



GUIDELINES FOR 4-H CLOVERBUDS



GUIDELINES FOR 4-H CLOVERBUDS

A CLOVERBUDS LEADER'S GUIDE

Revised by Andrea Klein | 4-H Youth Development
& Resiliency Field Specialist

Based on Original Publication by Mary Ellen Aamot, Ed.D. | 1999

Revised by Marilyn Rasmussen, Ph.D. | 2006

Andrea Klein
4-H Youth Development & Resiliency Field Specialist
SDSU Extension - Pierre Regional Center
412 W Missouri Ave
Pierre, SD 57501
Phone: 605-773-8120
Email: andrea.klein@sdstate.edu



Guidelines for 4-H Cloverbuds

Revised by Andrea Klein | 4-H Youth Healthy Living Field Specialist
Based on Original Publication by Mary Ellen Aamot, Ed.D. | 1999 Revised by Marilyn Rasmussen, Ph.D. | 2006

WELCOME

to South Dakota State University Extension's 4-H Cloverbuds Program. 4-H Cloverbuds is a non-formal education program designed specifically for children in kindergarten through third grade (K-3). Children of this age are a distinct audience for 4-H, with learning characteristics and developmental needs that are different from older children/youth. They are not "mini 4-H members." Their needs and interests require activities and events designed especially for them.

The 4-H Cloverbuds program appeals to a child's natural curiosity, enthusiasm for learning, and high energy level. It provides opportunities for exploration and active learning in a non-competitive environment. By offering a wide variety of activities and experiences, the program encourages children to explore and think about the world around them. The children (and you too) will find the program stimulating and fun.

THE PHILOSOPHY

The 4-H Cloverbuds program is a part of the South Dakota State University Extension's 4-H Youth Development program. The primary goal of 4-H Cloverbuds program is to promote a child's healthy development – mentally, physically, socially, and emotionally. The program has clear parameters, which have been drawn from research about the needs of this age group. A literature review of empirical research was conducted in developing these parameters [Scheer, Scott D., Journal of Extension, 1997, 35(4)]

The purpose of the program's ten parameters is to help 4-H Extension professionals and volunteer leaders make decisions regarding developmentally and age-appropriate programming. The parameters are consistent with the principles of K-3 Youth in 4-H: Guidelines for Programming and with the National Association for the Education of Young Children's position statement on developmentally appropriate practice in the primary grades (1998).

The goal of programming for 5-to-8-year-olds is to promote healthy development in children by enhancing the life skills of:

- Social interaction
- Self-esteem
- Physical mastery
- Making choices
- Learning to learn

Parameters for Cloverbud programs

The primary question that developers of a Cloverbud program should ask themselves is:

Does this activity meet program objectives to promote healthy child development as outlined in the following parameters?

1) Activity based

- Variety of short-term experiences.
- No more than 20 minutes — to hold the children's attention.

- 2) Cooperative-learning centered.
 - Curriculum and activities are carried out in small groups as opposed to doing projects or activities alone.
 - Especially in children, it has been clearly proven that cooperative learning produces higher achievement, social skills through positive relationships, and healthier psychological adjustment (self-esteem) than competitive or individualistic programs (Johnson, Johnson, & Smith, 1991).
- 3) Non-competitive.
 - Children are engaged in curriculum activities that are non-competitive without setting up categories or classes that create inequities.
 - Children of this age have a difficult time psychologically understanding winning and losing. Feeling and fact are often merged and when children lose, they relate negative feelings to their self-worth and identity (Minuchin, 1977). Children in non-competitive environments are more likely to develop confidence, creativity, and competence than do children in competitive situations (Ames, 1981; Dewey, 1916; Johnson & Johnson, 1989).
- 4) Fairs are open to participation for Cloverbuds, but for exhibit only.
 - Children can exhibit work completed in their Cloverbud clubs or groups. It is important to make sure that it is non-competitive and equal recognition is given to all participants. Young children can be given advice or tips on how to improve their exhibit or work.
- 5) Activities are developmentally and age appropriate.
 - The activity should be designed for the appropriate age level (5-to-8-years- old).
 - Cloverbud-aged children have limitations in what they can do physically, understand mentally, grasp emotionally, and how they interact socially.
- 6) Activities are safe for children
 - Special considerations must be given to ensure emotional and physical safety. Cloverbud activities must be low risk and safe, even if a child does not participate as directed.
- 7) Cloverbud activities are distinctly different from activities for 9–19-year-olds.

	4-H CLOVERBUDS	9-TO-19-YEAR-OLD 4-H PROGRAM
Type of Learning	Activity Centered	Project Centered
Type of Instruction	Leader Directed	Self-study, Individual, & Leader Directed
Recognition of Standards	Participation	Achievement
Recognition of Goals	Participation	Competition, Achievement
Learner Resources	Activity Manual	Project Manuals

- 8) Curricula are success oriented.
 - Allow children to gain confidence and promote self-esteem by mastering Cloverbud activities.
- 9) Animals and animal subject matter should contribute to Cloverbud objectives and follow established parameters.
 - Any animal activity should meet the parameters stated above and support Cloverbud objectives, such as self-understanding (self-esteem) and social interaction skills. Animals can serve as excellent subject material for Cloverbud curricula. The parameters of safety, liability, and non-competition require that some restrictions may be necessary to maintain program objectives.
 - More specific reasons for being cautious with direct animal involvement are as follows: (a) children 8 years of age and younger often lack the mental and physical skills for controlling and understand-

ing the strength of large animals (Livestock Conservation Institute, 1994). Some children between the ages of 5 and 8 lack the abilities to be successful when involved with animals. Therefore; SDSU Extension's 4-H Youth Development program does not allow, authorize, approve or support any exhibiting, showing, riding, etc. of large animals (cattle, sheep, swine, goats and horses) for youth younger than eight years of age (as of January 1 of the current 4-H year) in 4-H activities/events throughout the year.

10) Activity is fun, positive, and focuses on the five general life skill areas through the experiential learning cycle.

- The activity is enjoyable, not tedious. Attention should be given to how the activity contributes to the life skills of self-understanding, social interaction, learning to learn, physical mastery, and decision-making.
- Life skills are best attained through the five steps of the experiential learning model (Dewey, 1938).
 - Experience – engage the child in an activity
 - Share – reactions to what happened
 - Process – group discusses what was important about the experience
 - Generalize – the group decides what are common themes about the activity
 - Apply – group talks about how to use the information in other ways

In exploring whether an activity is appropriate and fits 4-H Cloverbuds program philosophy and objectives, ask yourself the following questions:

1. Is it activity-based and short term?
2. Does it involve cooperative learning in which children work with and not against each other?
3. Is it non-competitive and are children equally recognized?
4. If Cloverbud children are involved in a fair, is it for exhibit only? No judging.
5. Is the activity safe — both physically and emotionally?
6. Is the activity developmentally and age appropriate, keeping in mind the children's physical, social, mental, and emotional characteristics?
7. Is the activity intended for Cloverbud children as opposed to members in the 9-to-19-year-old program?
8. Is the curriculum success-oriented? Can the children do the activities successfully?
9. Do activities involving animals contribute to Cloverbud objectives and parameters?
10. Is the activity fun, positive, and focus on the five life skill areas through the experiential learning cycle?

* If you answered YES to all of the questions, then you probably have an excellent activity to use with the 4-H Cloverbuds Program. If not, explore modifications and discuss them with Extension Youth Development/4-H professionals.

POLICIES AND GUIDELINES

The commitment of 4-H to experiential education (hands-on learning), supporting the development of life skills, and fostering citizenship is key to all of the work we do with children and youth. Policies that affect different age groups and settings will vary. Based on the needs, interests, and developmental tasks of children in grades K-3, the following policies and guidelines have been established.

Who May Participate

- The Cloverbud program is designed specifically for children in grades K-3, and all children in those grades are welcome to participate.
- Although growth and development tend to progress in predictable stages no two individuals devel-

op at the same pace. Therefore, membership age of Cloverbuds may often overlap the age eligibility of regular 4-H membership (age 8 as of January 1st of the current 4-H year). This allows children to be involved in Cloverbuds and/or regular 4-H based on their individual growth and development.

Competition

- Competitive activities are developmentally inappropriate for children of this age range, and thus Cloverbuds emphasizes cooperative rather than competitive experiences. Children are encouraged to develop social skills through cooperative experiences with their peers. They also are allowed the freedom of not having undue emphasis placed on the product of their efforts. This is a time to experiment with new skills and experiences, not to strive for perfection.
- Children in this age group have only begun to deal with failure or being less than the best. Therefore, it is not appropriate for K-3 children to participate in competitive situations. However, it is appropriate for a child to participate in non-competitive 4-H activities and to be recognized for their participation.

Children as Leaders

- Children in grades K-3 are not normally ready for positional leadership. Electing officers can cause some children to feel left out and put undue pressure on the children elected. They need a strong sense of group belonging and identification.
- In keeping with good parenting practices for this age group, children should be encouraged to explore possibilities and to make choices (as a group) between two or three options. Children can be encouraged to accept specific responsibilities for the group (taking turns bringing refreshments, calling other children to invite them to the activities, etc.), but adult leaders need to be ready to accept greater responsibility for the organization of the experiences than they would for older children and youth. The adult is still the center of a child's experience at this age.

Team Leadership

- It is strongly recommended that there always be at least two adult leaders, unrelated to each other, with a group of K-3 children. This is a personal safety precaution for both the children and the adults. A ratio of one responsible person to every six children is recommended.

DEVELOPMENTAL CHARACTERISTICS OF CHILDREN IN GRADES K-3

Children in grades K-3 develop and learn in ways that differ from those of younger children and older youth. Understanding the developmental and learning characteristics of K-3 children provides a foundation for developing effective programs.

The remainder of this section presents an overview of the developmental and learning characteristics of children ages 5-6 and ages 7-8. Remember that these are generalizations and all children develop at varying rates. For example, a physically advanced child may be slow to develop language. Such uneven development is also evident when comparing children within a group. Just think of the different heights you find among 6 year olds! Development and learning are complex processes not yet thoroughly understood. Generalizations can serve as guideposts for planning activities, choosing materials, etc. but getting to know the children is the best way to plan.

CHARACTERISTICS AND IMPLICATIONS FOR CHILDREN AGES 5-6

CHARACTERISTICS	IMPLICATIONS
Physical Development	
Physical growth is slower than during infancy and early childhood.	Plan lots of physical activity with each meeting
Muscular coordination and control is uneven and incomplete. Large muscles are easier to control than small muscles.	Plan activities that use large motor skills and introduce fine motor skills one at a time
Able to handle tools and materials more skillfully than during preschool years but still need repetition and practice.	Provide projects that don't require perfection.
Can throw different sized balls better than they can catch them. Most cannot bat well.	Introduce new physical activities that require coordination such as roller-skating, bike riding, jumping rope and simple outdoor games.
Most can learn to snap fingers, whistle and wink.	

Mental Development	
Ask and answer questions in literal terms.	Plan active learning around concrete objects.
Most are just learning letters and words. By six, most can read words or combinations of words.	Give instructions verbally and visually. Don't expect them to read.
Short interest span, sometimes as little as 5-10 minutes.	Plan a series of small activities with physical exercise in between, rather than one longer more intense session.
Define things by their use, e.g., pencil is for writing.	Provide lots of materials and media for learning (e.g., paper, paint, brushes, glue, building blocks, games, puzzles).
Can distinguish their own left and right, but not in other people.	Avoid a lot of paper and pencil activities that require writing.

CHARACTERISTICS AND IMPLICATIONS FOR CHILDREN AGES 5-6

CHARACTERISTICS	IMPLICATIONS
Emotional Development	
Sensitive to criticism, doesn't accept failure well.	Provide lots of encouraging words for effort.
Strong desire for affection and likes adult attention.	Provide lots of opportunities for adult interaction with children.
Cooperative and helpful; they want to please.	Provide opportunities for children to help in "adult-like" ways, such as setting up for and activity
Get upset with changes in plans and routine.	Give clear description of what your activity or schedule will be and stick to it.
Say what they think and feel, e.g., "you stink," "you're ugly," etc.	Help children re-state feelings in a positive way, using "I" statements. " I feel hurt when you grab my crayon."

Social Development	
Developing cooperative play. Prefers to work in small groups of two or three. Still likes to focus on his/her own work or play.	Organize projects and activities that involve two or three children. If there is a larger group, break activities into sections so that only two or three are involved at one time.
May begin to pair up, to have a best friend; however the best friend may change frequently.	Help children develop friendships, through learning to share, to take turns, to follow rules and to be trustworthy (not tattling).
Mother (or parent) is still social focus as prime caregiver; however may fall in love with kindergarten teacher.	Organize activities with high adult/child ratios.
Likes being part of and around family.	Develop projects and activities that involve focus on the family.
May have a need to be first, to win, or to be the best and may be bossy.	Avoid competition or activities that select a single winner or best person.
Can be unkind to others, but extremely sensitive to criticism of self.	Use imaginary play that involves real life situations. (Playing store, playing house)
Can engage in group discussions.	

CHARACTERISTICS AND IMPLICATIONS FOR CHILDREN AGES 7-8

CHARACTERISTICS	IMPLICATIONS
Physical Development	
Period of slow, steady growth. May repeat an activity over and over before mastering it.	Provide opportunities to practice skills, but use projects that can be completed successfully by beginners.
Still inept at some activities using small muscles, but have improved large muscle activities like riding a bike, skating, or jumping rope.	Will have difficulty with some fine motor projects such as gluing, cutting, hammering nails, bouncing balls, etc.
Learn best if physically active.	
Can throw a ball better than can catch a ball.	

Mental Development	
Enormous curiosity and delight in discovery.	Encourage projects that can be done over and over in different ways.
Can recognize some similarities and differences.	Encourage children to develop and make collections.
Are able to collect, sort, organize, and classify.	Activities that require sorting, organizing, or classifying will be enjoyed. Use lots of activities that require the children to participate in a "hands on" way.
Can do some abstract thinking, but learn best through active, concrete methods.	Give instructions verbally and visually. Most children will be able to read and comprehend simple art instructions.
Beginning to take in perspective of others.	Guide the children in reflecting on their learning experience.
May spend more time alone doing projects, watching TV, or daydreaming.	Can introduce some written assignments and activities. Most children will prefer to be active.
Beginning to tell time.	
Humor takes a new meaning.	

CHARACTERISTICS AND IMPLICATIONS FOR CHILDREN AGES 7-8

CHARACTERISTICS	IMPLICATIONS
Emotional Development	
Increased awareness of themselves, more sensitive to others.	Involved them in doing things for others.
Enjoy being part of the family.	Enjoy making gifts for family.
Worry about failure or being criticized.	Provide lots of adult encouragement and praise.
May claim tasks are too hard rather than admit being scared.	Be sensitive when teaching a new concept or skill that a child may resist.
Will try themselves out on others to see how they are accepted.	

Social Development	
Value adult interaction, and may actually be more polite to adults.	Introduce the "art of social graces". Teaching of table manners and other social niceties will be more accepted.
Begin to seek choice of same gender playmates and development of playgroups.	Activities will be more successful if children can be grouped in same-gender groups.
Begin to internalize adult feelings towards religion, ethnic groups and money.	Promote social activities that appreciate and emphasize diversity of families and lifestyles.
More outgoing, curious and talkative.	Provide learning activities that stimulate conversation.
Begin to develop friendships that involve sharing secrets and possessions.	Select activities that involve the child's curiosity and creative abilities.
Have high expectations of parents and adults and are critical when parents "mess up"	Use lots of songs, rhythms, fairy tales and comics to help socialize the group.

CREATING POSITIVE LEARNING ENVIRONMENTS

The Cloverbud Program is a child-centered program, which means that the interests and needs of the children drive the program.

Thus, knowledge of the developmental and learning characteristics of K-3 children has direct implications for the way we design activities. In general, positive learning environments are created for children when programs:

- Provide one responsible person for every six children. (Some activities require a higher adult child ratio, sometimes one to one.) Because of variations in developmental stages, it is important to have a high adult-child ratio in learning situations so that each child receives the individualized attention needed to be successful. A parent or older youth may help to provide appropriate support.
- Involve the children in selecting and planning activities. Children who help select the learning activities are more likely to maintain interest and to integrate new skills and knowledge with what they already know. Leaders should help children select from identified options.
- Change activities often according to the needs of the children. Keep children interested and involved by offering a variety of learning activities, with variation in the pace and range of experiences. Keep youth actively “doing things.” Have children use all their senses. Alternate “sit-down” and “moving” activities.

Avoid talking to the group for longer than 5-10 minutes at a time.

- Encourage children to talk and work with each other. Children learn best when they are engaged in activities that allow them to practice, demonstrate, explain, and apply their learning. Working with peers offers opportunities for these activities and helps foster the ability and interest to work cooperatively.
- Include adults who are positive behavior models. As children enlarge their circle to include the greater community, adults outside the home have increasing influence in their lives, introducing new information, new skills, and new points of view. Adults also have significant influence in helping children feel good about who they are and what they can do. It is important that 4-H Cloverbud leaders understand the importance of their role, and represent positive models of the behavior we wish children to develop. Older teens can also fulfill this role.
- Promote cooperation rather than competition. It is inappropriate for children in grades K-3 to participate in contests where they are judged. Developmentally, K-3 children need experiences that foster cooperative effort, emphasize the learning process over a product, and reinforce a positive concept of self.

Competition undermines each of these needs. It is appropriate to recognize children’s efforts and to display their work. It is also appropriate to give caring and personal feedback.

- Use positive guidance and discipline. Children in early childhood are learning self-control, and they need the positive guidance of adults to do so. To become socially competent, children must be taught skills for appropriate social behaviors, such as taking turns, dividing and sharing resources, and working cooperatively. Use misbehavior as a teaching opportunity to show children how to apply appropriate skills.
- Provide individualized learning as well as learning in small groups. Learning activities should include a variety of experiences to accommodate the children’s varied ages, stages, interests, and needs. Parallel activities may be used to allow children at different stages to participate in a way that suits their developmental needs.

Family Involvement

The world of the young child revolves around his or her family even as he or she seeks greater involvement with peers and other adults. The interest and involvement of family members in 4-H Cloverbuds is an important support for the program.

Family members should be encouraged to participate in the program in any way they can. Invite them to help with field trips or special projects, share leadership of the group, or simply take time to talk with their child about activities.

Scheduling activities that are family focused is another way to encourage family involvement. If you make members of the family aware of their importance to 4-H Cloverbuds, they are more likely to participate.

Children With Special Needs

Children with special needs are found in every community. Despite their special needs, these children are more like other children than they are different. They have the same basic needs for friendship, participation, and recognition that other children have. Involving children with special needs in the 4-H Cloverbud Program provides valuable learning opportunities for all involved.

The children with special needs benefit from interaction with their peers, and the other children learn to understand the nature of disabilities and to see the child rather than the disability first. Likewise, you, as a leader, will learn new information and develop new skills as a result of working with children with special needs.

The 4-H program historically has included youth with special needs and 4-H Cloverbud leaders continue the tradition. By working closely with parents, you can make the necessary accommodations to ensure a successful experience for all members.

Guidance And Discipline

All children misbehave from time to time. It is a natural consequence of growing, exploring, and testing. Your response to inappropriate behavior will depend on the specifics of the situation, the personality of the youngster, and your own personality and skills.

There is no one best way to respond to all situations. However, a good strategy is to prevent misbehavior from occurring in the first place. You can avoid many problem situations simply by making sure an activity is developmentally appropriate. To help prevent problem behaviors, follow these guidelines:

- Greet children individually each time you meet.
- Develop positive relationships with the children.
- Plan ahead so that activities are well organized.
- Keep children actively and constructively involved.
- Convey clear and consistent expectations for behaviors.

When inappropriate behaviors do occur, it becomes your responsibility to teach appropriate behavior. Here are six guidelines for dealing with misbehavior:

- Identify the cause of the behavior.
- Formulate a response strategy (for instance, redirect a child's efforts, change partners, or provide individual assistance).
- Consistently enforce rules and consequences.
- Maintain self-control.
- Avoid power struggles.
- If misbehavior persists, involve parents to help solve the problem.

Remember, your goal is to help children develop self-control. You can do this by modeling appropriate behaviors, by helping them learn needed skills, and by providing opportunities to practice those skills.

Planning Events And Activities

The Cloverbuds program will involve children in a variety of settings. Whatever the delivery mode, here are some suggestions for planning an activity:

- Plan ahead to ensure that activities are well organized.
- Maintain a ratio of one adult/older youth for every four to six children.
- Limit meeting times to 1 to 1.5 hours using a variety of activities from 10 to 15 minutes in length.
- Welcome each child personally to the activity.
- Consider using songs or games to open and close the session.
- Tell the children at the beginning of the meeting what activities have been planned. Before shifting from one activity to another, give the children 5 minutes' notice of the impending change.
- Keep snacks simple and nutritious.
- Plan activities that have a limited number of steps and can be finished in a single meeting.
- Maintain flexibility. Outcomes are not always what you expect. Be prepared for children finishing early or losing interest and for any "minor disasters" that may occur.
- Take a few minutes after each meeting to reflect on what worked well and what didn't. Use this information to help ensure success in future meetings.

Planning Your Own Lessons

Leaders are encouraged to use the curriculum materials provided for the 4-H Cloverbuds program. These materials have been developed specifically for children in grades K-3. 4-H materials developed for older youth are not appropriate for younger children because they do not meet their developmental needs.

On occasion, you may feel the need to create your own lesson. When designing a lesson, it is recommended that you include the components established by the National 5-8 Curriculum Task Force. These guidelines will help ensure that your lesson is meaningful and focused, and that you are prepared to carry it through.

- Lesson Title – This should reflect the concept or major activity of the lesson.
- Objective – State what you want to accomplish.
- Time Required – Estimate the amount of time the lesson will require.
- Suggested Group Size – Identify how many children will be involved and how many leaders/older youth will be required to supervise the lesson.
- Materials Needed – List all materials and equipment needed for the lesson.
- Background Information – Think about and list information you and/or the children must have before beginning the lesson.
- Additional Resources – Identify resources in the community that could contribute information and experiences to the lesson. Field trips, community members with special skills, and the public library are a few possibilities.
- Preparing the Learner – Plan one or more introductory activities to provide the children with needed background information.
- Learning Activity – Plan the lesson as a series of logically sequenced steps and write out each step. Try to visualize the steps as you plan them, and think about how the children may respond. Most lessons, or a series of related lessons, will incorporate the following five steps:
 1. The "doing" activity.
 2. A time for children to "share" their reactions or observations.
 3. Discussion of what happened during the activity.
 4. A chance to think about how the activity has meaning for their daily life.

5. Discussion of how they might use their new knowledge in the future (Life Skills Experiential Learning Model –Do, Reflect, and Apply).

Evaluation – Decide beforehand how you will determine whether or not you have achieved the objective of the lesson. Possible ways to evaluate the success are observation of children’s behaviors during the activity (and any products they create) and asking the children questions about the lesson.

Follow up – Think about ways the children might extend their learning by engaging in related activities that provide additional information or a chance to practice new skills. Plan such activities for future meetings or provide parents with suggestions for following up on the lesson at home.

Positive Reinforcement – Provide each child with recognition for effort or accomplishment during the lesson time. Positive reinforcement may be a positive comment from the leader or from other children, an opportunity for the child to talk with others about his or her own work, or a sticker or certificate.

Your Role As A Volunteer Leader

As a volunteer leader, you have accepted a role of great responsibility. Children will look to you to help them affirm their own competence and worth. They also will look to you for guidance on how they should behave and for assistance in developing self-control. Your caring, enthusiasm, and support will make a difference in the life of each child.

Be sure to reinforce children for their successes. Support and encourage them when they are less than successful, present a welcoming attitude, and allow yourself to share their joy and wonder.

In addition to direct involvement with 4-H Cloverbud children, volunteer leaders also have responsibility to communicate regularly with families, explaining the program and encouraging their involvement. Look for opportunities to attend training and workshops offered in your area or online to help improve skills in working with children and in managing activities.

COMMUNITY SUPPORTS

The greater community provides a rich resource base from which you may draw. Often citizens with special skills or interests are eager to share their knowledge with children, if invited to do so. Field trips bring added relevance to topics you are exploring with the group.

There are also opportunities available that allow children to participate in and contribute to their community.

These community service activities give children a chance to connect with their communities and take pride in their accomplishments.

Conclusion

A successful 4-H Cloverbud program is the result of teamwork. Team members include volunteer leaders, older youth who serve as assistants, 4-H members, and families, and the 4-H Extension staff. Team members’ cooperative efforts create experiences that help children gain knowledge, develop skills, and form attitudes that contribute to a successful childhood, adolescence, and adulthood.

Thank you for joining the 4-H Cloverbud team.

You have many exciting and rewarding experiences ahead of you.

HAVE FUN!

CLOVERBUD RESOURCES

Leader Resources

South Dakota Guidelines for 4-H Cloverbuds 01-4120-2012, SD 4-H Cloverbuds program materials

Other Resources

The Ohio State University Extension Service:

4-H 710 GPM — Ohio's 4-H Cloverbud Program, Series I

4-H 711 GPM — Ohio's 4-H Cloverbud Program, Series II

Ohio 4-H Cloverbud Connections Newsletter: http://cloverbudconnections.osu.edu/learn_about.html

University of Minnesota Extension Service:

4-H-MI-05560 — Cloverbuds, a 4-H Discovery Program for 6 to 8 Year Olds

4H-MI-05561 — Cloverbuds Activity Sheets

4H-MI-07575 — Cloverbuds Activity Pkg. 100 activities requiring little/no supplies

University of Missouri Extension Service:

LG 4811 — Clover Kids Idea Book

North Dakota State University Extension Service:

FD 040 — I'm a Cloverbud

FD 240 — Cloverbud Leader's Guide

Purdue University Cooperative Extension Service:

Exploring 4-H Curriculum Guide

The following workbooks and activities are for grades K-3*

4H-BU-6863 — Seed, Stalks and Science: Agricultural Awareness

4H-BU-6864 — Food, Family and Fun: Consumer Science

4H-BU-6865 — Harvests, Husks & Harmony: Communication and Expressive Arts

4H-BU-6866 — Gift of Gold in Song (Audio Tape)

4H-BU-6867 — Gift of Gold in Motion (Video Tape)

4H-BU-6868 — Crazy About Corn (CD-ROM)

4H-MI-7138 — Corn is Maize

4H-BU-6360 — Exploring Farm Animals

4H-BU-6842 — Aerospace 1 – Pre Flight

4H-BU-7169 — Get Real! Get Active! Activity Guide

4H-BU-7170 — Get Active Video

4H-BU-7139 — Child Development 1 – Kids on the Grow!

4H-BU-6870 — Theatre Arts 1 — Journey into the Imagination

4H-BU-07597 — A Palette of Arts and Crafts – Helper's Guide for K-6

*Consult your county 4-H Youth Program Advisor for help in locating these items. Or visit <http://4-h.org>.

4-H CLOVERBUD VOLUNTEER JOB DESCRIPTION

Job Title

4-H Cloverbud Leader

Purpose

To guide and support Cloverbud members (grades K–3) by providing hands-on learning opportunities.

Success Criteria

4-H Cloverbud members participate in activities that are exploratory, cooperative, and fun in their approach to learning.

Responsibilities

- Provide interesting learning opportunities and activities for children in grades K-3.
- Give immediate, positive feedback in response to their involvement in the activity.
- Learn about developmental needs of children in grades K-3 and apply that information to the choice and delivery of learning opportunities.
- Share the responsibilities among 4-H Cloverbud members' families.
- Assist with enrollment in the county 4-H program.
- Work with organizational and other leaders to coordinate Cloverbud activities with other club activities, if Cloverbuds are part of a community 4-H club.

Time Required And Target Dates

- 1 to 1–1/2 hour activity meetings, held in conjunction with community 4-H club meetings or as separate meetings.
- 2–3 hours of preparation time per session.
- Meet monthly or at least 6 times a year.

Resources Available

- Cloverbud curriculum materials.
- Selected 4-H project area curriculum. SD 4-H Cloverbuds program materials.

Training Opportunities

- County, state and online.

Report To

- 4-H Youth Program Advisor

*For questions, contact your county 4-H Youth Program Advisor.

REFERENCES

- American Medical Equestrian Association. (1993). When can my child ride a horse? (Brochure) Waynesville, NC.
- Ames, C. (1981). Competitive versus cooperative reward structures: The influence of individual and group performance factors on achievement attributions and affect. *American Educational Research Journal*, 18, 273-87.
- Bean, T.L., & Wojtowicz, J. (1993) Farm safety for children: What parents and grandparents should know. Columbus, OH: The Ohio State University Extension.
- Dewey, J. (1916). *Democracy and education*. New York: Macmillan.
- Dewey, J. (1938). *Experience and education*. New York: Macmillan.
- Enns, J. T., & Akhtar (1989). A developmental study of filtering in visual attention. *Child Development* 60, 1188-1199.
- Humphrey, J.N., & Humphrey, J.H. (1989). *Child development during the elementary school years*. Springfield, IL: Charles C. Thomas.
- Johnson, D. W., & Johnson, R.T. (1989). *Cooperation and competition: Theory and research*. Edina, MN: Interaction Book Co.
- Johnson, D. W., Johnson, R. T. & Smith, K. A. (1991). *Cooperative learning: Increasing college faculty instructional productivity*. (ASHE-ERIC Higher Education Report No. 4) Washington, DC: The George Washington University School of Education and Human Development.
- Livestock Conservation Institute. (1994). *Youth & dairy cattle: A safe partnership*. (Video). Bowling Green, KY: Author
- Minuchin, P. (1977). *The middle years of childhood*. Monterey, CA: Brooks.
- National Association for the Education of Young Children. (1988). NAEYC position statement on developmentally appropriate practices in the primary grades, serving 5 through 8 year olds. *Young Children*. 64-84.
- National 5-8 Curriculum Task Force. (1991). *K-3 youth in 4-H: Guidelines for programming*. Families, 4-H and
- Nutrition, Cooperative State Research, Education, and Extension Service. Washington, DC: US Department of Agriculture.
- Seligman, M.E. (1995). *The optimistic child*. Boston: Houghton Mifflin.
- Shutske, J. (1995). *Is your child protected from injury on the farm?* St. Paul, MN: Minnesota Extension Service.
- Scheer, Scott D. (1997) *Programming Parameters for 5-8 year old Children in 4-H*, *Journal of Extension*, 35(4).

Mfr 1/3/03 cloverbuds leader guide.doc