before and after the activity? How did you get that to happen?

REFLECT

As the group goes through the activities, you can build on the sharing (DO) questions help them by "wondering" out loud about what is happening and why it is happening.

QUESTIONS:

Have you seen anything like this before? What? Were you surprised by anything? Was anything different than you thought it would be? What did you expect to happen? What did you learn about _____? What types of decisions did you make? How did you make them?

APPLY

Help the group make the jump between their thoughts and the real world - or what they already know by helping them apply what they are learning to other situations.

QUESTIONS

How can you use what you learned at home? How about at school? Will you do anything differently because of this activity?



Experiential Learning - Expanded Model

Experiential learning is more than doing activities. It involves discussing what was done, thinking about what was learned, and applying that information to the real world. All five steps are crucial to effective learning and none should be left out.

The steps of experiential learning are:

- **Experience:** Begin with a concrete experience. This can be an individual activity or a group activity, but it involves "doing something." Activities may include exploring a topic of interest, demonstrating a new skill, rating items (e.g., which snack is better), creating something, attending field trips, or playing games.
- **Share:** The group or individual discusses the experience with others, sharing reactions and observations.
- **Process:** Participants reflect on what was learned. They should try to answer questions that are created by the activity. Some examples of these process type questions are included with this manual.
- **Generalize:** Find general trends or common lessons in the experience. Stress these important points.
- **Apply:** Talk about how the new information can be applied to everyday life or future experiences.

Sharing Questions

1. What happened?
2. What did you think about that?
3. Did anything change??
4. Tell me what you did.

Processing Questions (Use data generated from sharing questions)

1. Did anything happen again and again?
2. What happened in this activity that's like things you have seen or done before?
3. How was today's activity like things you have done before?

Generalizing Questions

1. What did you learn about (life skill, i.e., making decisions)
2. What did you have to think about to make your decision?
3. Where can you do _____ besides here?

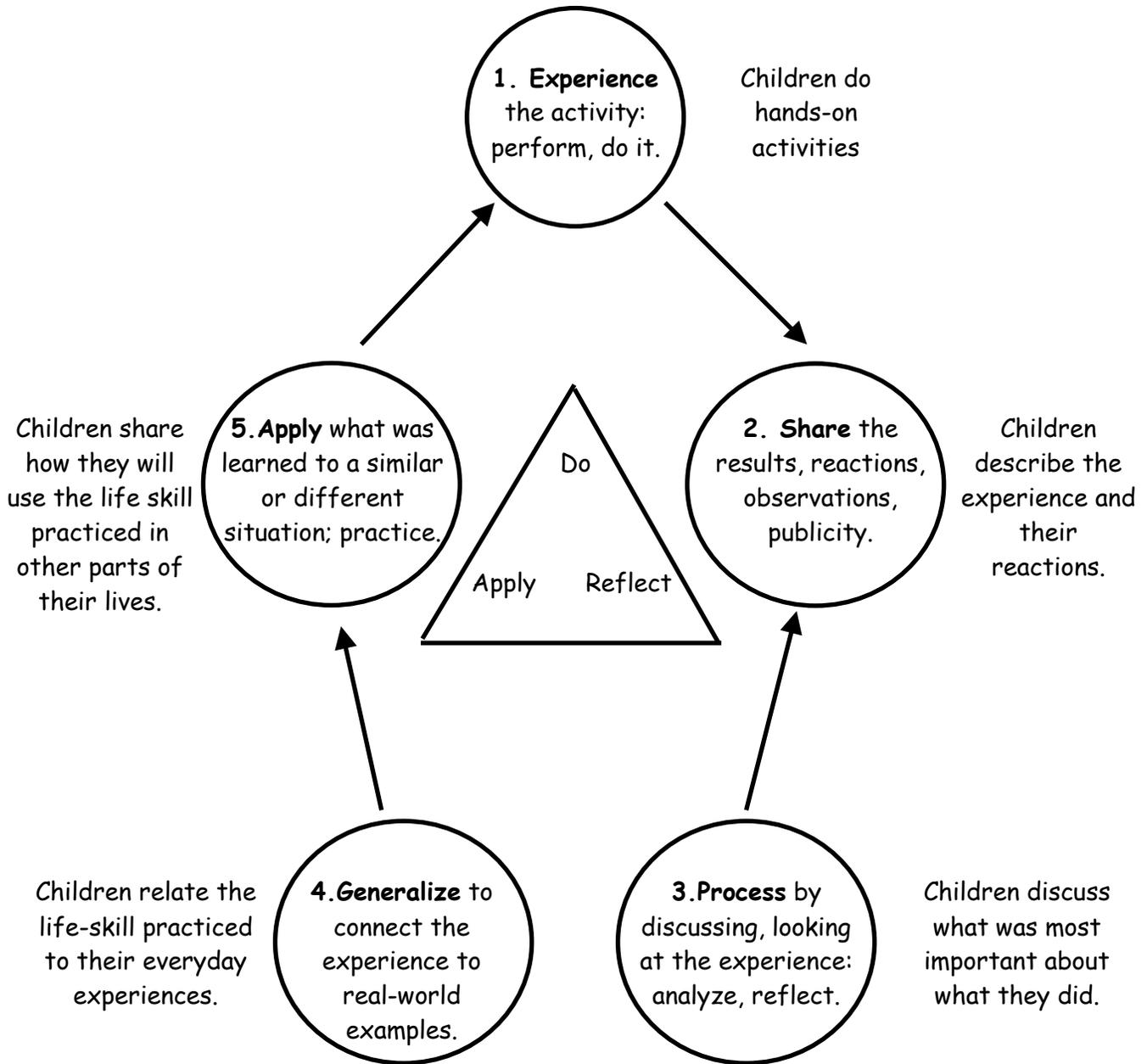
Applying Questions

1. How can you use what you learned today in other situations?
2. How will the issues raised by this activity be useful in the future?
3. How will you act differently in the future as a result of this activity?

Each of these general questions could be enhanced by adding specific language referring to the experience. When possible, questions about content should tie in the life skill to be targeted.



Experiential Learning Model Graphic





Life Skills

The Iowa 4-H Program supports the natural child development process. 4-H uses the research base of the land grant university system to develop and deliver non-formal child development education programs that focus on life skill development.

Life skills are defined as abilities, knowledge, attitudes, and behaviors that must be learned for success and resiliency when facing life's challenges. Life skills enable children to adapt to and master life situations.

Through development of life skills, children learn to live comfortably with others, express their own feelings safely, enjoy life, and welcome new experiences. For the 5-to-8-year old, there are five specific life skills that have been identified as developmentally appropriate. By focusing on these life skills, 4-H

can help its youngest participants grow and develop the necessary skills for positive and happy young lives, as well as prepare them for a more secure, enjoyable, and productive future.

Life Skills for 5- to 8-Year-Old Children

- Self-understanding
- Social interaction
- Decision making
- Learning to learn
- Mastering physical skills

Self-understanding Skills

Each child has different interests, personality traits, skills, learning styles, and temperaments. 5-to-8-year-olds need to try new things so they can begin to test themselves, build their base of experiences, and begin to master skills. To nurture self-understanding, adults working with 5-to-8-year-olds need to encourage creativity and curiosity. Clover Kids

Leaders should also help children see and appreciate the differences and similarities among other children and adults.

Social Interaction Skills

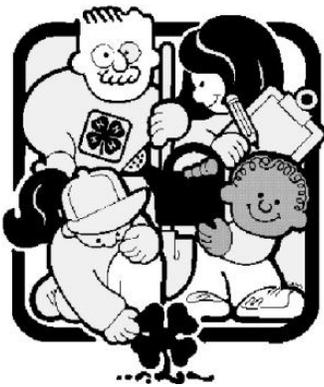
Interaction with other people helps mold a child's social and emotional development. Children learn what values, beliefs, and behaviors are acceptable to others by interacting with family members, other young people, and adults.

Through interactions, children learn how to appropriately express feelings and discover what behaviors are acceptable in their society.



Decision Making Skills

Children, as well as adults, face decisions and problems every day. Learning to make wise decisions and to take positive action are important parts of growing up. Children need to understand the step-by-step processes of problem solving, decision making, and cause and effect.



They also need to understand how their decisions can affect themselves and others and be willing to accept responsibility for their actions. For 5- to 8-year-olds, focusing on decisions that provide for their personal safety is important (not leaving with strangers, etc.).



They must have opportunities to practice problem solving and decision making while in safe situations, with guidance from an adult or older youth.

Learning to Learn Skills

5-to-8-year-olds are concrete thinkers and need real life experiences on which to base their learning. By applying the steps of experiential learning (Do-Reflect-Apply), children can understand not only what they have learned, but how they learned it and why the information is useful.

Mastering Physical Skills

The developmental need for physical activity is great for children between the ages of 5 and 8. They need to use their large muscles both for development and to absorb the tremendous amount of energy they possess. Children are also refining their small muscle development. The level of control they have with a pencil when they write their names is an indicator of small muscle development. Children need practice using pencils, scissors, small utensils, and tools in order to develop small muscle control and eye-to-hand coordination.





Cooperative Learning

Cooperative Learning

Many people associate 4-H with competition. From county and state fairs to judging events and talent shows, 4-H uses competition to motivate older youth to achieve. Competitive events, however, are only one of three ways to teach and encourage children. In addition to competition, 4-H uses individual and cooperative learning designs.

The cooperative learning design is best for children ages 5 to 8 because it encourages the development of social skills. Cooperative activities are appropriate because they affirm the child's abilities and respect their individuality while allowing them to develop at their own pace. Competition is not appropriate at this age. Children need to feel emotionally and socially safe to practice the basic skills they need to learn at this age. Competition counteracts that safe feeling and inhibits social skill development.

Cooperative learning is an exciting concept that organizes learning into experiences for small groups rather than for individuals. Working in groups is not a new idea—it is as old as humankind. The survival of our species has been largely dependent upon the capacity of individuals to work cooperatively to accomplish shared goals. The ability of people to work together is the basis for friendships, families, careers, and communities.

Why use cooperative learning groups?

The value of cooperative learning groups is based on the belief that the interaction that most influences young people's performance in instructional situations is child-child interaction.

How are cooperative learning groups unique?

Cooperative learning groups do have special guidelines that make them unique. To be a cooperative group, all members of the group must share in leadership roles of providing information, setting goals, and making decisions. Older youth and adults working with cooperative learning groups act as facilitators that actively teach the social skills that enable group members to work together. How group members interact depends primarily on the type of interdependence the leader encourages. It may be necessary to guard against one or two of the group members assuming all of the responsibility of moving the group toward its goals. Likewise, the older youth or adult leader may have to practice overcoming the tendency to step in and manage the functioning of the group.

When do we use cooperative learning groups?

All of this may lead you to believe that learning to function as a cooperative learning group takes time; this is true. Cooperative learning is an appropriate format for groups that meet often enough that the members become comfortable with one another. Cooperative learning programs may be used in many situations, as long as there are enough gatherings with the same group members and leaders working together to establish the cooperative learning style.

Elements of cooperative learning

Clover Kids Leaders must understand and practice the elements of cooperative learning. Establishing a cooperative learning group process is as important as completing the subject matter content of the program. In order to make the programs cooperative, it is important to include all five elements of cooperative learning.

1. **Positive Interdependence:** Group members recognize the need for teamwork. They depend on each other to reach group goals because they share responsibility and information. Group members need to understand that they will be successful only if everyone is working together.
2. **Face-to-Face Interaction:** Group members talk to each other. They ask questions, respond, explain, and clarify. Groups need to be structured to allow face-to-face interaction among all group members.
3. **Individual Accountability:** Each group member is responsible for specific information. All members need to share the information for the group to learn the material completely.
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:** This step checks children's comprehension. Do group members understand the subject matter? Have they mastered new skills? In addition, group members can discuss how well they used cooperative skills. (Refer to experiential learning processing questions included in this manual.)

COOPERATIVE- VS-COMPETITIVE ACTIVITIES

Clover Kids cooperative activities and games respect and affirm children's skills and abilities. Competitive activities and games are not appropriate for Clover Kids members because the focus is on what children can't do instead of what they can do. For example, children get out in tag because they can't run fast enough or strikeouts in baseball because they can't hit the ball.





Using the Curriculum Instruction Materials

The curriculum materials selected for use in Iowa 4-H Clover Kids programming are filled with learning opportunities that are fun and educational for both Clover Kids and their adult leaders. The materials were selected because they contain valuable learning opportunities that are processed through use of the experiential learning model. There are 24 different groups of activities to choose from when planning. It is not expected that all activities will be used. There are enough activities to last some groups more than one year, depending on how often the group meets. It is planned that more developmentally appropriate activities will be added to extend the usefulness of the Clover Kids Toolbox.

Tips and Insights

The following are some tips and insights into using these materials.

- All activity cards are color coded by subject matter content.
- Each card contains several short, related learning experiences that create a lesson.

- Those six areas are:
 1. Getting Started
 2. Digging Deeper
 3. Looking Within
 4. Brining Closure
 5. Going Beyond
 6. Reading Adventures

The leader can follow the lesson plan or adapt it to the special needs and interests of the group.

- The grade level stated on the activities reads K-2 because the Ohio program is available to kids in kindergarten through the second grade. The activities were designed, however, with K-3 children in mind. It is up to the leader to consider the age and abilities of the children in the group, and adapt the activities to suit their needs.
- Since the curriculum materials were purchased from Ohio, references are made throughout that are specific to Ohio.
- Ohio calls their program Cloverbuds and Iowa calls their program Clover Kids.
- Under Plants and Animals, in *Our Feathered Friends*, the Iowa state bird is the goldfinch. Use the goldfinch picture provided.

- In *Notes to the Volunteer*, activities identified may not be available in Iowa.
- The *Pets* activities may not be sensitive to children without pets.
- Some resources, for example, a tour of a pet shop, may not be available in some communities.
- The tune to *I'm A Little Teapot* in activity *Super Seed Fun* is actually *Old McDonald Had a Farm*. *I'm a Little Teapot* is in activity *Heart to Heart*. You will want to make note and substitute the right tune to fit the words.
- Two addresses you will want to substitute are:

The Iowa Department
For the Blind
524 Fourth Street
Des Moines, IA 50309
Ph: 515-281-1333

Deaf Services
Commission of Iowa
Dept. of Human Rights
Second Floor
Lucas State Office Bldg
Des Moines, IA 50319
Ph: 888-221-3724

Clover Kids Toolbox

Section D

Tools for Organizing Clover Kids Groups

IOWA STATE UNIVERSITY
Extension and Outreach

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at 202-720-2600 (voice and TDD). To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, DC 20250-9410, or call 800-795-3272 (voice) or 202-720-6382 (TDD). USDA is an equal opportunity provider and employer.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Cathann A. Kress, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.



Creating a Clover Kids Group Checklist

Starting a Clover Kids Group from scratch may seem like a daunting task; however it can be easy and fun. Here are a few steps that you can take to make the process easy and fun.

- _____ Contact Extension Office and express your interest in starting a Clover Kids Group.
- _____ Complete the 4-H Volunteer Background Check process.
- _____ Meet with Extension staff or attend a Clover Kids Leader Training.
- _____ If creating a Clover Kids Group as part of a 4-H Club, contact the 4-H club leader to make arrangements.
- _____ If creating a Clover Kids Group as part of an afterschool program, contact the school or afterschool program contact to receive permission and make arrangements.
- _____ Arrange a location for your meetings.
- _____ Contact your local Extension Office about obtaining American Income Life Insurance 4-H (Clover Kids) membership insurance for your members.
- _____ Decide if you need to charge dues to cover materials and snacks.
- _____ Market your club (Ask the Extension Office for assistance in preparing marketing materials.).
- _____ Obtain Clover Kids enrollment and medical information/release forms from the Extension Office.
- _____ Write an introductory letter to the parents and include in the enrollment packet.
- _____ Create a group schedule to include in the enrollment packet.
- _____ Create parent 'Sign-up Sheets' for snacks, crafts, activities, and games
- _____ Plan your first meeting. (Ideas can be found at the Clover Kids website at: <http://www.extension.iastate.edu/4h/Clover/>)
- _____ Hold your first meeting.
- _____ Collect enrollment forms and take to Extension Office. (The Extension Office will make copies for you and give you a Risk Management Binder to keep copies in.)
- _____ Continue holding meetings.
- _____ Have fun!



Clover Kids Activity Checklist

In determining whether a suggested activity is appropriate and fits the Clover Kids program philosophies and objectives, ask yourself the following questions:

- _____ Are the children doing something and not just watching?
- _____ Will the children be interested in doing the activity?
- _____ Does it fit a child's short attention span (and even the group's attention span)?
- _____ Will all the children be involved in the activity?
- _____ Is there a long wait time for a turn at the activity?
- _____ Is it non-competitive? (No winners and no losers.)
- _____ Is the activity physically and emotionally safe? (Refer to the Youth Development section of the Toolbox for more information.)
- _____ Is the activity developmentally appropriate? (Keep in mind their physical, social, mental, and emotional characteristics. Refer to the Youth Development section of the Toolbox for more information.)
- _____ Is the activity intended for Clover Kids children? (Not a younger version of a 4th - 12th grade activity.)
- _____ Will the youth experience success?
- _____ Do I have the appropriate accommodations and supplies for this activity? (Think through each aspect from getting to the activity to transitions to clean up!)
- _____ Is the activity fun, positive, and focused on the 5 life skill areas? (Self-understanding, social interaction, learning to learn, physical mastery, and decision making)
- _____ Can you process the activity using the Experiential Learning Model? (Do, Reflect, Apply)
- _____ Can the activity be completed by a Kindergarten through third grader?

If you answered yes to all of the criteria questions then you probably have an activity that could be used in the Clover Kids program. If not, explore modifications and revise the activity, if possible, to meet the guidelines. If such modifications cannot be made, use other activities that do meet these guidelines.



Clover Kids Meeting Agenda Template-Blank

Theme _____

Life Skills Area(s) _____

Objectives _____

Project Area(s) _____

Time	Activity	Materials Needed	Directions	Life Skill Area/ Objective/ Project Area Covered
	Icebreaker Games			
	Pledge of Allegiance			
DO: REFLECT: APPLY:	Topic/Theme Activities			
	Songs			

DO:	Craft/Creativity			
REFLECT:				
APPLY:				
	Other Games			
	4-H Pledge			
	Snack			
	Dismissal			
	Extra Games and Activities			
	Sources of Activities, Games, and Crafts			



Clover Kids Sample Meeting Agenda

Theme **Pumpkins**

Life Skills Area(s) Social Interaction skills, Learning to Learn skills, Mastering Physical Skills

Objectives Learn the life cycle of the pumpkin; Create a model of the life cycle of the pumpkin; Create a holiday decoration; Practice self-expression and creativity; Have fun

Project areas Horticulture; Communication; Visual Arts; Health; Food and Nutrition

Time	Activity	Materials Needed	Directions	Life Skill Area/ Objective/ Project Area Covered
5-10 minutes	Ice-breaker Games			
	"Catch the Ball Name Game"	Ball or Balloon	(Play only if have new children.) Have children stand in a circle and introduce themselves. Explain that whenever you throw a ball/balloon at someone you should say their name. Have children throw the ball/balloon to each other saying the name of the	Social Interaction; Mastering Physical Skills/ Have fun/ Communication

			person to whom they are throwing the ball/balloon. Make sure that everyone has a chance to throw and catch the ball/balloon.	
	"Minute Madness"	Nothing	Gather the group in a circle. Inform the group that they have one minute to say as many different words related to "Pumpkin" as possible. Explain that in order to be fair to everyone, you will go around the circle and have everyone give one answer. Once everyone has given one answer, you will go back around the circle and everyone can give another answer. This will continue until the time runs out. Give children quiet 'think time' to think of possible words that relate to "Pumpkin". When the children are ready, start the clock and start naming words. If a child gets stuck, encourage others to help them. See how many words, they can come up with. If time, you can play it again, and see if they can come up with even more words.	Social Interaction/Have fun/ Communication; Horticulture
	Pledge of Allegiance	Flag		Social Interaction/ Have fun/ Citizenship
15-20 minutes	Topic/ Theme Activities			
Do:	"Life Cycle of a Pumpkin" ("The Great Pumpkin Story")	Pumpkins of different sizes and colors <u>Pumpkin Pumpkin</u> by Jeanne	Show the pumpkins and ask: What are these things? What can we do with them? Tell children that today, they are going to be learning about pumpkins. Read the book <u>Pumpkin Pumpkin</u> by Jeanne Titherington or another story discussing the life cycle of a pumpkin. If at all possible, have	Learning to Learn; Mastering Physical Skills; Decision Making Skills/Learn the life cycle of the pumpkin; Create a model of the life cycle of the pumpkin/

		<p>Titherington or other story about the life cycle of a pumpkin</p> <p>2 Paper Plates per child, Complete set of pumpkin life cycle shapes printed on paper, Yarn (6 pieces - 6-8" long per youth), Tape or Stapler</p>	<p>examples of the various stages of a pumpkin available for children to see.</p> <p>Cut out the shapes for the orange pumpkin, green pumpkin, blossom, leaf, and seed. (You may choose to have the shapes printed on the correct color of paper. If you have more time, you can print the shapes on white paper and have children color them.) Draw a jack-o-lantern face on the bottom of a paper plate. Color the bottom of both paper plates orange. Staple the 2 paper plates together (eating sides in). Leave an opening about 1/3 diameter of the plate. Tape or staple 1 piece of yarn to the inside of one paper plate extending out the opening. Staple or tape each shape together in a line with yarn strips running between them. (Closest to plate: Orange pumpkin, green pumpkin, blossom, leaf, seed) When assembled, stack shapes nicely and place in opening of pumpkin. Starting with the seed, slowly pull the shapes out of the pumpkin as you tell how pumpkins grow.</p>	<p>Horticulture; Visual Arts</p>
--	--	--	--	----------------------------------

Reflect:	"Life Cycle of a Pumpkin" ("The Great Pumpkin Story")	Pumpkin Life Cycle Model	Ask: "What are the stages of the pumpkin life cycle?" (Seed, leaf, blossom, green pumpkin, orange pumpkin. Children may add Jack-o-Lantern also.) Ask: "Who will you teach about the life cycles of the pumpkin?" (Accept answers.)	Learning to Learn; Mastering Physical Skills; Decision Making Skills/Learn the life cycle of the pumpkin / Horticulture; Communication
Apply:	"Life Cycle of a Pumpkin" ("The Great Pumpkin Story")		Ask: "What other things go through life cycles?" (Accept answers.) Ask: "How are life cycle stages different for different things?" (Accept answers.)	Learning to Learn; Mastering Physical Skills; Decision Making Skills/Learn the life cycle of the pumpkin/ Horticulture; Communication
	Songs			
			None	
15 minutes	Craft/ Creativity			
Do:	Paper Jack-O-Lantern	Orange construction Paper, Black construction paper, Glue, Scissors, Pencils	Before the meeting: Cut the black construction paper into 2"x18" strips. Fold the large sheet of orange construction paper in half lengthwise. Draw a line on the folded side about every inch, stopping within one inch of the other side. During the meeting: Have children cut on the lines on the orange paper, but do not cut through the fold. Open the orange paper up to full size and fold around to create a Chinese lantern, matching the short sides with the fold poking out in the center	Learning to Learn; Mastering Physical Skills/ Create a holiday decoration; Practice self-expression and creativity/ Visual Arts; Communications

			of the lantern. Glue one edge of the 12" side and overlap into place. Glue the black 2"x18" strip on the top as a handle. Use the black scraps to make eyes, nose, and mouth.	
Reflect:	Paper Jack-O-Lantern	Completed Paper Jack-o-Lantern	Ask children: "What did you just make? What was the hardest part of making the paper Jack-O-Lantern? Why?"	Learning to Learn; Social Interaction/ Create a holiday decoration; Practice self-expression and creativity/ Communication; Visual Arts
Apply:	Paper Jack-O-Lantern	Completed Paper Jack-o-Lantern	Ask children: "Where will you display your paper Jack-O-Lantern? What other crafts can you make to help decorate that area?"	Learning to Learn; Social Interaction/ Create a holiday decoration; Practice self-expression and creativity/ Communication; Visual Arts
5 minutes	Other Games			
	"Orange Paper Pumpkin Walk"	Orange tissue paper pumpkins, 2 Shoe boxes, Straws (1 per child)	A box of orange tissue paper pumpkins is located at one end of the room in a shoebox. An empty box is located 5 yards away from the shoebox. Each child will need a straw. (Straws should be disposed of after the game.) Starting at the 'pumpkin' box, the child picks up an orange tissue paper pumpkin from the box with the straw and 'holds' it on the end of the straw by inhaling. No hands touch the pumpkin. He/she walks to the empty box and deposits the	Mastering Physical Skills/ Have fun/ Health

			pumpkin in the box. Remember that the pumpkin is kept on the straw by inhaling the whole time. The child then walks back to the pumpkin box and picks up another pumpkin with the straw. Each child is given 30 seconds to pick up and deposit as many pumpkins as possible in the empty box. This game is done best as a walking game. (Source: ISUE Fall Food and Fun, October 1999.)	
	4-H Pledge	4-H Pledge Poster		Social Interaction/Have fun/Citizenship
10-15 minutes	Snack		Note: You may assign parents to bring a snack of their choice, versus the volunteer/staff providing a snack for the children.	
	"Pumpkin Crisp Rice Cereal Bars"	Ingredients to make Crisp Rice Cereal Bars; Orange Food Coloring; Pumpkin Cookie Cutter	Prepare crisp rice cereal bars using the recipe on the box of crisp rice cereal or your favorite recipe. Before adding the crisp rice cereal, add orange food coloring to the melted marshmallow and butter. Spread the crisp rice cereal mixture out on a cookie sheet and cut into pumpkin shapes. Note: If you cut while the mixture is still warm, you can reshape the mixture to make more pumpkins out of the 'scraps' from each 'cutting'.	Social Interaction/Have fun/Food & Nutrition
	Jack-O-Lantern Juice	Orange Juice and Sugar-free Lemon-Lime Soda OR another 100% juice such as apple	Mix equal parts of orange juice and sugar-free lemon-lime soda. The more Orange Juice you add, the healthier the drink is. If you want it more vibrant add orange food coloring. Note: If preferred, you could just offer 100% juice, water, or milk for a drink.	Social Interaction/Have fun/Food & Nutrition

	Dismissal			
	Extra Games and Activities			
	"Pumpkin Planter"	Nothing	One child is selected as the pumpkin planter and all other are pumpkins who sit in a circle. The planter stands in the center and gives a number to each player. The game starts by the planter saying, "There are (for example) four pumpkins in my field." Pumpkin No. 4 asks, "Why 4 pumpkins?" The planter says, "If not 4, how many?" and No. 4 says (for example), "Eleven pumpkins." No. 11 replies in the same manner and the game continues faster and faster. (Source: University of Florida, Games Around the World.)	
	"Seed Toss"	Popcorn, pumpkin, or corn seeds, Buckets (1 or more depending on the size of the group), String or tape for a line marker	If there is a large group, divide children into groups and assign each group a bucket. Place the bucket in the center of the playing area. Create a throwing line/circle with tape or string. Give each child a handful of seeds. See how many seeds the group can toss into the bucket. You can time the event or you can try different types of tosses (underhand, under your leg, over your shoulder, etc.).	

Sources of Activities, Games, and Crafts	
"Catch the Ball Name Game"	University of Florida, Institute of Food and Agricultural Sciences Extension, "Florida 4-H Cloverbuds: A Guide for Staff and Volunteers", http://edis.ifas.ufl.edu/pdffiles/4H/4H31700.pdf .
"Minute Madness"	Iowa State University Extension, "Clover Kids Toolbox: Games and Activities".
"The Great Pumpkin"	Agriculture in the Classroom, Utah State University Cooperative Extension, "The Great Pumpkin" http://utah.agclassroom.org/files/uploads/activities/The%20Great%20Pumpkin.pdf
"Paper Jack-O-Lantern"	Iowa State University Extension and Outreach, "Iowa State University Extension and Outreach" Clover Kids 4-H Leader Letter, October 2005.
"Orange Paper Pumpkin Walk"	Iowa State University Extension and Outreach, "Food for Fun and Fitness" October 1999 Newsletter.
"Jack-O-Lantern Juice"	Iowa State University Extension and Outreach, "Food for Fun and Fitness" October 2000 Newsletter.
"Pumpkin Planter"	University of Florida, Institute of Food and Agricultural Sciences Extension, "Games Around the World", September 1989. http://edis.ifas.ufl.edu/pdffiles/4h/4h05500.pdf .

Iowa 4-H Clover Kids, <http://www.extension.iastate.edu/4h/Clover/>. Lesson compiled by: Brenda Welch, Regional Youth Program Specialist.

IOWA STATE UNIVERSITY

Extension and Outreach

Iowa State University Extension programs are available to all without regard to race, color, age, religion, national origin, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. veteran. Inquiries can be directed to the Director of Equal Opportunity and Compliance, 3280 Beardshear Hall, (515) 294-7612.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Cathann A. Kress, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

IOWA STATE UNIVERSITY

Extension and Outreach

ABC County Extension

Address

City, Iowa Zip

Phone

FAX

E-mail

Date

Dear Clover Kids Parents:

Thank you for allowing your child (ren) to participate in the **group name** Clover Kids Group! I am planning a great program full of fun and learning for your child(ren).

As your child starts Clover Kids, I am sure that you are wondering about Clover Kids. Clover Kids is one of the programs offered by the Iowa State University Extension - **Your** County and **your** County 4-H. The main goal is to help children learn and grow. The 4-H program believes in offering children in Kindergarten through third grade a non-competitive environment in which they can develop positive attitudes and decision-making skills. Children can learn as they have fun.

I will be serving as the leader of the Clover Kids Group. **Briefly introduce yourself including reasons why you are the Clover Kids leader.**

Clover Kids will meet on **date, time, and location.**

Your children and their safety is very important to me. To help me ensure that safety, I ask your cooperation with the following:

- Turn in the enrollment paper work (enrollment form and medical information/release form) to **your** County Extension Office or to me as soon as possible. This will allow me to better plan activities and snacks for each meeting as well as know who is in our group.
- After turning in your paperwork, if the names and phone numbers of emergency contacts changes, please let me know right away, so I can update the records.
- If someone new (including another Clover Kids parent) will pick up your child from Clover Kids, please send a note with your child, or let me know as you drop off your child.
- When you come to pick up your child from Clover Kids, make sure that I know you are taking your child with you. I do not want to 'lose' children.
- If your child will not attend a session, please contact me at the phone number or e-mail below.

At each meeting, there will be a snack for the children. Each family is asked to help by signing up for a snack time. Please include the snack, drink, and plates/silverware/cups as needed. I will contact you with an approximate number of children closer to the meeting date.

There are many other opportunities for you to assist with Clover Kids. If you would like to lead or help with a craft, game (non-competitive), or educational activity, please contact me.

You are also welcome to stay and participate with the Clover Kids group. If you choose to leave, please pick up your child on time.

I plan on making this a fun and educational time for your child. If you have any questions or comments about Clover Kids, please feel free to call me at *phone number* or email me at *your email*. Thank you.

Sincerely,

Your Name

Group Name Clover Kids Group Leader



Ways to Communicate with Parents

Parents are a vital part of the Clover Kids Program. Their cooperation is needed in order for the children to not only get to the meeting, but also to learn and enjoy their experiences during Clover Kids. As a Clover Kids leader you can create a positive relationship with your Clover Kids parents by using effective communication. Here are some tips on how to communicate with your parents.

- Greet parents at the door when Clover Kids arrive and leave.
- Post a sign at the door with important information.
- Send notes home reminding parents of the meeting date, snack schedule, etc.
- Ask parents how they would prefer that you correspond with them: notes home with members, phone calls, e-mails, or postcards. Use the preference that they requested.
- Send home a "See what we did today" note after every Clover Kids meeting. Include reminders at the bottom.
- Have Clover Kids write or draw three things they did that day on a piece of paper that they want to tell their parents about the meeting.
- Create paper bracelets explaining the meeting's activities for Clover Kids to wear home.
- Cut clippings of Clover Kids and their siblings out of the newspapers and give to parents.
- Put stickers based on the meeting's activities on the Clover Kids as they leave. (Example: the activities were all about pumpkins, so put pumpkin stickers on the Clover Kids.) Tell children to tell their parents what those stickers mean.
- Be available. Give them your phone number (home and cell) and e-mail so that they can contact you.
- Create a Clover Kids newsletter.
- Have the Extension Office send 4-H newsletters to Clover Kids families and ask for Clover Kids meetings and events to be added to the newsletter.
- Ask parents to assist with the Clover Kids meetings. They can serve snack, help with a craft, or lead games. They could even share a talent or skill that they have with the Clover Kids.
- Learn the names of parents and call them by name.
- Smile. Be friendly and open.
- Tell parents how their child did that day. If there are concerns or behavior issues, ask for their guidance in finding a solution.



Volunteer Sign-Up

Please sign-up for the following. Contact the leader for resources and ideas of crafts, games, and educational activities, if you need help coming up with ideas.

Month	Provide Snack & Drink (including napkins, plates, cups, and silverware)	Craft	Non-competitive Games	Educational Activity

Clover Kids Toolbox

Section C

Developing Positive Learning Environments and Group Management Strategies



Setting Yourself Up for Success: Positive Learning Environments

Creating Positive Learning Environments

It is important for Clover Kids leaders need to consider the developmental stages and needs of 5-to-8-year-old children as they plan educational activities. When creating positive learning environments for educational activities to take place, it is critical for leaders to consider child learning theory and practices, general K-3 ages and stages, and behaviors that are common of kids in the K-3 age group.

In general, 4-H educational activities for 5-to-8-year-olds will be positive learning experiences for children if they

- provide one adult or older youth to every six children. Some activities will require fewer children to every adult. Because of the variation in development in this age group, it is important to have a low child-to-adult ratio in learning situations so that each child receives the individualized adult attention needed to be successful in learning experiences. Involving parents/care providers in helping with the group is beneficial and encouraged.
- involve children in selecting and planning activities. When learning activities are self-selected rather than assigned by adults, children are more likely to maintain interest and to integrate new skills and knowledge within what they already know. Involving them in the selection of learning activities builds their confidence as learners, fosters personal initiative, and encourages the development of curiosity and creativity. Based on the planned educational objectives, Clover Kids leaders can identify activity options and help children make decisions about what they want to do.
- encourage children to talk and work with each other. With guidance, children can learn skills that help them develop respect and understanding of other people. They can also learn to negotiate and apply rules of living and working together. Children talk as they learn and learn best when they are engaged in activities that allow them to practice, demonstrate, explain, and apply their learning.
- sequence activities in short 15 - 20 minute time blocks. Vary the pace of activities so that children are not expected to engage in one type of activity for too long; children at this age have short attention spans. Have several small activities available to children and intermix quiet activities with those that require movement and active participation.

- have adults serve as positive behavior models. As children begin to look outside the home for guidance and support, adults with whom they come in contact regularly become influential sources of new information, skills, and points of view. These adults have tremendous influence in helping children feel good about who they are and what they can do.
- acknowledge and connect with children on an individual basis. Children should be greeted when they arrive at a gathering and leaders should be intentional in saying something positive to each child at each gathering to help bolster children's self-confidence.
- promote cooperation rather than competition. It is not appropriate for children age ages 5 to 8 to participate in contests where they are judged. It is appropriate, however, to display their work and recognize their participation. If done fairly and honestly, this can promote a sense of pride and a feeling of accomplishment.
- use positive guidance and discipline. Children in early childhood years are learning self-control. They benefit from adults who use positive approaches to help them behave constructively. Teach children skills for appropriate social behavior such as taking turns, dividing and sharing resources, and working cooperatively.
- provide individualized learning as well as learning in small and large groups. Include a sufficient variety of learning experiences to accommodate the varied ages, stages, interests, and needs of participating children. Parallel activities may be needed to allow children at different stages to participate in ways that suit their developmental needs. Some may choose to work alone on an activity while others choose to work in groups.

Encouraging Creativity

Children show creativity in many ways. One might be a tinkerer who likes to take things apart so the items can be examined and understood. Another might be an explorer wanting to know what is under, behind, inside, and on top of everything. A third child might be a collector of stones, bird nests, sticks, insects, sea shells, or whatever is of interest.

Most children naturally have a high degree of creativity. Too often, however, their natural creative talents are ignored or discouraged before they are fully developed. In an effort to make children fit in and belong, we often reward conformity and sameness instead of celebrating unique and creative differences.

When we hear about creativity or about a creative person, we often think of great artists, writers, humorists, musicians, or scientists. But creativity means far more than talent in art, music, writing, or science. All people can be creative. Creative people see new and different relationships, or new solutions to problems, and come up with results that are original or different. Original thinking, discovery, imagination, curiosity, experimentation, exploration, and invention are the ingredients of creativity. Always encourage children's creativity.



Setting Yourself Up for Success: Parent/Care Provider Involvement

Parent/Care Provider Involvement

Parents/care providers are a vital part of the Clover Kids program. Their active engagement is essential to the program's success. Parents/care providers are a good source of help for your program, but your attitude in recruiting their help is important. Leaders must align parents'/care providers' interests, skills, and capacities with the needs of the Clover Kids program. They must know you believe they are critical to their children's learning and the program's success.

Leaders can help parents/care providers

- understand the vision and mission of 4-H and the Clover Kids program;
- assist their children in celebrating all degrees of personal growth, no matter how big or small;
- engage in the 4-H program; and
- utilize their skills, capacities, resources, and interests in beneficial ways to support Clover Kids programs and their children's learning.

Typically, parents/care providers are willing volunteers. "Nobody asked me" is the most frequent response given by people who do not volunteer. Encourage parents, grandparents, older siblings, aunts, and uncles to become visibly active in Clover Kids programming. An important role of leaders is to assist family members in understanding they have many things to contribute to the program's overall effectiveness. Often it is the leader who encourages the parent/care provider and child to work on a project involving them together in a new shared experience. This is one of the best things leaders can do for children and their parents/care providers.

Why Is Parent/Care Provider Engagement Important?

- Children enjoy activities more when their parents/care providers are involved.
- Parent/care provider volunteers have a feeling of contribution to their child, the group, and to the community.
- Parent/care provider volunteers gain an understanding of the program and can become active advocates for Clover Kids and 4-H programs.
- Many parent/care provider volunteers become Clover Kids leaders.
- Parents/care providers can save leaders time and effort by sharing program responsibilities.

How to Interest and Inform Parents/Care Providers

- Greet parents/care providers by name when they drop-off and pick-up their child.
- Involve parents from the very beginning in the organization of the group.
- Phone, e-mail, or visit parents/care providers to talk about the program.
- Hold Clover Kids meetings in children's homes.
- Invite parents/care providers to specific meetings and events.
- Plan special events for parents/care providers and their children.

If individuals feel it is your organization and not theirs, they will feel no obligation to volunteer. Let parents/care providers know you are there to assist them become more actively involved with their children via Clover Kids programs.

Successful Parent/Care Provider Recruitment

- The first rule of recruiting is to be friendly and sincere.
- A good recruiter always reveals the purpose of the call, e-mail, or visit.
- You must explain the worthiness of the proposition before the parent will act.
- Prospective volunteers need to see some challenge in a task if they are to undertake it.
- A key point in recruiting is explaining who the proposition will benefit: their children, their families, their community, and Clover Kids and 4-H programs.
- Assure the prospective volunteers that the task is achievable and manageable.
- Before volunteers are fully committed, they need to know what is expected of them and when the task is to be completed.
- Highlight available training and on-going support offered by County Extension staff and Clover Kids leaders.
- When the facts are completely discussed, get a commitment from them.
- As soon as the volunteers have agreed to the task, you need to review their immediate responsibilities.
- The final and continuing step is to say, "Thank you!"

When you talk with parents and care providers, you learn many things about their children that will be helpful in planning children's learning experiences. Parent/care providers also like to know about their children's activities. Remember, it is important you keep confidences of both children and adults and only share information that is relevant to the program.



Setting Yourself Up for Success: Positive Guidance and Communication

Misbehavior is a normal part of childhood and it is an opportunity to teach correct behavior. Handling misbehavior in a positive, calm, and supportive manner will help the child learn to avoid the misbehavior in the future and replace it with appropriate behavior.

Children misbehave for many different reasons, but the most common are:

- They aren't getting their needs of belonging, mastery, independence, and mastery met.
- They don't know what is expected.
- They haven't learned what is appropriate in the given situation.
- They forget what to do.

Positive Guidance

When we work with children ages 5 to 8 there may sometimes be a need for positive guidance to address children's misbehavior. A positive approach to guidance clearly defines expectations for behavior by setting limits and using reasonable consequences that are connected to the behavior. The purpose of positive guidance is to teach children to develop their own inner guidance system so they will function responsibly on their own. We want children to become self-disciplining individuals. There are several successful methods for positive guidance and the key underlying element of all of the methods is support for the child.

Positive guidance works well with school-age children. Guidance is

- helping a child learn to get along with others,
- teaching a child to behave in an agreeable way, and
- helping a child learn self-control.



Guide children by

- focusing on do's instead of don'ts,
- building feelings of confidence,
- giving choices,
- giving the security of limits,
- listening to yourself and the child,
- setting a good example, and
- showing your concern in ways a child can understand.

An effective Cover Kids leader is always aware of the importance of positive reinforcement and practices it often. There are numerous ways to show positive reinforcement. "Catch" children being good and let children know you appreciate their positive behavior.



Techniques of Guidance and Communication

Children learn to communicate from the people around them. Often our communications consist of giving them instructions, correcting their behaviors, and telling them information. Keep in mind that children gain or lose self worth from the tone of voice and gestures used, as well as the words spoken to them by others.

Putting it in Words

We have the ability to *influence* children by our words and actions. We cannot *control* children. What we can control, however, is what we are going to do. When we want a child to behave in a certain way, put it in terms of what *you will do* when the child is behaving.

- I will take anyone outside who has a coat on.
- I will set snack on the table for everyone who has washed their hands.
- I will play a game with anyone who has cleaned up his/her activity area.

Talking "With" Instead of Talking "At"

It is important to remember to talk with children rather than talking at children. Instead of directing children to do something like "wash your hands", focus on talking with children having intentional learning conversations. Talking with children using who-what-when-where-why-how phrases improves their language development, problem-solving skills, and critical thinking skills. For children who do not enjoy washing their hands, an example learning conversation might look like this..."We're about to eat snack after playing outside in the sandbox. Why do you think it's important for all of us to wash our hands before eating?"

Choices

Children need to learn to make healthy choices in order to grow up to be independent, responsible individuals. By including choices in the Clover Kids program, you allow children to make decisions and experience the consequences of those decisions. Children maintain their sense of power over themselves, but still behave within the boundaries you set.

- You can sit in the blue chair or the red chair. You decide.
- You can wear your coat or carry it. You decide.
- You can either wash your hands and eat snack or do a puzzle. You decide.

Additional Communication Strategies

Doing this is more effective. . .

Say what you want them to do.

"I want you to sit on the chair."

"Keep the sand down in the box."

"Ride around Mike and the toy trucks."

Give reasons and explanations.

"You need to sit down and wear your seatbelt in the car because, if I stop suddenly, you may bump your head."

Give simple but specific directions.

"You need to clean up now. Put paper on the shelf and the crayons in the drawer."

Make appropriate physical contact in guiding the child.

Lightly touch the child's arm.

Kneel or sit down at his/her level.

Look the child in the eyes when talking to him/her.

Reflect the child's feeling.

"You're really angry. Do you want to tell me why you're angry?"

Allow them time.

"In five minutes you'll need to clean up because it is almost time to go home."

Respect the child's individuality; do not compare to others

"What vibrant colors you have in your pictures, Paula."

than doing this. . .

"Don't stand on the chair."

"Don't throw sand."

"Don't bump into Mike."

"Don't stand on the seat."

"Take care of that mess."

Don't yell at him/her from across the room.

"Don't hit Carrie again."

"Clean up right now!"

"Robert's picture looks neater than yours."



Do's and Don'ts of Communicating with Youth

Do. . .

1. Speak in a calm, kind voice. Keep your voice and facial expression pleasant.
2. Speak directly to the child keeping eye contact
3. Speak in short, meaningful sentences that the child can understand.
4. Demonstrate respect for the child.
5. Try to express your request in a positive way. This helps the child learn a more acceptable way of communicating.
6. If possible, get down to the child's physical level by bending down or sitting on a low chair so that you are speaking face to face.
7. Answer the child's questions or give instructions as simply as possible.
8. Allow children to make choices that are appropriate to their age and ability
9. Describe behaviors that are appropriate for the situation.
10. Identify behavior as inappropriate; accept the child even though you do not condone his/her actions.

Do not. . .

1. Become emotional or yell at the child.
2. Call to the child from across the room.
3. Speak too fast or use words a child might not understand.
4. Make fun of the child.
5. Say, "Don't do that!" It is better to say, "Please do it like this so you don't spill paint on your new shirt."
6. Speak from above the child giving the impression of power or control because of being "bigger".
7. Confuse the child with more information than is necessary.
8. Give children opportunities to choose if you can't live with their choices.
9. Make a child feel inferior by saying, "You're a big boy/girl now. You shouldn't act like a baby."
10. Make a child feel less-than by identifying the child as bad. "Only bad children do things like that."



Setting Yourself Up for Success: Group Management and Positive Discipline

Group Management and Positive Discipline

There are two helpful techniques to consider when thinking about children and their behavior: group management and positive discipline. Group management is what we do to set the 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.

Positive Discipline, on the other hand, is what we do when a child exhibits inappropriate behavior. It is our responsibility to “teach” the child how to behave appropriately in a given situation.

Setting Limits

How much freedom do you give youngsters? What limitations do they need? Children must understand the limits in which they should behave before they can understand their misbehavior. Children usually cooperate better when limits are few and enforceable, and when they have freedom to make decisions within the boundaries of these limits. Involving children from the beginning in the development of the rules for behavior may make them more likely to follow them.

When setting limits consider the following:

- Is this limit necessary for the child's safety?
- Is this limit necessary for the protection of property?
- Is this limit primarily for the convenience of adults?
- Does this limit prevent trying new things and experimenting?
- How can the limit be positively enforced?



Quality Group Management Strategies Including Children with Challenging Behaviors

A common concern expressed by Clover Kids leaders is how to effectively include individuals with challenging behaviors within activities. Frequently heard frustrations include coping with children who ignore directions, who wander away from activities, who do not participate in activities, or who disrespect peers and activity leaders. Here are some strategies which can be implemented to ensure that all participants are supported in a positive, proactive manner.

Plan Ahead

Be on the lookout for stumbling blocks or situations that may trigger problem behaviors. For example, don't leave food out on the table in plain view that kids shouldn't eat and don't leave materials or props out that you don't want children to use.

Avoid IDLE Time

Waiting in line or waiting one's turn to use supplies are all times when problem behaviors can occur. If supplies are limited, have alternate activities to keep everyone active doing other tasks or playing educational games.

Keep Rules Simple

Keep rules simple and make sure everyone understands them. Discuss and demonstrate how the rules can be followed. Involve children in creating the rules and they will respect them more. Children may use poor judgment so check for compliance and understanding. Decide in advance how you and the children will know if a rule is being followed. Don't just have a rule, without deciding how you'll know when the rule is being observed or broken. Only have rules that are enforceable.

Make Expectations Clear

Be consistent with all children regarding expectations. Review the schedule at the beginning of group gatherings. Communicate expectations for each activity or project. Remember many children, especially those with special needs, may lack the internal organization to provide environmental order. Establishing routines at potentially high stress times (beginning of meeting, transition times, ending, etc.) can help a lot. When possible,

be sure to explain in advance when changes to the schedule or expectations will occur. Do not excuse inappropriate behavior because an individual has a special need, but be sure that expectations are appropriate.

Reduce Distractions and Disruptions

While working on projects or eating, turn off music or other distractions. Make changes in routines slowly; avoid sudden endings to activities. Try to always communicate with children about upcoming changes by saying things such as "three more turns" or "five more minutes"; use a timer to provide a visual of the passage of time. Time your requests of activities to fit with the child's schedule; don't take a highly stressed child and expect them to focus on a complex task. Provide transitions for moving from high energy to low energy tasks. Break things down into small tasks and vary activities. Remember, too, to keep activities to 15 - 20 minutes in length.

Minimize the Chance of Bad Days

Post routines in plain sight to serve as a reminder of the sequence of activities to follow; use charts or other reminders to help children know what they are supposed to do. Check for hidden rewards for misbehavior. Remember that most often the more one-on-one adult-child or child-child time is better for development. Encourage and support friendships between children by allowing time for fun activities.

Don't Wait for a Crisis

Check periodically to make sure activities are progressing positively. Address problems while they are manageable - don't wait for a crisis - intervene when you suspect a problem may be starting.

Be Clear and Specific in Communicating

- Start activities for kids to model behavior. For example, if you want a child to pick up materials, stand next to the child and pick up the first item. Pick up another item and hand it to the child and say, "You pick up the rest. I'll be back in five minutes to make sure everything is put away."

- Give specific instructions. Rather than saying, "Listen when I talk to you," instead say, "Please sit down and look at me when I ask you to listen."
- Make definite statements rather than asking a question. Rather than saying, "Are you ready to quit?" instead say, "In five minutes you need to put away your materials and quit for today."
- State word requests in positive terms. Rather than saying, "Shh, don't talk so loud," instead say "Whisper please."
- Only request one thing at a time and make sure you have children's attention.

Respect All Participants and Their Choices

Recognize and explore preferences. Present instructions and information in ways that each participant can understand. Pay attention to individual responses to activities. Encourage respect for peers and leaders at all times. Pay attention to participant likes and dislikes. Respect the choice not to participate in some activities. Explore ways to make involvement easier, such as encouraging small steps toward involvement in activities that initially may seem difficult or confusing. Emphasize children's strengths.

Be Fair

When activities are planned, keep all participants in mind. Consider how everyone can participate at least partially in games, events, or programs. Keep in mind that clear instructions facilitate all types of learners in reaching their highest potential.

Maintain Dignity

Respect participants' dignity. Behavioral issues and personal hygiene issues should be addressed privately. Concerns and fears should be taken seriously and discussed confidentially with children. Help kids to identify and communicate feelings before a conflict occurs. Be honest with yourself. If you are feeling at a loss, or feel you are losing patience, ask for help from other staff or outside resources.

Involve Parents/ Care Providers

Communicate with parents/care providers for overall consistency and support. Ask for ideas and strategies for working with their children. Encourage parents/care providers to be involved with program activities to provide additional support for their children and the group.



Group Management Practices that Support Children's Positive Behavior

Group management is critical to a K-3 program. Those with quality group management practices have many opportunities to program with children. Those without quality group management practices spend most of their time "policing" children and, therefore, have limited opportunities to program. It is important for leaders to prepare quality group management techniques prior to every activity and every gathering. The goal of group management is to create child friendly environments that support children's positive behavior.

Be prepared.

- No one likes to wait, especially young children; have all activity supplies ready and set up.
- Have back-up activities ready in case something doesn't go as planned or the children finish early.
- Have something to do for those who finish an activity early while they wait for others to complete the activity.
- Work with all leaders so everyone knows their roles. For example, one leader can prepare an activity while another is leading an activity.
- Plan transitions to move the group from one activity to the next.
- Plan a system for cleaning up after activities are completed.
- Have a "cue" to get everyone's attention; turn off/on lights or hold three fingers in the air and say "1, 2, 3, freeze" (practice the cues over and over throughout the gatherings so the children understand them).

Be comfortable.

- Make sure you understand the activity and are comfortable sharing it with children. If you're not comfortable, adjust the activity to suit your needs or facilitation style.
- Make sure you run-through each activity before presenting it to the children; practice helps you aware of needed adjustments.

Keep a good "flow" to the gathering.

- Have a balance of sitting and action activities; too much of either will make children restless or bored.
- "Read" the group. If they are getting restless, change the pace of the activities.
- Stop problems before they escalate; use a code phrase like "let's huddle" to bring the children together for discussion.

Keep things hands-on.

- Children learn best with hands-on activities; learn by doing.
- Lectures aren't effective with this age group.

Make it entertaining and fun!

- Children love to laugh; make the group fun! Children who are enjoying themselves are less likely to exhibit inappropriate behavior.

Keep a smile on your face!

- If trouble situations arise, handle them quietly, calmly, and friendly.
- Keep your attitude light and positive.
- Don't make a big deal out of small things.
- Tell jokes.
- Smile often!

Be flexible.

- Keep in mind the developmental level of the age group. What you think is interesting may not be to the children; be prepared to adjust your plans accordingly.
- Have an index card box prepared with songs and games to play.
- Memorize at least one quick "finger play" or action song that is fun and you can do at a moment's notice.

Use your voice to obtain attention!

- Talk quietly; do not yell.
- Make sure you have their attention before you speak.
- Have a cue ("If you can hear my voice, please raise your hand.") to get their attention; don't try to yell above the noise.
- Keep a light happy tone.
- Repeat directions several times.

Use your physical presence strategically.

- Be animated and fun to watch (entertain)!
- Stand in strategic locations (by the children who are not paying attention).

Have a system for getting supplies and activities started.

- Dismiss children from the group by color of shirt, number of pets, etc.
- Sing a song or play a game when children have to wait.

Encourage active adult participation.

- Children feel more comfortable and engaged in an activity when everyone participates.



Redirecting Children's Behavior

Provide children clear and specific instructions on any behavior changes needed. Offer support to the young person including encouragement and redirection. Remember to use the **I-CARE** sequence when redirecting children's behavior.

Interrupt—Be willing to interrupt or break up a process of misbehavior if you see it starting. Use a code word like “huddle” to call the children aside for a brief talk; stay calm.

Cool off—Allow kids time to cool off before having to solve problems. Briefly separate him/her from the group. Take time to calm down and gain your composure.

Affirm—Start with trying to understand the child's feelings. Listen, communicate you understand, and acknowledge how they feel.

Redirect—Steer the child in a new direction, suggest an alternative or compromise. Try to seek an option that works for everyone involved.

Educate—Explain the natural consequences of the misbehavior. Take time to review what happened immediately before the misbehavior occurred. This is an important clue in preventing the misbehavior in the future. Talk with the young person about the misbehavior as a mistake and help him/her come up with other ways the situation could have been handled differently.

Remember that many children require clear choices. Be firm and simplify moral choices between good/bad, kind/mean, etc. Do not, however, label the child, but rather emphasize the behavior (not the child) was inappropriate and provide the child with alternative positive behaviors.



Positive Discipline During the Gathering/Meeting

Discipline means to teach. All strategies must help the child learn correct behavior for it to be positive discipline. In positive discipline, we establish boundaries in which the child is expected to behave. When they go outside of these boundaries, we want children to try to change their behavior with minimal input from adults so they learn how to identify inappropriate behavior and deal with the consequences of their decisions. Consider the following options for disciplining children with dignity.

CHOICES

When a child acts inappropriately, provide the child with two choices of correct behavior. This allows the child to maintain "power" while still behaving appropriately within the boundaries that have been set. By ending each choice with the words "you decide", we let the child understand that they get to make the decision, which maintains their sense of power.

Important aspects of using choices

- Some children are not used to making choices so giving them two options makes it easier to make a decision.
- Children are allowed to make choices/decisions as long as they don't cause a problem for themselves or another individual.
- Only provide choices that are realistic; you have to abide by what the child decides, so think carefully before you speak!

Examples:

- "You can wash your hands and eat or you can do a puzzle while we eat. You decide."
- "You may speak respectfully to me now or wait until later to talk to me. You decide."

QUESTIONS

When a child misbehaves, you ask "questions" of him/her regarding how he/she is going to handle things. By asking questions, children are given the opportunity to think about what happened, maintain their sense of power, and come up with a solution. Using questions tells the child that we have confidence in their abilities to make choices.

- "I see you yelled at Jimmy and now he doesn't want to play with you. What are your thoughts about how you can show Jimmy you are sorry for yelling?"
- "I see you haven't washed your hands for snack. I'm going to give snack to everyone who has washed their hands. Given you don't want to wash your hands, I was wondering what you were planning on doing during snack time when everyone else is eating."

Clover Kids Toolbox

Section E

Forms

Group Member Enrollment Forms

IOWA STATE UNIVERSITY
Extension and Outreach

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at 202-720-2600 (voice and TDD). To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, DC 20250-9410, or call 800-795-3272 (voice) or 202-720-6382 (TDD). USDA is an equal opportunity provider and employer.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Cathann A. Kress, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

Below is a sample of the 4hOnline member enrollment. To actually enroll in 4-H or re-enroll, according to your county's instructions, go to <http://www.extension.iastate.edu/4h/page/4honline-information-families-and-leaders> to access the 4hOnline program.

 Youth Enrollment Form - New Member
4hOnline

Postal Mail Email

Name	County	Family Email	Correspondence Pref.
Email		First Name	
Last Name		Mailing Address	
City		State	
Zip Code		Birth Date	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female	Primary Phone	
Cell Phone		Years in 4-H	

Parent / Guardian 1

First Name	Last Name
Cell Phone	Work Phone

Parent / Guardian 2

First Name	Last Name
Cell Phone	Work Phone

Email

Second Household

Send Correspondence	<input type="checkbox"/> No <input type="checkbox"/> Yes	Correspondence Pref.	<input type="checkbox"/> Postal Mail <input type="checkbox"/> Email
Family Name	First Names	Address	
Primary Phone	State	Email	
City			
Zip Code			

Emergency Contact

Name	Phone
Email	Relationship

Enrollment

Ethnicity	Are you of Hispanic ethnicity?	<input type="checkbox"/> No <input type="checkbox"/> Yes	(please indicate both an ethnicity and race)
Race	<input type="checkbox"/> White	<input type="checkbox"/> Native Hawaiian or Pacific Islander	
	<input type="checkbox"/> Black	<input type="checkbox"/> Asian	
	<input type="checkbox"/> American Indian or Alaskan Native	<input type="checkbox"/> Prefer Not to State	
Residence	<input type="checkbox"/> Farm (rural area where agricultural products are sold)	<input type="checkbox"/> Suburb of city more than 50,000	
	<input type="checkbox"/> Town under 10,000 and rural non-farm	<input type="checkbox"/> Central city more than 50,000	
	<input type="checkbox"/> Town / City 10,000 - 50,000 and its suburbs		
Military	<input type="checkbox"/> No one in my family is serving in the military	<input type="checkbox"/> I have a parent serving in the military	
	<input type="checkbox"/> I have a sibling serving in the military		
Branch	<input type="checkbox"/> Air Force <input type="checkbox"/> Army <input type="checkbox"/> Coast Guard <input type="checkbox"/> DOD Civilian <input type="checkbox"/> Marines <input type="checkbox"/> Navy		
Component	<input type="checkbox"/> Active Duty <input type="checkbox"/> National Guard <input type="checkbox"/> Reserves		
Grade	School Name		
School Type	<input type="checkbox"/> Public School	<input type="checkbox"/> Homeschool / Alternative	
	<input type="checkbox"/> Private School	<input type="checkbox"/> Magnet / Specialized School	
	<input type="checkbox"/> Special Education	<input type="checkbox"/> Charter School	
	<input type="checkbox"/> Vocational Education		

Clubs

Enroll	Club	Volunteer Title
<input type="checkbox"/>	(Enroll)	
	(New Club)	

Projects

Enroll	Project	Club	Volunteer Title	Years In
<input type="checkbox"/>	(Enroll)			
	(New Project)			

BEHAVIOR EXPECTATIONS: As a 4-H member: It is important to follow the directions of the 4-H Club leader(s) at all times. As a 4-H member and guardian: I understand that as a participant and/or guardian I have the responsibility to help make all 4-H activities a safe experience for everyone through my behavior and conduct. I also understand the importance of following rules, directions, and policies and agree to follow them.

Member Signature	_____	Date	_____
Parent / Guardian Signature	_____	Date	_____

County Only					
Fee Paid	Date	Cash/Check No.	Medical Release	Ethics Form	Photo Permission



Iowa 4-H Medical Information/Release Form (Club Member)

_____ Year

Keep original in County Office.

PARTICIPANT INFORMATION

Participant's Name _____
Permanent Address _____
City, State, Zip _____

Name of Club _____
Date of Birth _____ Gender _____
Home Phone _____

MEDICAL EMERGENCY CONTACT INFORMATION

Person to Contact First
Name _____
Relation to Participant _____
Daytime Phone _____
Evening Phone _____
E-mail _____
Name of Family Doctor _____
Name of Dentist _____

Backup Contact (Relative or Friend)
Name _____
Relation to Participant _____
Daytime Phone _____
Evening Phone _____
E-mail _____
Office Number _____
Office Number _____

INSURANCE POLICY INFORMATION

I understand that ISU Extension purchases a primary accident insurance policy to cover 4-H members during authorized 4-H events and activities. I understand that I (parent or guardian) am responsible for any medical expenses that are excluded from the policy or exceed the policy limits. _____initial _____date

HEALTH INFORMATION *(Please Print)*

Does the child have any of the following conditions or a history of any of the following conditions? ***(Check all that apply.)***

- | | | |
|--|--|--|
| <input type="checkbox"/> Asthma | <input type="checkbox"/> Bronchitis | <input type="checkbox"/> Fainting Spells |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Ear Infections | <input type="checkbox"/> Heart or cardio-vascular problems/disease |
| <input type="checkbox"/> Convulsions/seizure | <input type="checkbox"/> Hay Fever | <input type="checkbox"/> Chronic bone, muscle or joint injuries |
| <input type="checkbox"/> Migraine headaches | <input type="checkbox"/> Other condition(s): (Please list) _____ | |

Allergies or reactions: ***(Check all that apply.)***

- | | | | | |
|---|---|---|---------------------------------|----------------------------------|
| <input type="checkbox"/> Aspirin | <input type="checkbox"/> Penicillin | <input type="checkbox"/> Dairy | <input type="checkbox"/> Gluten | <input type="checkbox"/> Peanuts |
| <input type="checkbox"/> Insect bites or stings | <input type="checkbox"/> Ivy/oak/sumac toxins | <input type="checkbox"/> Other (list) _____ | | |

Is your child currently on any prescribed or over-the counter medication? (If so, please record the condition/ailment, name of medication, dosage, time(s) of day, prescribing physician.)

.....
Date of last tetanus shot *(approximate if necessary)*: _____

TO BE READ AND SIGNED BY PARTICIPANT

BEHAVIOR EXPECTATIONS OF THE PARTICIPANT

It is important to follow the directions of the 4-H Club leader(s) at all times. I understand that as a participant I have the responsibility to help make the activity a safe experience for everyone through my behavior and conduct. I also understand the danger of not following rules and directions and agree to follow them.

Participant Signature

Date

TO BE READ AND SIGNED BY PARENT OR GUARDIAN

I understand that my child must be healthy and reasonably fit in order to safely participate in 4-H recreation activities and that I will inform the program leader(s) of any medication, ailment, condition, or injury that may affect his/her ability to participate safely.

MEDICAL EMERGENCY PARENTAL PERMISSION*

The health history for my child is correct and complete to my knowledge. If an injury or other medical condition occurs or arises, I hereby give permission to the ISU Extension staff or volunteer to provide routine first aid and seek emergency treatment including x-rays or routine tests. I agree to the release of any record necessary for treatment, referral, billing or insurance purposes. I understand that I am financially responsible for charges to the attending physicians or health care unit (other than those covered by an ISU Extension accident insurance plan). In the event of an emergency where I cannot decide for my child, I give permission to the physician/hospital selected by the ISU Extension staff or volunteer to secure and administer treatment for my child, including hospitalization. (*If you cannot sign this section of the form for any reason, contact the County Extension Director regarding a legal waiver in order to attend and participate.)

_____initial _____date

PUBLICITY/IMAGE/VOICE PERMISSION

The Iowa State University Extension 4-H Program normally takes photographs, video, and/or tape recording of our programs. During activities, a photograph or video/audio recording may be taken of you or your child. Unless you request otherwise, your initial below will be considered permission for Iowa State University and the 4-H Program to photograph, film, audio/video tape, record and/or televise your image and/or voice or the image and/or voice of your child for use in any publications or promotional materials, in any medium now known or developed in the future without any restrictions. If you object to ISU using you or your child's image or voice in this manner, please notify the 4-H program leader.

_____initial _____date

TRANSPORTATION

I am giving my permission for my child to be transported during an authorized 4-H activity or event. I give my permission for: **(Check all that apply.)**

- My child to ride with any adult volunteer driver.
- My child to ride with an authorized adult volunteer driver who has completed an MVR check.
- My child to ride in another youth's (18 or younger) vehicle to 4-H Club activities.
- My child to drive his/her vehicle to this 4-H activities or events.
- My child to transport other 4-H Club participants in his/her or my vehicle.

I understand that if personally-owned vehicles are used as transportation to and from Iowa State University (ISU) 4-H Club events or activities, that the owner of the vehicle is responsible for any liability that might occur during the transportation. ISU does not provide coverage for any property damage, personal injury or liability that may occur while using personal vehicles. Vehicle owners are required to carry automobile liability insurance as required by the State of Iowa.

_____initial _____date

4-H CLUB ASSUMPTION OF RISK AND RELEASE OF LIABILITY (Please read carefully.)

I give permission for _____ to participate in the 4-H program. I understand that 4-H club project activities/events may involve certain risks of physical activity and possible injury and that Iowa State University and its 4-H program will provide each participant with reasonable care, but that ISU cannot guarantee that my child will remain free of injury. In addition, some 4-H projects including but not limited to: shooting sports, horse or livestock projects, water activities, and other sporting activities have a higher degree of risk. I nonetheless wish to have my child participate as an Iowa 4-H club member in the 4-H club program and ASSUME the RISK of participating. I agree to RELEASE from LIABILITY, INDEMNIFY and HOLD HARMLESS the State of Iowa, the Board of Regents of the State of Iowa, ISU and ISU Extension and their officers, employees and agents (hereinafter the RELEASEES) from any and all claim and/or cause of action arising out of and related to any injury, loss, penalties, damage, settlement, costs or other expenses or liabilities that occur as a result of my child's participation in the 4-H program. This release, however, is not intended to release the above-mentioned RELEASEES from liability arising out of their sole negligence.

Parent or Guardian Signature

Date

(Must be signed by the parent or guardian if the participant is under 18 years old)



Field Trip Permission Form

Description of Event/Activity:

Please fill out this form completely.

Event/Activity Permission:

I give permission for _____ (child's full name) to
Child's Full Name
 participate in the following Clover Kids activity _____
Activity/Destination
 on _____
Date

Parent/Guardian can be reached during the fieldtrip:

Parent/Guardian _____ Phone _____

Place/address _____

The following people are available and can be reached during the field trip:

Name	Relationship	Phone	Cell Phone
------	--------------	-------	------------

Name	Relationship	Phone	Cell Phone
------	--------------	-------	------------

Parent/Guardian signature: _____ **Date** _____

Parent/Guardian printed name: _____

Clover Kids Leaders: Keep this form with your copy of the Medical Information Form.

Clover Kids Toolbox

Section E

Forms

Group Leader and
Volunteer Forms



Iowa 4-H Volunteer Group Enrollment Form

- School Enrichment
 Special Interest
 Day Camp
 Overnight Camp
 SACC

Name of Program: _____

Subject: _____

Location: _____

Date(s): _____

How many adult volunteers?			How many youth volunteers?		
	Males	Females		Males	Females
Direct (contact w/kids)			Direct (contact w/kids)		
Indirect (no contact)			Indirect (no contact)		
Middle manager (lead others)			Middle manager (lead others)		
Duplicates (already recorded)			Duplicates (already recorded)		

Please estimate the ethnic and racial distribution of the volunteers.

Adult Volunteers				Youth Volunteers			
Hispanic		Non-Hispanic		Hispanic		Non-Hispanic	
White		White		White		White	
Black		Black		Black		Black	
American Native		American Native		American Native		American Native	
Asian		Asian		Asian		Asian	
Hawaiian/Pac.Island		Hawaiian/Pac.Island		Hawaiian/Pac.Island		Hawaiian/Pac.Island	



Clover Kids

Where children experience the joy of learning
in a supportive, creative, challenging and fun environment.



Group Leader/Volunteer Job Description

Time Required: At least 6 hours of programming time with Clover Kids members, approximately 1-2 hours preparation time for each meeting. After initial training, attendance at Leaders Training is required.

Purpose:

- To promote children's positive development through cooperative learning and developmentally appropriate practices.
- To provide opportunities for Kindergarten through third grade children to practice five (5) life skills: self-understanding, social interaction, decision-making, learning to learn, and mastering physical skills.

Responsibilities:

- Plan and facilitate age-appropriate activities for children (Kindergarten-third grade).
- Participate in volunteer training.
- Encourage Clover Kids members' and parents' interest and participation.
- Assist staff with gathering program evaluation data.
- Comply with all aspects of Iowa State University's Child Protection and Safety Policy and Iowa State University's mandate to be non-discriminatory.

Qualifications:

- Ability to work with/teach children using developmentally appropriate practices.
- Ability to organize information and programs and delegate responsibility.
- Ability to work with minimal supervision from professional staff.
- Willingness to participate in training and workshops offered by Extension.

Responsible To: (varies by county)

- County Youth Coordinator (CYC)
- County Program Coordinator (CPC) or other designated county extension program staff
- Youth Program Specialist (YPS)

Support:

- Access to Iowa State University Extension staff
- Access to Clover Kids/K-3 resources from the Extension Office and Clover Kids Website
- Training opportunities

Benefits:

- Satisfaction of helping children develop skills that will help them throughout their lives.
- Opportunities for continuous personal growth.
- Appreciation from youth and parents who love the program!



4-H Compliance Report

The Iowa Youth and 4-H Program is available to all persons regardless of race, color, gender, disability, or national origin. We must have a record that all 4-H clubs/units comply with this requirement.

The reason for this request is based on two federal laws. The Civil Rights Act of 1964 says we cannot conduct programs for, nor cooperate in conducting programs with any public or private agency, organization, or group that discriminates on the basis of race, color, or national origin in its membership requirements or in any services offered. Furthermore, it is inconsistent with the Title IX of the 1972 Education Amendments for the Iowa Cooperative Extension Service to provide significant assistance to any public or private agency, organization, or group that discriminates in its membership requirements or in any services offered on the basis of gender. This means 4-H clubs/units must be willing to accept members of both genders.

Please complete this form and return it to your county Extension office.

How do you recruit members for your 4-H club/unit? (Please check appropriate blanks.)

- | | |
|--|---|
| <input type="checkbox"/> personal invitations | <input type="checkbox"/> inquiries from prospective members |
| <input type="checkbox"/> mailed invitations | <input type="checkbox"/> school visitations |
| <input type="checkbox"/> mass media-newspaper, radio, TV | <input type="checkbox"/> posters and displays |
| <input type="checkbox"/> referrals from Extension office | <input type="checkbox"/> other _____ |

This is to certify that the _____
4-H club/unit name

does not discriminate in its membership or in any services offered because of race, color, national origin, disability, or gender.

 Signature of 4-H Club/Unit Leader **AND/OR** Signature of 4-H Club/Unit President

 Date Date

IOWA STATE UNIVERSITY Extension and Outreach

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at 202-720-2600 (voice and TDD). To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, DC 20250-9410, or call 800-795-3272 (voice) or 202-720-6382 (TDD). USDA is an equal opportunity provider and employer.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Cathann A. Kress, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.



Clover Kids

Where children experience the joy of learning
in a supportive, creative, challenging and fun environment.



Leader's Training Log

Extension Staff Responsible for Training	Competency/Content	Date of Training
	GENERAL CLOVER KIDS INFORMATION	
	What is Clover Kids and 4-H?	
	Child Safety & Protection Policy/Risk Management	
	Volunteer Job Description	
	Forms to be completed	
	CHILD DEVELOPMENT	
	Ages and Stages of Development	
	Life Skills and Clover Kids	
	Experiential Learning	
	GROUP MANAGEMENT	
	Creating a Positive Learning Environment	
	Positive Discipline and Guidance	
	GROUP ORGANIZATION	
	Starting a Clover Kids Group	
	Appropriate Clover Kids Activities	
	Meeting Organization	
	COMMUNICATION	
	Communicating with Parents	
	Communicating with the Community	
	Communication with Extension Staff	
	RECRUITMENT	
	Recruiting Members	
	Recruiting Volunteers	
	RESOURCES	
	Clover Kids Curriculum	
	Iowa Clover Kids Website	
	Other Useful Web Sites	
	COUNTY SPECIFIC	

IOWA STATE UNIVERSITY

Extension and Outreach

ABC County Extension

Address

City, Iowa Zip

Phone

FAX

E-mail

Date

Dear Clover Kids Leader,

Surveys are useful tools to help Clover Kids Leaders gain a broader understanding of opportunities to strengthen the Clover Kids program. By combining feedback from Clover Kids children and their parents/care providers, Clover Kids Leaders can better determine what specific types of supports and opportunities are needed to strengthen Clover Kids programming. Additionally, collecting survey data is beneficial in sharing positive outcomes with Clover Kids stakeholders.

Child Survey

Help Clover Kids group members complete the child survey at the end of a child's year of membership. It is recommended that surveys be facilitated annually and on an individual basis.

This can be done in several ways:

- Clover Kids Leader reads the statements and records each child's responses.
- Parents/care providers help their own child to complete the survey as the child is picked up at the end of a Clover Kids gathering. Clover Kids Leader collects the completed surveys and provides the child with a thank you sticker.
- Contact the County Extension Office and ask if a high school 4-H'er would be interested in asking the individual children the survey questions during a Clover Kids gathering.

Parent/Care Provider Survey

Please provide each parent/care provider a copy of the parent survey. Their input can be very useful in determining the impact of the Clover Kids program in the lives of their children.

Encourage parents/care providers to complete the survey either when they drop-off their child at a Clover Kids gathering or ask them to arrive 10 minutes early to pick-up their child from a Clover Kids gathering so they can complete the survey. Surveys should be returned to the Clover Kids Leader for review.

Sincerely,



Clover Kids

Where children experience the joy of learning
in a supportive, creative, challenging and fun environment.



Child Survey

Instructions:

Please ask the enclosed questions of children completing a full year of Clover Kids Group membership. The following two questions should be asked of each child individually as children in this age group are highly influenced by their peers. Please record below the child's responses.

1. What did you like best about Clover Kids?
2. How would you make Clover Kids more fun?

Instructions:

Children's responses to the following questions will be "yes" or "no". Children can demonstrate a "yes" response by circling the smiley face or a "no" response by circling the frowny face.

In Clover Kids, did you make new friends?		
In Clover Kids did you learn something new?		
In Clover Kids, did you have fun?		
Will you come to Clover Kids again?		



Clover Kids

Where children experience the joy of learning
in a supportive, creative, challenging and fun environment.



Parent/Care Provider Survey

As the most significant caring adult in your child's life, you play a critical role in selecting learning environments for your child that strengthen their skills to help them reach their full potential. Please take a few moments to share your feedback about the Clover Kids program. Completed surveys can be returned to the Clover Kids Leader.

1. What comments have you heard from your child regarding their participation in Clover Kids?

2. Does participation in Clover Kids assist your child in...? (check all that apply)
 - experiencing positive social interactions with other children and caring adults
 - strengthening their self-confidence and independence (being able to be apart from home)
 - learning to get along with others through cooperative play
 - developing their physical, mental, and social skills through varied activities
 - participating in active, hands-on learning activities
 - experiencing the joy of learning
 - other — please comment

3. What do you like best about Clover Kids?

4. What is your number one suggestion for improving Clover Kids?

5. Are you interested in volunteering with Clover Kids? (Example volunteer roles: Provide snacks, lead games or craft ideas, chaperone field trips, become a group leader, etc.)
 - Yes
 - Not at this time

If yes, please write your name, address, phone number, and e-mail address below.

Name: _____

Address: _____

Phone Number: _____

E-Mail: _____

Clover Kids Toolbox

Section F

Recruitment

Children

IOWA STATE UNIVERSITY

Extension and Outreach

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at 202-720-2600 (voice and TDD). To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, DC 20250-9410, or call 800-795-3272 (voice) or 202-720-6382 (TDD). USDA is an equal opportunity provider and employer.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Cathann A. Kress, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.



What Is Clover Kids?

Clover Kids is a FUN youth program specially designed for children in Kindergarten—3rd grade. The focus is on hands-on cooperative learning in small groups. Clover Kids participate in activities, games, and other positive experiences in a supportive, creative, challenging and fun environment.

What Can Your Child Expect To Do In Clover Kids?

- Participate in activities uniquely suited to their development
- Grow and learn in a non-competitive environment
- Participate in hands-on activities
- Have Fun
- Develop skills
- Meet new friends

Clover Kids Leader

The leader for this program is *leader name* with assistance from 4-H members.

Detach and return bottom portion & reverse side with payment to:

ISU Extension, *address, city, IA zip*

Registrations accepted on a first come—first serve basis until the class is full

4-H Clover Kids Registration

— Please Print —

Youth Name: _____ **Grade:** _____

Address: _____ **City:** _____ **Zip:** _____

Parent/Guardian Name: _____

Phones: Home: _____ **Cell:** _____

Person & phone number of an individual that could be contacted during Clover Kids from 3:30-5:00 p.m. _____

Amount enclosed per child: _____ **\$30.00**

I would be willing to be a helper to the volunteer leader: _____ **YES** _____ **NO**

Photo Release Consent

____ Yes, photographs of my child may be used for publicity purposes, including the county Extension web page.

____ No, do not use photographs of my child.

HEALTH INFORMATION (Circle all that apply)

Does the child have any of the following conditions or a history of any of the following conditions?

- | | | |
|---------------------|---|---|
| Asthma | Bronchitis | Fainting Spells |
| Diabetes | Ear Infections | Heart or cardio-vascular problems/disease |
| Convulsions/seizure | Hay Fever | Chronic bone, muscle or joint injuries |
| Migraine headaches | Other condition(s): (Please list) _____ | |

Allergies or reactions: (Circle all that apply)

- | | | | | |
|------------------------|------------|----------------------|--------------------|---------|
| Aspirin | Penicillin | Dairy | Gluten | Peanuts |
| Insect bites or stings | | Ivy/oak/sumac toxins | Other (list) _____ | |

Is your child currently on any prescribed or over-the counter medication? (If so, please record the condition/ailment, name of medication, dosage, time(s) of day, prescribing physician.) _____

Date of last tetanus shot (*approximate*): _____

Release Information: Beyond parents, these individuals are authorized to pick up my child from Clover Kids and can be contacted if my child gets sick or needs medical attention. (Note: If there are any changes to this information, please send written notification.)

Name: _____ **Relationship** _____ **Phone(s)** _____

Name: _____ **Relationship** _____ **Phone(s)** _____

4-H CLOVER KIDS

WHO: Kindergarten through Third grade students

WHERE: *(include location name and address)*

WHEN:

TIME: *(beginning and end time)*

COST: *(include if there is a fee)*

Class size is limited; don't delay! *(include if there is a limited amount of spaces.)*



ISU EXTENSION— XXX COUNTY

Address, City, IA Zip

CONTACT: *Name*, Extension 4-H County Youth Coordinator

Phone, email: *xcountry@iastate.edu*

4-H ASSUMPTION OF RISK AND RELEASE OF LIABILITY *(Please read carefully.)*

I give permission for _____ to participate in the 4-H program.

I understand that 4-H project activities/events may involve certain risks of physical activity and possible injury and that Iowa State University and its 4-H program will provide each participant with reasonable care, but that ISU cannot guarantee that my child will remain free of injury. I nonetheless wish to have my child participate in the 4-H program and ASSUME the RISK of participating. I agree to RELEASE from LIABILITY, INDEMNIFY and HOLD HARMLESS the State of Iowa, the Board of Regents of the State of Iowa, ISU and ISU Extension and their officers, employees and agents (hereinafter the RELEASEES) from any and all claim and/or cause of action arising out of and related to any injury, loss, penalties, damage, settlement, costs or other expenses or liabilities that occur as a result of my child's participation in the 4-H program. This release, however, is not intended to release the above-mentioned RELEASEES from liability arising out of their sole negligence.

Parent or Guardian Signature _____ Date _____

MEDICAL EMERGENCY PARENTAL PERMISSION

The health history for my child is correct and complete to my knowledge. If an injury or other medical condition occurs or arises, I hereby give permission to the ISU Extension staff or volunteer to provide routine health care and seek emergency treatment including x-rays or routine tests. I agree to the release of any record necessary for treatment, referral, billing or insurance purposes. I understand that I am financially responsible for charges and hereby guarantee full payment to the attending physicians or health care unit. In the event of an emergency where I cannot decide for my child, I give permission to the physician/hospital selected by the ISU Extension staff or volunteer to secure and administer treatment for my child, including hospitalization. (*If you cannot sign this section of the form for any reason, contact the County Extension Director regarding a legal waiver in order to attend and participate.)

_____initial _____date

CODE OF CONDUCT

I understand that the following individual behaviors make group activities difficult and I will be asked to pick up my child from Clover Kids if there is a problem.

- Physical harm
- Leaving the group without permission
- Unsafe behavior
- Illness
- Inappropriate language
- Refusal to follow the rules

_____initial _____date



Join the *NAME* Clover Kids Group

Who:

Kindergarten—3rd Grade Students
(Parents are welcome to stay.)



What:

Fun games, Educational Activities, Creative crafts,
Yummy snacks, and Time with friends



When:

Date
Time



Where:

Location (include street address)

For Parents:

Clover Kids is a FUN 4-H Youth Development program specially designed for children in Kindergarten through 3rd grades.

The focus is on hands-on, cooperative learning.

The primary goal is to promote children's healthy development—mentally, physically, socially, and emotionally.

Please accompany your child(ren) into the meeting to sign-in.

Enrollment information and meeting schedule will be available at the first meeting.

Questions:

Volunteer Name, Clover Kids Leader, Phone Number, E-mail

QUICK AND EASY ACTIVITIES FOR A CLOVER KIDS PROMOTION BOOTH

Quick and easy (not messy!) activities will get the children to the booth! Show them how to do the activity and let them go at it while you tell them all the wonderful things they will do in...



So, grab the Clover Kids Book Marks and break out the green....some 4-H stickers and 4-H pencils so you can have a great time promoting the BEST program in the world!!!

BALLOON ROCKETS

You will need: scissors, tape, straws, square post it notes (See the Rockets Away Curriculum!)

Cut the open end off a water balloon

Put the hole of the balloon in one end of a drinking straw

Fold the end of the balloon over and tape securely (so air doesn't leak out)

Cut a post it note diagonally and tape to the straw.

Blow through the straw to inflate the balloon and let go!

COLORING PAGES



<http://www.extension.iastate.edu/4H/Clover/clipart.htm>

Just use any of the clip art from the Clover Kids web page, blow it up and print it off!

Sample on next page



CAN YOU PICTURE
YOURSELF HAVING
FUN?

BEE-ING A
CLOVER KID?

Contact Information:



SUNCATCHER STARS

You will need pipe cleaner or chenille sticks cut in half and clear tri-beads

Put a bead on a pipe cleaner. Bend the end back over the beads so they don't fall off.

Fill the whole pipe cleaner with beads. Twist another pipe cleaner around the middle of the finished pipe cleaner. Put beads on it as well. Keep adding pipe cleaners and beads!



FINGER PALS

You will need 1 inch Styrofoam balls, felt circles, googly eyes glue sticks, chenille sticks

Glue the felt circles to the Styrofoam balls. Then add googly eyes.
Use the chenille stick to add hair and other features

Finally stick a chenille stick in the bottom of both balls and "wear" under your finger.

<http://www.bfranklincrafts.com/CraftIdea-FingerFriends.html>



SUPER SOUNDS

You will need METAL objects like kitchen utensils or hangers and string

Tie the string to the metal utensil or hanger.

Bang the metal item on the table.

Next, put the string up to your ears and "close your ears with your fingers holding the string.



FINGERPRINT PICTURES

You will need: washable markers, wet wipes, and paper

Color on your thumb using a WASHABLE marker. Put your thumbprint on the paper.

Keep putting thumbprints on the paper with as many colors you want, making a design or picture with the thumbprints.

Hint: Wipe off your thumb using a wet wipe between colors.

4-H BOOKMARKS

You will need pony beads, 18 inch cording, permanent marker, "star" beads, and scissors

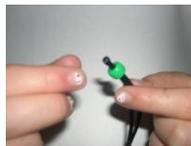
Take a piece of 18 inch cording/string. Fold it in half.



Tie a knot on the bottom of the strings and cut any excess string.



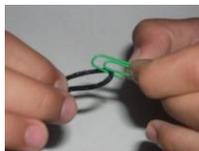
Choose the beads you like and slide both strings.



them over the loop onto



Attach the paperclip to the loop.



ELECTRIFYING ART

You will need the Funtivities Kit, markers, labels,
2 inch squares of cardstock paper, and 4x3 pieces of construction paper.

BEFORE

Put the battery in the holder and connect all but one wire to the holder.
Use a pin to poke a small hole in the center of the cardstock.

Place the cardstock on the motor. Make sure it is flat!
Hook up the wires so the motor turns.
GENTLY decorate/draw on the cardstock with the marker as the card stock turns.
Glue the work of art to a background and put a label on!

Hint: If you switch the wires-the motor turns the opposite direction.

This electrifying work of art was
made by

You will need: plastic spoons, Dixie cups, yogurt and fruit

Using a plastic spoon, put in a Dixie cup:
2 spoons of yogurt (strawberry is WAY yummy!)
1 spoon of fruit
1 spoon of yogurt
1 spoon of fruit

EAT! Good fruits to use are: apple slices, banana slices, blueberries, strawberries, etc.

PARFAIT



GORP

You will need: zip lock bags, measuring cups or spoons, Cheerios, raisins, chocolate chips, M&M's, peanuts, and other goodies

Put in a baggie:

1 scoop (use different size measuring cups/spoons) of:

Cheerios

Raisins

Chocolate Chips

Peanuts (Use with discretion due to peanut allergies.)

M&M's

Whatever else you want to use! 😊



Clover Kids Toolbox

Section F

Recruitment

Group Leaders and Volunteers

IOWA STATE UNIVERSITY
Extension and Outreach

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at 202-720-2600 (voice and TDD). To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, DC 20250-9410, or call 800-795-3272 (voice) or 202-720-6382 (TDD). USDA is an equal opportunity provider and employer.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Cathann A. Kress, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.



Ideas for Recruiting More Volunteer Leaders

1. Have a display at the school's open house in the fall. Make sure you have a copy of the curriculum to show potential leaders!
2. Send out invitations to parents of current Clover Kids to your next workshop or meeting.
3. Ask parents to help with specific parts of meetings - like bringing a game.
4. Ask 4-H members who are enrolled in Child Development to help with a group.
5. Present Clover Kids at a local 4-H Community Club meeting and ask their parents/members to help start a club.
6. Check with your local high school, university, or community college. Many have social and/or educational groups who need/want community service hours.
7. Check with the school principal for possible names of volunteers.
8. Check with volunteer groups in your community.
9. Make sure you put press releases/pictures in the paper after Clover Kids events to keep Clover Kids "out there"
10. Pass out Volunteer Recruitment Fliers at library events, Clover Kid activities, the fair, etc.

WHAT IS CLOVER KIDS?

Clover Kids is an exciting 4-H program for youth in kindergarten through 3rd grade.

Clover Kids was specifically developed to bring the life skill building and experiential learning benefits of traditional 4-H to children in Kindergarten through 3rd grade. Its goal is to promote children's positive development through cooperative learning and developmentally appropriate activities.

Children participating in the 4-H Clover Kids program will:

- Meet new friends, learn and practice social skills by working and playing in small groups.
- Gain self-confidence and learn about themselves in a non-competitive learning environment.
- Experience the joy and fun of learning.
- Master physical skills through hands on or experiential learning (learning by doing).

IOWA STATE UNIVERSITY Extension and Outreach

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at 202-720-2600 (voice and TDD). To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, DC 20250-9410, or call 800-795-3272 (voice) or 202-720-6382 (TDD). USDA is an equal opportunity provider and employer.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Cathann A. Kress, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

JOIN THE FUN!



Be a Clover Kids Volunteer!



Clover Kids:

Where children experience the joy of learning in a supportive, creative, challenging and fun environment.

ISU Extension and Outreach
_____ County

Address
City IA Zip
Phone

TOP 10 REASONS TO "BEE" A CLOVER KIDS VOLUNTEER



10. You get out of the house!
9. You get to play lots of games.
8. You get to paint, color, glue, cut and do all those fun things you did when you were a child!
7. You get a curriculum with all the activities.
6. The children learn wonderful things from you - and you can see it!
5. You get training on working with children and how to plan a wonderful program with appropriate activities!
4. Meet new people
3. Volunteering feels great!
2. Snacks!
1. Have a positive impact on the life of a child!

Ready to get involved?

Contact your local Extension Office to learn more about the program. They will give you the child safety and protection record check forms and help you get started!



Not sure yet?

Call the Extension Office and visit a Clover Kids group in your area to check out the fun in person!

QUOTES FROM CLOVER KIDS LEADERS

Clover Kids is great!

I had so much fun with the kids!

My daughter and I made new friends!

I like being a Clover Kids leader because there is so much I can do with the kids and they love it!

Being a leader is all worthwhile when you see how much the children are learning!

Clover Kids is fun for the kids and the adults! That is why I do it!



Clover Kids Toolbox

Section G

Safety

IOWA STATE UNIVERSITY

Extension and Outreach

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at 202-720-2600 (voice and TDD). To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, DC 20250-9410, or call 800-795-3272 (voice) or 202-720-6382 (TDD). USDA is an equal opportunity provider and employer.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Cathann A. Kress, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.



Iowa State University Extension and Outreach Child Protection and Safety Policy

When people involve their children in 4-H Youth programs, they trust that their children will be safe. ISU Extension and Outreach is dedicated to children who are clientele of our programs and the child's parent(s)/guardian(s). We aim to provide as safe and wholesome an environment as possible.

Policy

All new staff and new volunteers involved with 4-H Youth programs will have a background screen conducted before they are appointed to a volunteer or paid staff position. The background screen will be conducted in cooperation with the Iowa Department of Public Safety. All volunteers and staff involved with the ISU Extension and Outreach 4-H Youth Program are to participate in an annual educational

program/briefing related to child abuse, helping children deal with violence, risk management, and topics related to creating the safest possible environment for the youth participating in the ISU Extension and Outreach 4-H Youth program.

As part of the volunteer screening process, checks will be conducted of the

- applicant's references
- Child Abuse Registry
- driving record
- Sex Offender Registry
- criminal history record

Please contact your county Extension and Outreach office for additional information about the ISU Extension Child Protection and Safety Policy.



Volunteers for 4-H Programs Insurance, Claims and Liability Information for FY13

A. General Liability for 4-H and Master Gardener Programs

Volunteers for 4-H and other Iowa State University Extension and Outreach programs are provided general liability coverage only while acting within the scope of volunteer duties and responsibilities. No coverage is provided if an act or omission of the volunteer involved intentional or criminal misconduct, a knowing violation of the law, or a transaction from which the volunteer derives an improper personal benefit.

- If a volunteer is volunteering for ISU Extension and Outreach (campus/regional) programs, the personal liability protection is covered by the Iowa Tort Claims Act, Iowa Code Chapter 669, and the Federal Volunteer Protection Act, 42 United States Code Chapter 139 while acting within the scope of their volunteer duties and responsibilities.
- If the volunteer is volunteering for a County Agricultural Extension District (CAED), the personal and professional liability protection is covered through commercial policy. Coverage is provided while a volunteer is acting within scope of volunteer duties and responsibilities in providing education, training, counseling, and specific other services. (Contact the County Extension and Outreach Office for addition details.)

B. Auto Liability Insurance

Personal Vehicles used for 4-H Activities

Authorized volunteers driving their own personal vehicles or vehicles provided by the County Offices for 4-H activities are covered by a commercial auto policy. This coverage is excess over the volunteer's personal auto coverage. The policy is limited to excess liability only and does not provide physical damage coverage to the volunteer's vehicle. **Documentation must be on record in the county office to verify that the individual is an authorized volunteer in order to qualify for this auto coverage.**

University or State Vehicles used by Volunteers

Authorized volunteers may drive University vehicles after completion of a satisfactory MVR check and submission of an approved volunteer agreement.

C. Volunteer Authorization Process

A 4-H Volunteer Policy, including procedures and appropriate authorization forms, has been developed and information is available by contacting your county Extension office. An individual becomes an authorized/approved ISU Extension and Outreach or County Agricultural Extension District volunteer when:

- Required procedures are completed by the volunteer applicant
- Approval is received from the director or designated staff of the program
- County Extension Council approval may be required for CAED volunteers

D. Workers Compensation and Medical Coverage

Volunteers to Iowa State University are not considered employees and therefore are not covered under the State of Iowa Workers Compensation Program or the County Offices workers compensation insurance policy.

Accident/Medical insurance is not automatically provided but is available through American Income Life Insurance Company. The policy covers leaders, volunteers, and members from the time they leave home until they return from any 4-H activity. Forms can be obtained from the County Offices and sent directly to the insurance company. For additional assistance or questions regarding this type of coverage, please contact your county Extension office.



Medical Form and Insurance

Clover Kids are part of the 4-H Youth Development Program under the direction of Iowa State University Extension and Outreach. Therefore, Clover Kids groups need to follow the same guidelines for enrollment and risk management as the other 4-H Youth Programs in the state.

Please contact your county Extension and Outreach Office to determine the medical information form you should use as well as which insurance to purchase. When making these decisions, work with your local Extension and Outreach Staff on the following questions:

Is the group long term (meets three or more times and over a longer time period)?

- + If yes - use the [Iowa 4-H Club Medical Information/Release Form*](#) (4H-3039B) and obtain Annual Accident Coverage, \$1/child/year, from [American Income Life**](#) (AIL).
- + If no, go to the next question.

Is the group short term (meeting only once or twice or as a summer day camp)?

- + If yes, use the [Iowa 4-H Medical Information/Release Form-Youth*](#) (4H-3039B-Y) and obtain special activities insurance from AIL.

Is Clover Kids offered as part of another organization's or agency's existing program (example: offered after school and the school is organizing and in charge of the after school program)?

- + If yes, then you may not need to take out insurance if the sponsoring organization or agency has done so already. If the other organization has not already obtained accident insurance, follow the procedures above to determine the level of insurance coverage required.

Please contact your Extension and Outreach office for more assistance with obtaining insurance coverage for Clover Kids activities.

*Links to these forms found at <http://www.extension.iastate.edu/4h/Volunteers/risk.htm>.

**American Income Life webpage: <http://www.americanincomelife.com/>



Child Abuse Information

4-H Volunteers are not legally required to report but can and should view reporting as a moral responsibility in order to assure youth a safe environment to learn and grow.

What is child abuse?

Child abuse or neglect includes physical, sexual, and emotional abuse, neglect, or abandonment.

- **Physical Abuse**

Injury on a child by other than accidental means. Physical injury includes but is not limited to lacerations, fractured bones, internal injuries, severe or frequent bruising or great bodily harm

- **Emotional Abuse**

Harm to a child's psychological or intellectual functioning that is exhibited by severe anxiety, depression or aggression and is caused by the child's parent, guardian or caretaker.

- **Sexual Abuse**

Sexual contact, exploitation, or permitting, allowing or encouraging a child to engage in prostitution.

- **Verbal Abuse**

- **Neglect**

A neglected child is defined as "one whose parent or caretaker fails, refuses, or is unable for reasons other than poverty to provide the necessary care, food, clothing, medical or dental care as to seriously endanger the physical health of the child.

What is Iowa's law on child abuse and neglect?

The purpose of Iowa's law on child abuse and neglect is two fold:

- To provide the greatest possible protection to children by encouraging the reporting of suspected child abuse.
- To provide the state the right to intervene for the general welfare of the child when there is clear and present danger to the child's health, welfare or safety.

Why are 4-H volunteers being asked to learn about child abuse?

- As 4-H volunteers, think of situations where you are working and talking with youth, either one-to-one or in small groups. You hold a special trust. Children trust leaders they depend on for help or just to talk to about their problems.

- 4-H volunteers may be the first to observe signs of a problem or suspect that a child needs help.
- Reporting is not meddling. Deciding to get involved in a situation of suspected abuse and neglect can be difficult. But, it is a situation that may be crucial to a child not only today but in the future. Abused children often carry lifelong scars and may mistreat their own children. Abusive parents need services and support in order to stop the cycle of abuse.
- 4-H Volunteers are not legally required to report, but can and should view reporting as a moral responsibility in order to assure youth a safe environment to learn and grow.

Volunteers can help prevent situations where abuse can occur.

The following precautions are designed to protect youth, adults, families and the Extension organization. These precautions also avoid misinterpretation of 4-H youth activities by others.

- 4-H volunteers and adults involved with the 4-H program should work with young people in reasonably open places where other are welcome to enter—not behind closed or locked doors. Be aware that while spending time along with a single youth can be positive and helpful, it can also be a reason for concern for everyone involved.
- Always encourage and welcome parents/guardians to attend meetings, conferences, and events. Encourage them to drop in when they can. Encourage the “unannounced parent visit”.
- Respect the privacy of youth when clothes are changed or showers are taken. Adults should be involved only when there is a health or safety issue.
- One unrelated adult should not room with one youth during an overnight stay, such as camping.
- Never use physical punishment or deny basic necessities such as food, shelter, or medical care.
- Be alert to the physical and emotional health of the young people you work with.

Any questions?

Contact the staff at your county Extension and Outreach office.

[Child Abuse and Dependent Adult Abuse—A Guide for Mandatory Reporters](http://www.dhs.state.ia.us/Consumers/Safety_and_Protection/Abuse_Reporting/ChildAbuse.html) is available through the Iowa Department of Human Services.

www.dhs.state.ia.us/Consumers/Safety_and_Protection/Abuse_Reporting/ChildAbuse.html



Iowa 4-H Policy Regarding Clover Kids Members Working with Animals

Iowa State University Extension and Outreach and Iowa 4-H Youth Development programs support safe, educational, and developmentally sound small animal activities for Clover Kids groups. Appropriate animals for this age group (K - 3rd grade) are pets and bucket bottle projects. Specifically excluded animals are swine, horses, beef (other than bucket bottle), and dairy (other than bucket bottle).

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 animal exhibiting/showcasing opportunities must be cooperative and not competitive.** 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.

The physical and emotional safety of children is a prime consideration. Special procedures, such as joint leading and/or close proximity of adults need to be employed to promote and protect children's safety. In general, the handling of all animals requires discipline and motor skills that have yet to be fully developed in most K - 3rd grade children, and when coupled with animals' unpredictable behavior, does not provide optimal safe educational environments.

Insurance coverage (accident or liability) for Clover Kids programs involving small animals is contingent upon conducting age appropriate programs that are in compliance with Iowa State University, ISU Extension and Outreach, and Iowa 4-H policies, regulations, and guidelines. Contact your local county Extension and Outreach office to learn more about securing insurance coverage for Clover Kids programs.



4-H Clover Kids Volunteer Risk Management Checklist

Risk management is a process of steps. These include:

1. Identifying potential risks
2. Evaluate those risks
3. Determine what you can do to reduce the risks to an acceptable level
4. Continue to monitor the activity after it gets started and make changes as needed

It is important to work with your 4-H'ers to let them know how important it is to be safe. They can help you identify potential risks and even work with you to make the environment safer for all.

Below you will find a checklist. Many of these involve a form that you or the Clover Kids will need to complete either at the beginning of the year or before the activity. Doing these items at the appropriate time shows that you have acted in good faith and within the scope of your duties to do all you can to provide a safe environment for all of your members.

Location of activity/event/meeting.

- Should be accessible to all participant.
- Consider access to restrooms and water.
- Evaluate hazards in the building or area.

Ensure provide proper supervision.

Remember to check to make sure you have enough adult helpers for the group that you are working with. Usually 1 adult to every 6 children is sufficient depending on the activity. Some Clover Kids activities will require additional supervision.

Turn in your Yearly Program Plan to get approval of activities.

All field trips and outings by clubs and staff must be approved by the Extension office prior to the event. Any changes? Contact your county office.

Make sure your club takes out Accident Insurance.

It is required that all volunteers and children be covered by supplemental accident insurance such as American Income Life for all 4-H Clover Kids activities. Injuries sustained while downhill skiing, tobogganing, bobsledding, or snow tubing are not covered and special waivers and insurance are

required. Contact your county extension office for more information.

Create an Emergency Preparation Plan.

An emergency plan of action should be written and followed for each activity. This plan should consider:

- Potential risks and procedures planned.
- Minor incidents/first aid - who treats or determines procedure (first aid kit).
- Access to emergency medical treatment (telephone on site, list of phone numbers to call, transportation, an incident report form, etc.).
- Two-deep leadership (at least two adults on hand) both know the plan and procedures.
- Encourage at least one adult to be trained in first aid and CPR.
- Natural catastrophe procedure (fire, tornado, lightning, etc.).

If there is an incident, please report it.

Volunteers and Staff need to record all incidents (medical, property damage, altercations, etc.) to the county office on an **Incident Report Form**. Have it with you at all 4-H Clover Kids activities.

Have children/parents fill out the Medical Information/Release Form.

A parent/guardian is to complete the Medical Information/Release form as part of the standardized 4-H registration process prior to their child's participation in any 4-H activity. *Volunteers should have printed copies on hand at all events/activities/meetings by the club leader.* Keep in a file or notebook and carry with you to every meeting, outing or field trip you take Clover Kids to. The leader and all assistants should study the health statements and familiarize themselves with any special medical needs or problems of the 4-H members. Discuss with the parents the procedures that should be followed in the case of an incident.

4-H Request for Giving Medications Form.

This form should be completed for overnight activities where parents cannot dispense medications. Accept medications only in their original containers and with a signed statement from a parent or guardian.

Food.

- Follow all food safety guidelines—hot foods hot and cold foods cold.
- Know if participants have food allergies and plan refreshments accordingly.
- Have water available.

Transportation.

Personal transportation to and from 4-H Clover Kids program activities is the responsibility of the 4-H Clover Kids member, parent, volunteer or other driver. If volunteers use a personal vehicle for an authorized 4-H activity, the vehicle must be insured in accordance with Iowa State Motor Vehicle Law. No primary liability, collision, comprehensive or no-fault insurance coverage is provided by Iowa State University, University Extension and Outreach or the State of Iowa. There is a secondary insurance policy that covers authorized 4-H Clover Kids volunteers when driving personal vehicles for approved 4-H Clover Kids activities.

Review Transportation Permission to Transport Youth.

Written permission from parents to transport Clover Kids in vehicles to approved activities or events is included in the Medical Information/Release Form. Please review the Form and comply with parent desires on who can transport their children. Written parental permission is not required for routine car-pooling of minors to and from regular club or group meetings. Drivers should be screen on the [National Sex Offender](#) registry.

Arrival/Departure from meetings/activities.

Be aware of who children leave with and how they leave (car, bike, walk). Do not allow children to depart with unauthorized adults. Adult leaders need to remain on-site until all children have left. Your Clover Kids groups may have special requirements, such as signing children in and out of meetings.

See Clover Kids Toolbox:

www.extension.iastate.edu/4h/Clover/toolbox.htm

Updates to this form will be located on the **Iowa 4-H Volunteer website**

<http://www.extension.iastate.edu/4h/volunteer>

IOWA STATE UNIVERSITY
Extension and Outreach

Clover Kids Toolbox

RESOURCES

Clover Kids Toolbox

Section H

Curriculum

IOWA STATE UNIVERSITY
Extension and Outreach

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at 202-720-2600 (voice and TDD). To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, DC 20250-9410, or call 800-795-3272 (voice) or 202-720-6382 (TDD). USDA is an equal opportunity provider and employer.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Cathann A. Kress, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.



Clover Kids Curricula

There are many resources available for use with Clover Kids Group. The Iowa 4-H Clover Kids Program encourages Clover Kids Volunteers to use activities, crafts, games, etc. found in research based materials.

Following is a list of resources (in alphabetical order) that Clover Kids Volunteers can use to find ideas for their groups. The website or contact person/state is also included.

"A Palette of Fun with Arts and Crafts"

This publication is out of print. Contact the Clover Kids Curriculum Team members if you cannot locate a copy in your county. *

Alabama 4-H Cloverbud website

<http://www.aces.edu/fourh/programs/cloverbuds.php>

"Exploring Farm Animals" Helper's Group Activity Guide

(Look under "Curricula Sunset in 2010") *

<http://www.4-h.org/Resource-Library/Curriculum/Resources-Archives/Farm-Animals.dwn>

"Exploring the Treasures of 4-H" Helper's Guide and Youth Guide

(Look under "Learning Products") *

<http://www.4-hmall.org/home.aspx>

eXtension Search

Search for age appropriate activities, crafts, games, and snacks from the National eXtension Cooperative Search engine

<http://www.extension.org/search>

"Flight Crew", Aerospace Group Activity Guide

(Look under "Learning Products") *

<http://www.4-hmall.org/home.aspx>

"Growing in the Garden" Curriculum, Outdoor Classroom, and Garden Journal (Student Activity Booklet)

Most county extension offices have a copy or it can be purchase at:*

<http://www.extension.iastate.edu/4h/growinginthegarden>

Iowa Clover Kids Toolbox

(Look under "Toolbox") *

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

"Kitchen Science for Kids"

This publication is out of print. Contact the Clover Kids Curriculum Team members if you cannot locate a copy in your county.*

Minnesota Cloverbud Program, Activity Sheets, and Activities Package

<http://www1.extension.umn.edu/youth/mn4-h/projects/cloverbuds/>

"Mud, Muck, and Other Wonderful Things"

This publication is out of print. Contact the Clover Kids Curriculum Team members if you cannot locate a copy in your county.

National 4-H Directory of Materials

Searchable database of K-12 4-H educational materials available throughout the Cooperative Extension System. The database is now part of the "my 4-H" system.*

<http://www.4-hdirectory.org/> or <http://www.4-h.org/My4h/Search.aspx>

Ohio Cloverbud Curriculum Series I and II

Most county extension offices have a copy or it can be purchased at:

<http://estore.osu-extension.org/>

Ohio Cloverbud Connections Newsletter and Click It, Print It, Do It Activity Pages

Series of quarterly newsletters and "Click It, Print It, Do It" activity pages.*

<http://www.ohio4h.org/ohio-4-h-cloverbud-connections>

Penn State Extension Cloverbuds Literacy Curriculum

<http://extension.psu.edu/4-h/explore/programs/cloverbuds/literacy-curriculum>

"Pre-Flight", Aerospace Stage 1

(Look under "Learning Products") *

<http://www.4-hmall.org/home.aspx>

"Project Food, Land, and People"

Most county extension offices have a copy or it can be purchased at: *

<http://www.foodlandpeople.org/>

"Step Up to Leadership" Mentor Guide for Grades K-5 -
(Look under "Learning Products")*

<http://www.4-hmall.org/home.aspx>

Texas AgriLife Extension "Yea! 4-H"

<http://texashelp.tamu.edu/002-protect/pdf/Yea-4-H-Games-Activites-for-Shelters.pdf>

Wisconsin 4-H Clover Kids Activity Plans

<http://4h.uwex.edu/onlinpro/cloverbuds.cfm>

WOW! Wild Over Work

This publication is out of print. Contact the Clover Kids Curriculum Team members if you cannot locate a copy in your county.

***Updated September 2013**

Clover Kids Toolbox

Section I

Field Trip and Citizenship Ideas

IOWA STATE UNIVERSITY
Extension and Outreach

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at 202-720-2600 (voice and TDD). To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, DC 20250-9410, or call 800-795-3272 (voice) or 202-720-6382 (TDD). USDA is an equal opportunity provider and employer.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Cathann A. Kress, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.



Practical and Safety Issues: Field Trips and Citizenship Activities

Field Trip and Citizenship activities are wonderful opportunities for Clover Kids to explore the world around them and learn new skills. Please keep the following in mind when planning and attending field trips and citizenship events.

PLANNING

- _____ Choose a Destination
 - _____ Large enough for the number of youth attending
 - _____ Has activities designed for Clover Kids aged children
 - _____ Has accommodations for food, drink, and restrooms
- _____ Notify Parents and the Extension Office
 - _____ Where you are going
 - _____ When (include date, time of day of departure, and time of day when you will return)
 - _____ Who is going (Are parental chaperones needed?)
 - _____ Prepare permission slips for parents to return
 - _____ Need for special clothing, sunscreen, or gear
- _____ Find chaperones
 - _____ Ensure a high adult to child ration
 - _____ Use only approved drivers (Contact your local county extension office for more information on driving record checks.)
 - _____ Ensure that at least one chaperone has First Aid and CPR Training
 - _____ Ensure that adults and children are familiar with one another

PROPER SAFETY PROCEDURES

- _____ Take a First Aid Kit along
- _____ Take all Medical Information Forms and emergency contact information with you
- _____ Carry a cell phone
- _____ Notify the Extension Office with any changes
- _____ Ask the Extension Office about Special Event Insurance
- _____ Keep hot foods hot and cold foods cold
- _____ Wash hands
- _____ Take rest and water breaks
- _____ Follow all transportation laws and requirements, including seat belt laws
- _____ Apply sunscreen or bug spray as needed and approved by parents

PREPARING CLOVER KIDS

- _____ Create an identification system for the group. Use T-Shirts, nametags, hats, etc., but do not use first and/or last names where they are visible to the public.
- _____ Establish a buddy system
- _____ Educate children on what to do if they get separated from the group. Possible plan could include:
 1. Remain in the area where they last saw the group or go to the "lost child" area.
 2. If possible, ask for help in an open visible place from someone in charge (ticket taker, clerk, etc.).
 3. NEVER leave the area with an unidentified person.
 4. Reassure the children that if they do become separated from the group, you will be looking for them. Count the group out loud so the children know you will know if someone is missing.
- _____ Review transportation safety rules (walking, riding in cars or buses, etc.)

MISCELLANEOUS TIPS

- _____ Point out key landmarks or where to go when separated from the group
- _____ Introduce safe people for children to ask if they help
- _____ Know the number of children and count as you change areas or transition activities
- _____ Provide stopping points for stragglers to catch up and others to catch a breath



Field Trip and Guest Speaker Ideas

Science and Technology	<ul style="list-style-type: none"> Visit the airport Visit the local TV station Visit a weather center Invite an engineer to visit a meeting Invite a local meteorologist to visit a meeting Visit a local museum Visit an observatory
Healthy Life Style	<ul style="list-style-type: none"> Visit a hospital Invite a dietician to visit a meeting Visit a health club and talk to a trainer Visit a police station Visit a fire station Have an EMT and ambulance come to your site Visit a bakery
Environmental Science Earth Science	<ul style="list-style-type: none"> Visit an environmental education center Visit a local county park and talk with a naturalist or DNR ranger Visit a nature center Go on a hike Visit a conservatory Tour a water plant Take a bus ride Visit a recycling center
Plants and Animals	<ul style="list-style-type: none"> Visit a zoo Visit a veterinarian Visit a pet store Visit an orchard Visit a garden store Visit a local community garden Visit with a conservationist or naturalist Go fishing Visit a tree farm Visit a park or reserve area
Money	<ul style="list-style-type: none"> Visit a bank Visit a store or restaurant
Careers	<ul style="list-style-type: none"> Invite speakers with various careers to give a short talk or do an activity Visit businesses Visit city hall



Citizenship Ideas

- Each month do one thing to help your neighbors or family members.
- Adopt a "grandparent" in your neighborhood.
- Put on a talent show for a local nursing home or preschool.
- Go Christmas caroling.
- Collect clothes/toys/food for a family in need.
- Help plant a garden at a nursing home.
- Wear your Clover Kids T-shirt during National 4-H Week in October.
- Distribute valentines to shut-ins.
- Bake or make homemade (food or non-food) items for home bound neighbors.
- March in a town parade showcasing Clover Kids.
- Contribute to a clothing/food/toy drive.
- Make signs for churches for community centers on tornado and fire safety.
- Take small plants for children in a hospital so they can watch it grow.
- Adopt a community spot and keep it clean.
- Plant flowers in a community garden.
- Visit residents in a nursing home.
- Make a book about the nursing home residents using stories and pictures from your visit.
- Make healthy snacks (muffins, trail mix, breads, cookies) for the elderly.
- Adopt a soldier serving overseas and send care packages and notes.
- Create decorations for hospital patient doors and trays.
- Collect items for a local animal shelter.

Section J

Games & Activities

IOWA STATE UNIVERSITY Extension and Outreach

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at 202-720-2600 (voice and TDD). To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, DC 20250-9410, or call 800-795-3272 (voice) or 202-720-6382 (TDD). USDA is an equal opportunity provider and employer.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Cathann A. Kress, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

Bodies Bingo

Make bingo cards with activities or jokes in the spaces. Each person goes up to another one and tells the joke or does the activity with the other person. Activities can include hopping, laughing, smiling, shaking hands, winking, singing the first line of a song—like Happy Birthday, etc.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Crickets and Bugs

The children split into 2 teams—the Bugs and the Crickets. Choose a leader for each team. Make two goal lines about 25 feet apart. Have each team stand on their goal line; the Bugs should have their backs to the Crickets. The Crickets should then silently creep up on the Bugs and stand behind them about 2 feet away. The leader of the Crickets calls out "Run, Crickets, run!" and the Crickets hurry back to their goal line while the Bugs chase and try to tag them. The tagged Crickets are now Bugs and then the turn is reversed with the Bugs creeping up behind the Crickets and the leader calling out "Run, Bugs, run!" and the Crickets chasing and trying to tag the Bugs to turn them into Crickets.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Gum and Glove Relay

The children line up in a row. The first child is given a pair of over-sized gloves and an open package of gum. They must open the gum and put a stick of it in their mouth before passing the package and gloves to the next person. (Can be done with teams as a "race"—be sure to have enough gum for all!)

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Hula Hoop Relay

The children hold hands while standing in a circle. The hula-hoop is put around one child's arm. He must pass it from him to the next child without letting go of the others' hands by 'contorting' his body to pass the hoop. Continue until the hoop has been passed through the entire circle. (You can time each round and try to get faster or add more hoops.)

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Catch the Ball Name Game

Stand in a circle. The first person says someone's name as they toss/bounce a ball to that person who catches it. That person then says another name while bouncing the ball to them. This continues until all have caught the ball. Keeping the same order, try to toss/bounce and catch the ball faster; may add more balls.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Simon Says

Same old game but go really fast and do what you command even when you don't say "Simon".

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Earth, Air, Fire, Water

Everyone forms a circle. IT stands in the center and tosses/bounces a ball to any player and calls out any one of these words: *earth, air, fire, or water*. Before IT counts to 10 the player catching the ball must say an animal that is either on land (earth), flies (air), swims (water), or for fire just keeps silent. No animal may be used more than once. The player who makes an incorrect response becomes IT. For an easier version call out *animal, bird, or fish*.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Touching Tag

The person who is tagged by IT must hold the portion of the body they were tagged on while they try to tag someone else.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Squirrel in a Tree

Count off players into threes. Number ones are the squirrels; numbers two and three make up trees by facing each other and holding hands. Any leftover people are the fox(es) and lost squirrel(s). If caught, the fox and squirrel change places. A lost squirrel may get away from the fox by running to a tree and force the squirrel in that tree to run. There may not be two squirrels in a tree at one time. Rotate places so all get a chance.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Crab Soccer

Two teams. You can only move on hands and feet with your bottom facing the ground (crab walk). Use of hands is not allowed. Play soccer this way.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Steal the Bacon

Players are divided into two teams. Each person on each team is given a number. The teams line up facing each other but with the numbers going in the opposite direction: 1,2,3,4,5,6,7,8 facing 8,7,6,5,4,3,2,1. The goal is to retrieve an item from the center of the groups when your number is called without getting tagged by the person on the opposite team with the same number. The leader calls a number and the children with that number run to the center and try to retrieve the item for their team. Whoever gets the item and returns without being tagged by the other team's player is safe and keeps the item. If tagged, the item goes to the other team's player.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Bronco Tag

Groups of four. One person is IT. The other three line up with their hands around each other's waists. They are the bronco. IT tries to become the tail by attaching, like the others, to the last person's waist. If successful, the head of the bronco becomes the new IT.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Who's the Leader?

The children form a circle. One person, IT, leaves the room and a leader is silently chosen. The leader makes movements and everyone follows them—like patting the head—while IT comes back into the room and tries to pick out who the leader is. The leader changes what is being done while the followers try not to look directly at the leader to give them away. The leader wants to watch IT and try to change movements when IT is not looking at them. IT gets three guesses to find the leader.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



20 Questions

Think of a person or animal that is familiar to everyone. The group has to only ask questions that can be answered with yes or no. They get 20 tries to figure out the answer.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Tower Power

Have the children divided into groups of three or so. Give each group a bag full of materials—plastic bottles, wood, Styrofoam, cardboard, straws, cans, etc. plus glue and strong tape. The children must work as a team to build the tallest tower they can using ALL of the materials. The bags must all have the same materials in them. The towers must stand on their own.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Play the Dice Game

Each child takes turns rolling the die then passes it to the next player. The following activities go with the numbers on the die: 1 = recite your name and favorite food; 2 = make a face; 3 = get up and run around the circle and then sit down; 4 = pat your head five times; 5 = sing the first line of a song; 6 = say something you do well.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Crazy Chase

The children sit in a big circle, fairly close together and facing in. One IT stands outside the circle. A ball is given to a circle player and is passed from player to player or tossed/rolled across to an opposite player. The object is for IT to tag a circle player who has the ball in their hands. When IT is successful, they changes places with the circle player. Circle players have to stay sitting. If the ball goes out of the circle, the circle player who passed the ball trades places with IT. For variations: can use two ITs; allow only one-handed tosses/rolls; have the IT move inside the circle.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Quick Shuffle

Six volunteers stand up and get in a straight line. The children not in line check them out and close their eyes and turn around. The children in line are going to change places and then the others must put them back in the original order. Vary the number of children, etc.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



My Name is and I Can...

Each person in a circle says their name and an action they can do. Then everyone says the person's name and action. Add each person's name and action as you go along. Example: "My name is Mary and I can do this" (jumps). Everyone says, "Mary can" (all jump). The second person says, "My name is Jimmy and I can do this" (claps). Everyone then says, "Jimmy can" (all clap), "Mary can" (all jump). Try to go faster and faster with the actions.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Play Unsmiling

The children line up in two lines facing each other. The first person starts walking between the two lines with a straight face. The players in the line try to make that person crack a smile without touching him or her. The person coming down the line must look at the others.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Numbers Change

Players are seated in a circle with IT in the center. All are numbered 1, 2, 3, or 4. IT calls out two numbers. Players with those numbers get up and switch seats and IT tries to beat them to an empty seat. If IT sits down, the left over person is the new IT and IT takes the number of the new IT.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Musical Madness

The children get in a circle marching or dancing around while music is played. The leader suddenly blows a whistle a certain number of toots and the children must get into new circles with that number of people in each circle. Those with the wrong number in a circle or those left over stand in the middle during the next round.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Zip and Zap

The players stand or sit in a circle with one or more ITs in the center. When IT points to a player and says "ZIP", that player must say the name of the person on their right. When IT points to a player and says "ZAP", that player must say the name of the person on their left. This must be done before IT counts to 10. To make it more difficult add ZUP and the player must say their own name. This is more difficult than it sounds.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Elbow Tag

Everyone finds a partner and locks elbows. Select one person to be the runner and another person to be IT. IT tries to tag the runner but the runner can link their elbow with a free elbow and the person on the other side becomes the runner. If the runner gets tagged, they become IT and the tagged IT becomes the runner. If you have a lot of children have two runners and two taggers.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Play the Puzzle Game

The children are each given a piece of one of three puzzles (cut up several large pictures into three pieces each for puzzle pieces for at least three groups—but the more groups the merrier. They cannot look at the piece until you give the word. On your mark, they have to hop on one foot and not speak as they find the other two people who complete the picture-puzzle.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Posture

The children balance a box lid on their heads. They must walk a short distance, pick up a paper cup and put it in the box lid, walk a second direction, pick up another paper cup and put it in the box lid. The box lid must stay balanced on their head and the cups must stay upright! Can be done as a relay.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Hog Call

The children each choose a partner. The partners choose a set of words that go together like peanut and butter, foot and ball, ice and cream, corn and dog, etc. The children separate to opposite sides of the room, are blindfolded, and then try to find their partner only by calling out their word repeatedly.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Charades

The children each get an activity or word to act out. They cannot talk but must get the others to say what they are acting out.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



I'm Going on Vacation

The leader says, "I'm going on vacation today because _____," some excuse beginning with A—like "...there's an alligator in my locker". The next person says, "I'm going on vacation today because _____" something with the letter B and so on.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Scavenger Hunt

Before you get together or go on a field trip, make a list of things the children will see. They should check off the items as they see or find them.

From: Iowa Clover Kids Toolbox, <http://www.extension.iastate.edu/4h/Clover/>

IOWA STATE UNIVERSITY
Extension and Outreach



Section K

Nutrition Education & Snacks

IOWA STATE UNIVERSITY
Extension and Outreach

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at 202-720-2600 (voice and TDD). To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, DC 20250-9410, or call 800-795-3272 (voice) or 202-720-6382 (TDD). USDA is an equal opportunity provider and employer.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Cathann A. Kress, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.



Nutrition Education Ideas

1. Talk about different foods, portions, and what foods do for us - at every meeting - during every snack. (See [MyPyramid](#) publications from ISUE Store.)
2. Use measuring spoons/cups to allow children to serve their own snacks. (If serving size is $\frac{1}{2}$ cup, have a $\frac{1}{2}$ cup measuring cup available and allow them to serve their own snacks.)
3. Include physical games at every meeting and talk about what doing physical activity does for us
4. Practice taking pulses at every meeting before and after physical games. Discuss the benefit of increasing the heart rate on a regular basis. Monitor resting heart rate over time, which should go down with regular activity.
5. Post MyPyramid in the area to use as discussion at every snack.
6. Provide healthy snacks from a variety of food groups.
7. Provide snacks the children can make themselves.
8. Talk about the importance of rest for physical fitness.

Portable Hand Washing Kit

1 gallon plastic milk jug--with lid
1 bar of soap
String--about 18 inches

1 golf tee or large nail
1 discarded pair of pantyhose

Tie one end of the string to the golf tee or nail and the other end to the handle of the milk jug. Put the bar of soap into the toe of one leg of the pantyhose. Tie the pantyhose to the handle of the milk jug. Using the nail or tee poke a hole in the side of the milk jug close to the bottom edge. Fill the jug with water and use the pantyhose to tie it to a tall object. When you need to wash your hands, unscrew the lid and remove the tee or nail from the hole. Replace the tee when finished.



Nutrition Education Websites & Books

Food, Fitness, and Fun

<http://www.extension.iastate.edu/food/nutrition/index.htm>

The Fun in Food, Fitness, and Fun

<http://www.extension.iastate.edu/food/activities/index.htm>

Dole 5 A Day - GREAT stuff! (Eating fruits and veggies and healthy living, download music and activity sheets, and play on line games)

<http://www.dole5aday.com/Teachers>

Nutrition Explorations (Dairy Council)

<http://www.nutritionexplorations.com>

Check how you did yesterday and set a goal for tomorrow

http://teamnutrition.usda.gov/resources/mpk_worksheet.pdf

Team Nutrition- GREAT STUFF!

MyPyramid - food pyramids, resources, activities (Go to Classroom resources and download - they can only send them to schools - but we can download and use the activities)

<http://teamnutrition.usda.gov/kids-pyramid.html>

HEART POWER KIT - From American Heart Association, 1996

1-800-AHA-USA1 or online at <http://www.amhrt.org>

Download activities at: <http://www.amhrt.org/presenter.jhtml?identifier=3003357>

BOOKS FOR TEACHING NUTRITION, PHYSICAL FITNESS, and SNACKS

Check the Michigan Team Nutrition book list for more ideas/new books
<http://www.pbp.fcs.msue.msu.edu/booklist.html>

Food and Nutrition by Janice VanCleave; John Wiley and Sons, 1999

How to Teach Nutrition to Kids by Connie Liakos Evers; 24 Carrot Press, 1995

Snacktivities by MaryAnn Kohl and Jean Potter; Robins Lane Press, 2001

Healthy Snacks for Kids by Penny Warner; Bristol Publishing Enterprises, 1996

Teaching Children About Food by Christine Berman and Jacki Fromer; Bull Publishing Company, 1991

Outrageous Outdoor Games Book by Bob Gregson; Pearson Teacher Aids

Incredible Indoor Games Book by Bob Gregson; Pearson Teacher Aids

The snack ideas on this handout either came as suggestions from Clover Kids Leaders, from the ISUE Seasonal Suggestions from Jan Temple and Janet Martin (Iowa State University Extension) or were adapted from one of the following sources:

- Healthy Snacks for Kids, by Penny Warner, Nitty Gritty Cookbooks, ISBN-1-55867-159-5
- Caterpillar Scramble & Cantaloupe Boats, by Noreen Thomas, Doubting Thomas Publishing Co., ISBN-1-56383-066-3
- Cooking Art--Easy Edible Art for Young Children, by Mary Ann F. Kohl and Jean Potter, by Gryphon House, Inc., ISBN-0-87659-184-5
- Someone's in the Kitchen with Mommy, by Elaine Magee, M.P.H., R.D., by Contemporary Books, ISBN-0-8092-3142-5
- Snacktivities! By MaryAnn F. Kohl and Jean Potter, by Robins Lane Press, ISBN-1-58904-010_4



Snack List

Listed below are several ideas for nutritious snacks to serve at your Clover Kids meetings. Consider having the children help in preparation, serving, and clean up! Remember some children may have allergies to foods such as peanut butter.

You can make snack time educational as well as nutritious by asking the kids where each snack is located on MyPyramid. Share this list with parents/guardians if your kids take turns bringing snacks.

pretzels
carrots, baby carrots and carrot coins
celery sticks
green pepper slices
"ants on a log"
 (celery with peanut butter and raisins)
graham crackers
chocolate graham crackers
cinnamon graham crackers
apple slices (may want to have dip with
 these)
orange slices
banana halves
pear slices
grapes, red and/or green
popcorn
Whole grain crackers (top with peanut
 butter, humus, or cheese)
English muffins (toasted with jelly, peanut
 butter, low fat cream cheese or honey)

whole wheat tortilla pinwheels
bran or fruit muffins
gold fish crackers
animal crackers
cheerios or other dry cereal served in a cup
cheese cubes
Jell-O Jigglers or finger Jell-O
rice cakes
granola bars
nutri-grain bars
peanuts
sunflower seeds

Drinks

100% juices
Skim or low fat milk
water (fruit slices can be added for flavor)

Children who help in the preparation of a meal or snack are more likely to eat it and try new foods. Encourage the children to make their own snacks instead of bringing them already prepared. Keep in mind food allergies and always make test tasting any food voluntary!



Healthy Snack Ideas for Young Children

VEGGIE MAN

What you need:

paper plates, broccoli head - cut into small florets, 2 zucchinis - cut into round slices, 1 small can corn, 1 small can sliced olives, French dressing, 2 red peppers - cut into thin strips - then half, 1 bunch celery - cut into 3 inch stalks, 3-4 carrots- cut into 2 inch strips

What you do:

Show the children each vegetable in its whole form. Then, cut them into the pieces described. [Note: Use a kid-safe cutting utensil.] Use those parts to make the Veggie Man: broccoli-hair; zucchini-head; corn-eyes; olives-nose; red pepper-mouth; celery-body; carrot sticks-arms and legs. Then eat!

FRUIT CLOWN

What you need:

Paper plates, 1 fresh pineapple slice, 2 grape halves (cut round) 5 raisins, $\frac{1}{2}$ slice kiwi, $\frac{1}{2}$ strawberry, 2 slices of orange, 1 thin slice cantaloupe

What you do:

Show the children the fruit in its original form. Then slice as described. Use the parts to make the Fruit Clown. Pineapple slice-face; $\frac{1}{2}$ kiwi slice-hat; Orange slice cut in half-ears; 2 grape halves-eyes; Strawberry half-nose; Cantaloupe slice-mouth; raisins-teeth. Assemble the clown and eat!

ORANGE BOWLS

What you need:

Oranges, Bananas, Spoons, Cheerios, Nuts (sunflower seeds or peanuts), a kid safe cutting utensil

What you do:

Cut oranges in half and have the children scoop out the middle with a spoon. Add apple and banana pieces, cheerios and nuts.

FANCY FRUIT

What you need:

Dixie cups, Toothpicks, paper plates, yogurt. Different fruit like apple pieces, strawberries, bananas, etc.

What you do:

Cut up fruits. Have the children scoop some flavored yogurt into a Dixie cup and dip their fruit using the toothpick.

CRACKER DELUXE

What you need: Ritz crackers, Cream Cheese , Shredded carrots

What you do:

Spread cream cheese on the cracker and sprinkle carrots on top.

FRUIT PIZZA**What you need:**

graham crackers, cream cheese, peanut butter, fruit-apples, Bananas, strawberries, kid-safe cutting utensils, paper plates

What you do:

Give each child a graham cracker. S/he selects whether to spread cream cheese or peanut butter on the cracker. Add slices of apple, banana, strawberry etc. to make the pizza.

APPLES SMILES**What you need:**

apples slices, raisins, kid-safe utensils or spoons for spreading, peanut butter, mini marshmallows

What you do:

Spread the peanut butter on one slice of apple. Put marshmallows and raisins on top of the peanut butter. Spread peanut butter on another slice of apple and put on top of the marshmallows and raisins. It should look like lips and teeth and missing teeth.

SHAKE A SNACK**What you need:**

measuring cups (1/3 cup), cheese crackers, Dixie cups, oil, plastic spoons, oyster crackers, paper bags, small twisty pretzels, Good Seasons Dressing Mix

What you do:

Set up station with instructions at each station. The children take 1 scoop of cheese crackers (measuring cup), 1 handful of pretzels, 1 Dixie cup of oyster crackers, 1 spoonful of oil, 1 spoonful of dressing mix powder. They put all the ingredients into their bags and shake it up and eat!

PEANUT BUTTER AND JELLY TORTILLA ROLLS**What you need:**

tortillas, peanut butter, jelly, paper plates, kid-safe cutting utensils

What you do:

It is easiest to mix up a batch of peanut butter and jelly by combining them and stirring them together. The children can do that easily in small groups using 1/8 measuring cups. Then spread the mixture onto a tortilla and roll up to eat.

Butterflies

Fill a large **stalk of celery** with **spreadable cheese**. Cut the celery into smaller pieces--about 3 inches long. Insert 2 **thin snack crackers** into the filling of each piece having them hang over the edge to look like the wings of a butterfly.

Butterfly Sandwiches--

Cut a slice of **sandwich bread** into 2 pieces cutting from corner to corner. You should have 2 triangles--these will be the wings of the butterfly. Place the triangles on a small paper pie plate--points in the center of the plate; long straight edges facing out. Top each bread triangle with a triangle shaped piece of **American Cheese** to make it look like a yellow butterfly. For the body of the butterfly, use a piece of **string cheese**. Put the string cheese in the center of the plate with the wings touching it. Make antenna by squirting **yellow mustard** on the plate. Decorate the wings by gluing on **carrot and celery pieces**--use **cream cheese** for the 'glue.'

Sandwich Kites

Make a **peanut butter sandwich** using 2 slices of whole wheat bread. Cut the sandwich into four small triangles. Place the triangles on a large paper plate to resemble the shape of a kite. Fill a sandwich bag with **grape jelly**. Cut a hole in the corner of the bag to squeeze a thin ribbon of jelly in between the four triangles--to be like the sticks of the kite. Extend the vertical jelly ribbon beyond the sandwich to make the 'tail' of the kite. Add **snack crackers** to complete the tail.

Airplanes

Cut a **baby or medium carrot** lengthwise about half the length of the carrot. Stick a rectangular shaped piece of **cheddar or American cheese** into the slit to make the wings of the plane. Trim as needed.

Celery Cars

Fill a **celery stalk** with **peanut butter**. Cut the stalk into 3 inch sections. Use additional peanut butter to 'glue' **carrot slices** onto the sides to make wheels.

Tuna Schooner

Place **tuna salad** spread onto **English muffin**. Make a sail by placing a triangular **tortilla chip** upright onto the sandwich.

Tuna Canoe

Push down center of a **hot dog bun**. Fill indentation with **tuna salad**. Make oars from pieces of **celery**.

Tuna Boat

Cut a **red or green pepper** in half lengthwise. Remove seeds and membrane. Fill with **tuna salad**. Cut a triangle from **cheddar cheese** to be the sail.

Birds

Transform a **hard cooked egg** into a bird by adding 3 **round crackers**. Place a cracker on each side to be the wings and one at the end to be a tail.

Bird in a Nest

Cut a **medium orange** in half and scoop out the insides. Combine orange pieces with **diced apple** and **banana**. Fill empty orange half with fruit mixture. Make the head for the bird using a **pretzel stick** for the neck and chunk of banana for the head. Use a **lettuce leaf** for the tail. Set bird on a nest--half of a **bagel**.

Clawed Animal Paws

Bake **refrigerator biscuits** according to package instructions. When finished baking, brush each biscuit with **melted butter** and sprinkle with **cinnamon and sugar**. Make claws by inserting 5 **almond slivers** around the edge.

Lion Head

Combine 8 ounces low fat **cream cheese** with 1 cup **grated carrots** and 1 tablespoon **juice**. Place mixture in the center of a plate spreading to about 1/4 inch thick. This will be the lion's face. Make the hair for the lion by sprinkling more grated carrots all around the edge of the face--about 1/2 cup or more. Make whiskers from **celery**. Use frozen **peas** for eyes and **raisins** for the nose. Eat with **snack crackers**.

Surprise Inside Bananas

Slice **banana** in half lengthwise. Use a carrot peeler or soda straw to scoop out the very center of the banana. Convert a plastic sandwich bag into a decorator bag--one with **peanut butter** and another with **chocolate frosting or Nutella**. Squeeze a thin strip of filling into the banana. Put the two halves of banana back together so it looks like a regular banana--until you bite into it and find the surprise inside!!

Me and My Shadow

This is a new twist on the old 'egg in a frame' recipe. Use a people shaped cookie cutter to cut the center out of a piece of **bread**. Scramble several **eggs** (depending how many you are serving) with some **milk**. Dip the 'people' bread into the egg mixture and cook in a lightly greased (vegetable oil spray is fine) fry pan until brown. Next dip the scrap or 'shadow' into the mixture and cook it in the heavy pan. You may want to fill the frame with egg mixture. Cook on both sides until brown. Eat as you would French toast.

Beanstalks

Mix 1/2 cup **shredded, reduced fat cheddar cheese** with a 16 ounce can of **refried beans**. If desired, you may add 1/2 teaspoon **chili powder**. Heat mixture in the microwave until the cheese melts. Chill. Spread mixture into **celery stalks**. Cut stuffed celery into 3 inch sections.

Pretty as a Picture Sandwiches

These are pretty as a picture because you 'paint' a picture right onto the bread!! For 'paint', mix 2 drops of **food coloring** into 1 tablespoon of **skim or low fat milk**. Using clean paint brushes, paint a design onto the **bread** and then toast it lightly in the toaster. Use the 'pictures' to make your favorite sandwich.

Surprise Rolls

Use a whole wheat **dinner roll** (or uncut hamburger bun) to make a sandwich. But, instead of cutting the roll open to put the filling inside, make a small cut in the side and scoop out as much of the inside as possible. Then using a sandwich bag with a hole cut out of the corner, squeeze a **meat or egg salad** filling into the roll. No one will know what is inside until the first bite!!

Sccrreaming Bats

Use chocolate flavored graham crackers and wafers combined with low-fat ice cream or frozen yogurt to make these ice cream sandwich treats. To make the wings of the bat, use one chocolate flavored graham cracker (four sections) with 2 sections for each wing—a top and a bottom. Inside the wings you will put a slice of vanilla flavored ice cream that has been cut to the size of the cracker. Wrap in plastic wrap and freeze. To make the body of the bat, you will need two chocolate flavored wafer cookies. Use a biscuit cutter to help cut a slice of ice cream the size of the cookie. Wrap and freeze. To serve, place a body in the center of the plate with a wing on each side.

Fuzzy Pumpkins

A fun way to eat carrots. Combine 8 ounces low fat cream cheese with 1 cup grated carrots and 1 tablespoon orange juice. Spread this mixture on round snack crackers or mini bagels. Make the pumpkin fuzzy by sprinkling extra grated carrot on top. Make a stem and face with celery pieces.

Pumpkin On a Plate

A fall twist for a cheese sandwich. Make an open face cheese sandwich into something festive. Use a biscuit cutter to cut the cheese into a circle shape (if you want use a pumpkin shaped cutter). Place the cheese on the slice of bread. Decorate with pieces of carrot, celery and apple.

Surprise Ghosts

Make a banana an exciting snack. Peel a banana and cut it in half cross-wise. (Note: you will get 2 ghosts from each banana.) Cut the banana in half again—this time lengthwise. Use a plastic drinking straw to scoop out the center of the banana. Convert a plastic snack bag into a decorator bag. You will want two bags—one filled with peanut butter the other filled with chocolate frosting or Nutella. Use scissors to cut a small hole in the corner of each bag. Squeeze a thin strip of filling into each half of the banana. Put the two halves of banana back together and stand it on the cut end. Make a face on the ghost using more frosting or use peanut butter to attach small pieces of chocolate candy. It will look like a regular banana until you bite into the surprise inside!

Festive Fall Smoothie

A tasty way to get both dairy and fruit as a snack. In a blender combine $\frac{1}{2}$ cup orange juice; 1 cup frozen peaches; and 1 cup peach or tangerine flavored yogurt. Pour into a tall glass and garnish with black licorice for a festive look.

Clever Treats

Convert rice cereal bars into apples with a little food coloring and some sweet decorations. To prepare cereal bars: Melt 3 tablespoons margarine in a 2 quart microwave safe dish. Stir in 4 cups miniature marshmallows, coating with margarine. Cook at 60% power for 5 to 6 minutes—or until marshmallows are melted. Add $\frac{1}{2}$ teas. red food color to the marshmallow mixture. Stir well and add 5 cups rice cereal. Shape mixture into apple size shapes. Decorate with mini chocolate candy face, licorice stem AND half of a gummy worm. Attach with peanut butter.

Hair Raising Granny's

A Granny Smith apple fruit kabobs for fun eating. Cut a Granny Smith into two halves. Put cut side down on a small plate. Make a face on the stem end of the apple using wooden toothpicks to attach: pieces of red apple as eyes; the tip of a baby carrot as a nose and a peach slice for a mouth. Make the hair using 5 toothpicks as the skewers. String on pieces of fruit such as grapes, banana, apple, or pineapple. Stick the toothpicks into the top of the apple to be "hair."

Tortilla Terror

For the heartier appetite, try this sandwich idea. Make a lean meat sandwich using 2 whole wheat flour tortillas instead of bread. Make it a "terror" by decorating the top tortilla with the following facial features: Use a deviled egg for each eye AND add a radish half as the center of each eye; a broccoli sprig for the nose; a mouth of Squeeze Cheese® and pieces of apple for teeth. The degree of terror may be defined by the artist!

Honey Bees

These are a hit with any age—and very simple! Dough—Mix together $\frac{1}{2}$ cup peanut butter, 1 Tbsp. honey, and $\frac{1}{2}$ cup nonfat dry milk. Use about $\frac{1}{2}$ tsp. dough for each bee. Shape dough into a rounded rectangle (it's to look like the body of a bee). Dip a wooden toothpick into powdered cocoa and press gently across the top of the bees to make stripes. Stick almond slices into the sides to form wings.

LUNCH CONES

Mix up your favorite meat or egg salad. Instead of putting it on bread, serve it in an ice cream cone!

S'MORES GORP (Makes sixteen 1/2 cup servings)

2 cups Honey graham cereal	1 cup mini marshmallows
2 cups whole grain cereal squares	1/2 cup peanuts
2 cups Toasted oat cereal	1/2 cup semisweet chocolate pieces
2 cups Miniature pretzels	1/2 cup raisins

Combine all ingredients together in large plastic sack and shake until mixed

EDIBLE FIRECRACKERS

Use a rolling pin to flatten a piece of sandwich bread. Spread the bread with 2-3 tablespoons of your favorite sandwich filling (peanut butter, cheese spread, hummus, meat, or fish salad). Roll up the sandwich and filling--jelly-roll style. Wrap the rolled sandwich in colored plastic wrap. Tie the ends with twist ties or colorful ribbon. Keep refrigerated.

ICE CREAM IN A BAG

In a 1 quart freezer weight bag mix & seal with duct tape:

1/2 cup sugar

1 teas. vanilla

2 cups milk (lower fat milks are more healthful but will take longer to freeze)

In a 1 gallon freezer weight bag, mix together:

5 cups ice

3/4 cup rock salt

1/4 cup water

Place 1 qt. bag inside 1 gal. bag. Seal with tape. Put one gloves and shake for 10 minutes.

FRUIT AND MEAT KABOBS

This makes an easy finger-food meal that younger children enjoy (and older ones too). Simply string 1 inch cubes of meat, cheese and fruit onto a straw or beverage stirrer (avoids some of the danger of eating a wooden pick). Some fruits to try--pineapple, cantaloupe, apple, peach or pear.

SAND CUPS (Makes 6 cups)

Turn your picnic into a beach party by letting the guests make their own sand cups.

Ahead of time--Prepare one package (4-1/2 cup serving size) vanilla flavor instant pudding with 2 cups skim or low fat milk according to package instructions. Divide the prepared pudding into 6 plastic cups (7-8 ounce size). Top with a large dollop of non-dairy whipped topping (about 1/4 cup per serving).

At the Picnic--Give each guest a sandwich bag filled with either 5 vanilla wafers or 2 sandwich cookies. Instruct the guests to crush the cookies. Next give each guest a cup of pudding and a spoon. Have them stir in half of the cookie crumbs into the pudding. Decorate the top of the cup with the remaining cookie crumbs, chopped peanuts for pebbles, gummy fish, or goldfish crackers.

PETER'S PUMPKIN PUDDING (Makes eight 1/2 cup servings)

1 package butterscotch

2 cups canned pumpkin

sugar free instant pudding

1 teaspoon pumpkin pie spice or cinnamon and

2 cups low fat milk

nutmeg to taste

Prepare pudding by adding milk and mixing/shaking for 1 minute. Stir in pumpkin and seasoning. Pour into serving dishes and chill. Top with nondairy whipped topping (optional).

MONSTER TEETH

Cut a rectangle about the size of a large domino from a piece of raw potato. Cut teeth shapes into the lower half of the domino. You are now ready to place this strip of potato between your lip and gums and make scary monster faces. When finished using as teeth, eat them as a low-fat snack!

INDIAN CORN

Chopped dried apricots and raisins added to popped popcorn and a syrup mixture are shaped into a 4 inch long stick to make it look like a piece of Indian Corn.

10 cups popped popcorn (1/2 cup unpopped)

1 cup packed brown sugar

3/4 cup water

1/4 cup light corn syrup

3/4 teaspoon vinegar

1/2 dried apricots-chopped

1/2 cup raisins

Pop popcorn and keep warm in a 300°F oven. In small saucepan combine brown sugar, water, corn syrup and vinegar. Cook and stir over medium-high heat till the mixture boils over the entire surface. Continue cooking to 250°F, stirring frequently. (Takes 15-20 minutes.) Pour sugar mixture over popcorn. Immediately stir in apricots and raisins till all ingredients are coated. Using buttered hands, shape mixture into "sticks". If mixture gets too firm to shape, return to warm oven for 1-2 minutes. Serve the same day. Makes 12.

SPIDER SANDWICHES

Make peanut butter sandwiches using whole wheat bread. Using a biscuit cutter cut a large circle from the sandwich--this will be the body of the spider. Use a little more peanut butter as "glue" to attach raisin eyes. Use 8 pretzel sticks (four on each side) stuck in between the top and bottom pieces of bread to look like the legs.

ORANGE JACK-O-LANTERNS

Let each child have their own small jack-o-lantern with this special treat. Cut the top off of a fresh orange (just like it was a small pumpkin). Scoop out the pulp. Using a permanent marker, draw a jack-o-lantern face on the side of the orange. Fill the orange with sherbet for a cool pumpkin treat.

BAT WINGS

Use 2 slices of whole wheat bread to make a peanut butter sandwich. Using a large Christmas tree cookie cutter cut out a tree shape. Cut the tree into two pieces from the tip of the tree through the trunk. Overlap the trunks, keeping the straight edges at the top and the scalloped edges at the bottom. Use peanut butter to 'glue' two chocolate wafer cookies on top of and under the tree trunk. The cookies will be the bat's body.

MONSTER SNAKE

With the help of a little green food color you can convert rice cereal bars into a fun monster snake. To prepare cereal bars, melt 3 tablespoons margarine in a 2 quart microwave safe dish (full power for 45 to 60 seconds). Stir in 4 cups miniature marshmallows, coating with butter. Cook at 60% power for 5 to 6 minutes--or until marshmallows are melted. Add 1/4 to 1/2 teaspoon green food color to the marshmallow mixture. Stir well. Add 5 cups whole grain cereal. Pat mixture into two 8 or 9 inch round cake pans that have been treated with vegetable cooking spray. Let cool. Using a kid safe cutting utensil cut a 4 inch diameter circle from the center of each pan. One of these circles will become the head of the snake, the other the tail. Cut the outer circle in each pan in half to create 4 "C" shapes. Place these "C" shapes on a large cookie sheet to make large "S" shapes. The cereal mixture is quite easy to move about as needed to fit onto your tray or cookie sheet. Place one of the center circles at one of ends to be a tail. Cut the other circle almost into 2 pieces and arrange it so the snake has its mouth open. Decorate with candy corn, gummy savers, licorice with frosting or peanut butter as the "glue". Let your imagination run wild.

Halloween Gorp

2 cups corn and rice cereal squares = <i>cobwebs</i>	1 cup mini marshmallows = <i>ghost fingers</i>
2 cups honey graham cereal = <i>dried beetles</i>	1/2 cup peanuts = <i>owl eyes</i>
2 cups toasted oat cereal = <i>cat eyes</i>	1/2 cup semi-sweet chocolate pieces = <i>snake eyes</i>
2 cups miniature pretzels = <i>bat wings</i>	1/2 cup raisins = <i>ants</i>

Optional (if you need more servings)

2 cups mini shredded wheat = *dried lung of toad*
2 cups puffed corn cereal = *mummy toes*
1/2 cup candy corn = *chicken toenails*

Dramatically combine all ingredients together in front of group of children saying what each item represents in a large plastic sack and shake until mixed.

RUDOLPH THE RED NOSE REINDEER SANDWICHES

Make a peanut butter sandwich using 2 slices of whole wheat bread. Cut the sandwich into four pieces cutting from corner to corner. You are now going to create these four little sandwiches to look like Rudolph faces. You will need more peanut butter as "glue" to attach the following: a red hot candy nose, raisin eyes, and mini pretzel twist antlers. Note: you may use mini candy coated chocolate pieces for the nose and eyes.

CHEESE ANGELS

You will need the following items for each angel: pita bread; slice of white cheese--mozzarella or jack; slice of yellow cheese--cheddar or American; round snack crackers; pasteurized process cheese spread in an aerosol can will be the glue. To assemble: cut the white cheese into a large triangle shape and trim off one point. Place the white cheese on top of the pita bread--cut edge of both the cheese and pita bread at the top--this makes the body and wings of the angel. Use a round snack cracker as the head. Cut a piece of yellow cheese into a circle just a little bigger than the cracker to make a halo. "Glue" all the pieces together with the cheese spread.

EDIBLE "SNOW" STORM IN A BAG

Mix together an assortment of white colored snacks. Shake them together in a large plastic bag to make a snowstorm. Ideas of white snacks: popcorn, rice squares, crispy corn balls, golden raisins, peanuts, marshmallows.

RICE CAKE SNOWMAN

Use 3 mini rice cakes for the head and body of the snowman. To make a hat, use chocolate flavored graham crackers. They will cut into a square and a thin rectangle to make the hat if you use a serrated a kid safe cutting utensil and a sawing motion. OR, try using pumpernickel bread. Use raisins or mini candy coated chocolate pieces for the eyes and buttons. Use a piece of carrot for the nose. Cut a long, thin rectangle from a fruit roll-up to make the scarf. Connect the rice cakes and glue everything together with peanut butter.

PRETZEL TREE TRIM

Make a garland for your tree using ribbon and mini pretzel twists. Depending on time and skill level, you may dip the pretzels in almond bark before stringing them onto ribbon. You can vary the appearance with your choice of ribbon. For very young children, it may be best to string the pretzels without dipping.

FRUIT AND VEGETABLE WREATHS

Convert bagels into edible wreaths. This is somewhat like a fruit pizza except we will use a bagel rather than a cookie for the crust. All you need is a bagel, cream cheese, green food color and an assortment of fruits and vegetables. Add green food color to the cream cheese. Spread the cream cheese onto the bagel. Following are some toppings you may want to consider:

** Fruits--kiwi, apples, cherries, blueberries

** Vegetables--broccoli, carrots, cauliflower, peppers, celery, radishes, mushrooms.

Make a bow from string licorice. (Note: the kind that is twisted together that must be untwisted before it's pulled apart will make a better bow because it is more flexible).

SPICY HOLIDAY WRAPS

For a festive appetizer or snack, convert whole wheat flour tortillas into a spicy treat. Begin by spreading a flour tortilla with fat free refried beans. Add another tortilla and spread this one with softened cream cheese (fat-free is fine), and shredded cheese. For color and texture, add a lettuce leaf or several spinach leaves. Roll up and cut into bite size pieces. Note: you may need to secure with a pretty toothpick. Serve with salsa.

SNOWBALL "FORT" BREAD

Use refrigerator biscuits to make this indoor snowball "fort". Cut refrigerator biscuits (the inexpensive ones work best) into fourths. Roll each piece into a ball. Dip into melted margarine and then into a cinnamon sugar mixture. Place coated balls into a pan that has been treated with vegetable spray. Make individual forts by baking in muffin cups. Make an igloo by baking in a Bundt pan. For either pan, set oven to 400 ° F. Bake for about 15 minutes or until golden brown.

ICICLES

Use this as a fun way to use up leftover hot dog buns. Mix up some tuna spread--add pickle relish and low fat mayo to a can of tuna. Spread this onto hot dog buns. Cut an end off of each hot dog to make it look like the end of an icicle. If you want to make the roof too, use a loaf of French bread. Make this another tuna sandwich or into your favorite submarine sandwich. (It makes winter time a little more fun to think you're eating an icicle than a plain old tuna sandwich).

Red Gelatin Hearts

2 $\frac{1}{2}$ cups of water or fruit juice

4 (4 oz.) packages of strawberry, raspberry or cherry gelatin (may use sugar free)

Combine water and gelatin in 2-quart glass measure and heat on High power in the microwave for 3 to 5 minutes or until the water is boiling. Stir until gelatin is dissolved. Pour into heart shaped molds, or pour in a 9 x 13 inch square pan and refrigerate until gelatin is set. Unmold heart shapes or use a small heart shaped cookie cutter to cut out hearts. Lip cookie cutters are also fun.

1/2 A Heart Pizza Pocket

Supplies: roll of refrigerated flaky biscuits, filling of your choice, prepared pizza sauce

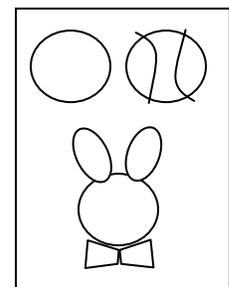
The adult heats the oven to 400 degrees F. Divide the refrigerated biscuits into 10 pieces. Press each piece to form a 4" circle. Spread 1-2 Tbsp. of sauce on only half of the circle, because you have to fold the dough in half later. Don't put sauce too close to the edge. Add a filling(s). (Not too much so you can fold it over.) Fold the pizza circle in half. Press the edges with a fork to seal. Place pizza pockets on a greased cookie sheet. (Note: If you cover the cookie sheet with parchment paper, you can use a pencil to write each child's name next to his own heart pizza.) Bake at 400 degrees for 12-14 minutes or until a deep golden brown. Cool on a wire rack. Enjoy!

Bunny in the Garden

Transform a pear half into a healthy-to-eat rabbit. Line salad plate with lettuce leaf. Place pear half cut side down onto the lettuce leaf. At the bottom of the pear use a small piece of cauliflower for the tail. At the stem end, make ears by cutting apple slices and "gluing" them in place with spreadable cheese or peanut butter. Add raisin eyes and whiskers made of string cheese. Either use a piece of radish for a nose or a pink jelly bean.

Bunny with a Bow Tie or Hopping Sandwich

Make two peanut butter sandwiches using whole grain sandwich bread. Cut a large round circle from the center of each sandwich. One circle will become the face of the bunny, the other will be the ears and bow tie. See diagram. Use a combination of jellybeans, raisins, mini baking chips, and "sprinkles" to decorate the bunny sandwich. Some edible "glue" choices would include strawberry cream cheese, peanut butter, or spreadable cheese. Try string cheese for the whiskers.



Zucchini Zoo

Use small zucchini to make an edible zoo. **Bodies**--small zucchini cut into 2- inch pieces. **Heads**--small zucchini cut into 1-inch pieces or whole radishes, or whole small pickles halved crosswise. **Body Stick-ons**--carrots (some cut into 1/2 inch slices, some cut into 2-inch pieces, and some chopped); whole small pickles; pickle slices; pimento-stuffed olives, halved; sliced celery; chopped nuts; sliced almonds; slivered almonds; raisins; chow mien noodles; round toasted oat cereal or other ready-to-eat cereal. Use soft style cream cheese and toothpicks to assemble.

Colorful Deviled Eggs

To have colored deviled eggs, fill a cup with 1/2 cup cold water and add 2-3 drops of food coloring--you will need a different cup for each color of egg. Place the peeled, hard cooked egg into the cup and let sit for 20-30 minutes. Remove when whites have reached desired colored intensity. Proceed to make deviled eggs using your own favorite recipe.

Four Leaf Clovers (With Heart)

Prepare green "finger gelatin" by combining 2 ½ cups water or fruit juice and 4 (4 oz.) packages of lime flavored gelatin--may use sugar free--in a 2 quart glass measure and heat on High Power in the microwave for 3-5 minutes or until water is boiling. Stir until gelatin is dissolved. Pour into 9 X 13 in pan and refrigerate until set. Using a small heart shaped cookie cutter, cut 4 hearts to make each clover. Assemble a clover by placing 4 hearts in a "circle" with the points all pointing toward the center. Add extra decoration if desired.