

4-H Cloverbud Activity Record Book

Langlade County

September 2020 To August 2021



**UW-Madison Extension
Langlade County**

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This booklet or individual projects can be taken to Langlade County Fair. At the fair, you will be asked your name, club and general questions about your project—what materials did you use, did you name it, did you have fun making it, what was the hardest part, etc.

A LITTLE BIT ABOUT ME



Name: _____

Age: _____ Grade: _____

My family members: _____

My favorite activities: _____

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

Member signature: _____

MY 4-H CLUB



4-H Club Name: _____

4-H Club Leader's Name: _____

Phone Number: _____

4-H Club President's Name: _____

4-H Youth Educator's Name: _____

Phone Number: _____

MY 4-H CLOVERBUD STORY

My name is _____.

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

I have done activities like _____ and _____.

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

I liked it because _____.

My favorite project I showed at the fair was _____.

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

I liked being a Cloverbud this year because _____.

Parent /Guardian Comments:

Parent/Guardian Signature: _____ Date: _____



4-H EMBLEM

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

4-H MOTTO

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

4-H SLOGAN

The 4-H Slogan is
"LEARN BY DOING"



4-H ACTIVITIES

May include pictures of Cloverbud at various 4-H activities.
Use the optional photo section in the back of this book.

Planned

Accomplished

		Planned	Accomplished
Club Activities	Demonstration at Club Meeting	<input type="checkbox"/>	<input type="checkbox"/>
	Gave a Report at Club Meeting	<input type="checkbox"/>	<input type="checkbox"/>
	Club Talent Explosion Group Performance	<input type="checkbox"/>	<input type="checkbox"/>
	Club Committee: _____	<input type="checkbox"/>	<input type="checkbox"/>
	Club Picnic	<input type="checkbox"/>	<input type="checkbox"/>
	Lead the Reciting of Pledges	<input type="checkbox"/>	<input type="checkbox"/>
	Attend A Cloverbud Project Meeting	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>
County Activities	Project Discovery Day (Grab & Go Kit in 2021)	<input type="checkbox"/>	<input type="checkbox"/>
	Other Grab & Go Kit: _____	<input type="checkbox"/>	<input type="checkbox"/>
	Langlade County Fair	<input type="checkbox"/>	<input type="checkbox"/>
	Communication Contest	<input type="checkbox"/>	<input type="checkbox"/>
	Cloverbud Day Camp	<input type="checkbox"/>	<input type="checkbox"/>
	Cloverbud Coloring Contest	<input type="checkbox"/>	<input type="checkbox"/>
	Achievement Celebration (Drive In Movie in 2020)	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	

The page features a decorative border composed of overlapping light blue circles and scattered stars in red, white, and blue. The stars vary in size and are distributed throughout the border, creating a festive, patriotic theme.

PLEDGE OF ALLEGIANCE

(Place right hand over heart.)

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

4-H PLEDGE

I pledge

my **HEART** to
greater loyalty,



(Right hand over heart)

my **HEAD** to
clearer thinking,



*(Right hand points
to forehead)*

my **HANDS** to
larger service,



*(Arms slightly bent,
palms up)*

and my **HEALTH**
to better living,



(Arms at sides)

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

NATURE RUBBINGS

Living things all have texture. By making nature rubbings you can see things you may not have otherwise noticed. When you make a rubbing of a leaf, the veins, stem and shape stand out. You can also compare the texture of items by making rubbings of them.

Let's observe nature!

Materials:

- Newspaper
- Crayons (with paper peeled off)
- Fresh leaves, wild flowers, weeds, grasses, twigs or reeds
- White paper



4-H Connection

4-H provides just enough structure and guidance for youth to feel secure exploring their world, personal interests, and potential career paths. This is due in part to the amazing volunteers we have in our programs. Volunteers are caring adults who are trained to keep risk management in mind including physical, mental, and emotional safety of youth participants. 4-H volunteers aim to create a positive, safe, inclusive environment at project or club events.

Procedure:

1. Go on a nature walk and collect some leaves, wild flowers, weeds, grasses, twigs or reeds.
2. Spread newspaper onto the work area.
3. Place your findings onto the newspaper.
4. Place the paper on top of the leaves or wildflowers you would like to make rubbings of.
5. Hold the crayon sideways and rub over the objects.
6. Watch the leaves and wildflowers appear as you rub the crayon over them.
7. Try making different patterns by arranging the materials in rows or circles.
8. Now, let's go outside with our paper and crayon and make rubbings from surfaces such as brick walls, tree trunks or anything else with texture!
9. Grab more paper and create wrapping paper, or cut out small rubbings and attach them to a greeting card to make something that can be taken to Creative Arts Day or the Central WI State Junior Fair.



NATURE RUBBINGS

Now that you know how to make creations on paper by rubbing a crayon over a textured surface, tell us more about this activity.

1. Describe the process of making a nature rubbing in your own words. What do you do first? What did you do after that?
2. How do you know when a nature rubbing is complete?
3. What was your favorite part of making the nature rubbings?
4. What object that you rubbed created the most texture?
5. If you could make another nature rubbing, what would you rub?

Put clippings, pictures, or drawings of your completed nature rubbings or of you making your artful creations here.

POPSICLE STICK SCARECROW PUPPET

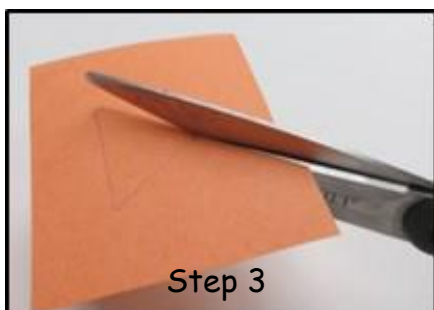
Materials:

- 8 jumbo popsicle/craftsticks
- 4"X4" square cardboard (cereal box works well)
- Glue (either hot glue gun and sticks or glue dots)
- Yellow and orange cardstock or construction paper
- Brown marker or brown paint and brush
- Scissors
- Wiggly eyes or eyes cut from paper
- Optional: flower or embellishment for hat



4-H Connection

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



Procedure:

1. Spread glue on cardboard and attach 6 popsicle sticks in a row. Glue the last popsicle stick diagonally across the top 1/3 of the sticks to create the bill of the scarecrow's hat.
2. Using the brown marker or paint, color the hat brown.
3. Cut the orange paper into a triangle for the nose. Cut yellow paper into strips for hair.
4. Arrange and glue hair underneath diagonal hat stick. Arrange and glue nose in the center of the face area. Line up and glue eyes near nose.
5. Using the brown marker or paint, draw a smile on your scarecrow.
6. Glue the last popsicle stick to the back of the scarecrow puppet. Glue optional embellishments to scarecrow's hat, if desired.



POPSICLE STICK SCARECROW PUPPET

Now that you have completed your popsicle stick scarecrow puppet, please share what you learned while completing this craft.

1. What is your scarecrow puppet's name?
2. Scarecrows were originally created to scare the crows away from plants in a garden. Do you think your scarecrow would scare any birds away? Why or why not?
3. What was your favorite part of making the scarecrow puppet?
4. What was the most difficult part of this activity?
5. If you could make another popsicle stick puppet, what kind would you make? (examples of other puppets include: pumpkin, witch, snowman, Santa, etc.)

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

HOLIDAY ORNAMENTS

Materials:

- Two shatterproof holiday ornaments with removable hangers
- Hole punch
- Glue stick
- Scissors
- Mini marshmallows
- Assorted small pom poms
- Black and orange scrap paper

WARNING: An adult should ensure ridge around top of ornament is free from sharp edges (use an emery board or fine sand paper if necessary to smooth edges).

Directions for Pom Pom Ornament

1. Remove hanger from shatterproof holiday ornament and set aside.
2. Insert assorted pom poms into ornament. Use as many as you think looks nice.
3. Use a skewer or popsicle stick to gently move pom poms around inside ornament, if needed.
4. Replace ornament hanger when you are finished with your creation.



4-H Connection

One of the essential elements of 4-H is generosity. 4-H youth and their families participate in community service projects to improve the places where they live, work, and play. 4-H Youth Development believes that young people at all ages can learn about the world around them and use their heads, hearts, hands and health to do actions (big and small) that make their communities better.

Directions for Snowman Ornament

1. Punch 10 black circles from black construction paper or cardstock using the hole punch.
2. Using the glue stick, attached two black dots for the snowman's eyes then arrange the remaining eight dots to form the snowman's smile.
3. Using the scissors, cut a triangle shape from the orange paper for the snowman's carrot nose.
4. Attach the snowman's nose with glue between the eyes and mouth.
5. Remove hanger from shatterproof holiday ornament and set aside.
6. Insert mini marshmallows into ornament. Use as many as you think looks nice.
7. Use a skewer or popsicle stick to gently move marshmallows around, if needed.
8. Replace ornament hanger when you are finished with your creation.

HOLIDAY ORNAMENTS

Now that you know how to make your holiday ornament, please share what you learned while completing this craft.

What was your favorite part of making the ornament?

What was the most difficult part of this activity?

If you could make another holiday ornament, what kind would you make?

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

STRAW-BLOWN PAINTING

Let's create a masterpiece!

Materials:

- A Rimmed Baking Sheet or shallow cardboard box
- Aluminum Foil
- White Paper
- Tempera Paint or Watercolor Paint
- A Cup of Water
- Plastic Straw
- Googly eyes, optional but fun!

Procedure:

1. Line the baking sheet with aluminum foil and place the white paper on the sheet.
2. Pour tiny puddles of paint in a couple spots on the paper. Add a few drops of water to the paint to help it spread a little easier.
3. Take the straw and blow through it on the different puddles. Try blowing hard, soft and in different directions to see what happens.
4. Lay the painting flat and allow to dry.
5. Once dried, you can cut around the coolest painted pieces and attach them to a greeting card. Or if you used a large piece of paper, you could use it as wrapping paper.
6. If desired, glue googly eyes to the cute straw blown paint creatures to bring them to life!

4-H Connection

Art has been one of the top projects in Wood County for many years. Within the category of Art, youth can explore visual arts, textile arts and communication arts. There are statewide Art Camps open to youth as young as eight years old. There are also contests open to youth as young as Cloverbuds. The Wood County Youth Connections newsletter will communicate information about contests and camps when information becomes available. If you do not currently receive the newsletter, please contact the Extension Wood County Office.



STRAW-BLOWN PAINTING

Now that you know how to make straw-blown paintings, please share what you learned while completing this craft.

1. What was your favorite part of making the painting?
2. What was the most difficult part of this activity?
3. If you could make another painting, what would you do differently?

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

THE GIANT'S BREAKFAST

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

Materials:

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

4-H Connection

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

Procedure:

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



THE GIANT'S BREAKFAST

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

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

THE GIANT'S BREAKFAST

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

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

What were the easiest parts of the story to imagine?

What were the hardest parts of the story to pantomime?

What other parts of the giant's house would you like to imagine?

MUSIC TIME!

Let's make some music using upcycled items. Below are directions for creating three musical instruments.

Finger Plinker

Materials:

- Shoebox with lid or empty facial tissue box
- Scissors
- Small handful of different sized rubber bands
- Paints or markers to decorate, if desired

Procedure:

1. Cut a circle out of the middle of the shoe box or tissue box using the scissors.
2. Place the lid on the shoe box and place the rubber bands around it so they cover the hole.
3. Play by plinking or strumming the rubber bands.
4. Decorate then have fun with your new instrument.

Bottle Shaker

Materials:

- Empty and dry plastic bottle with lid
- Beads, pebbles, or uncooked rice
- Funnel, optional
- Paint or markers to decorate, if desired

Procedure:

1. Place beads into the plastic bottle using funnel, if needed, then screw the lid on.
2. Optional: super glue on the threads of the bottle after putting beads in secure the lid on bottle.
3. Try using different sized bottles and different items inside to see if the sound changes.
4. Decorate then have fun with your new instrument.

Paper Plate Maraca

Materials:

- Two paper plates
- Staples and stapler or glue
- Dried beans or small pebbles
- Paints or markers to decorate, if desired

Procedure:

1. Place some beans or pebbles on one paper plate.
2. Flip the second paper plate over so the front of each paper plate are facing the beans or pebbles.
3. Secure the paper plates by gluing or stapling around the edges
4. Decorate then have fun with your new musical instrument.

4-H Connection

A sense of Mastery is one of the four essential elements of 4-H. Mastery, in this case, means youth learn more and more about their project every year. 4-H builds on what youth know to help them grow in their skills and understanding with each year of participation. After several years in a project, they gain Mastery and share what they have learned with younger youth, starting the cycle of learning all over again.

WARNING: This project encourages the use of small pebbles, dried beans, etc. may be a choking hazard. Use caution and only use items as described in directions. Keep instruments and materials away from unattended young children.



MUSIC TIME!

Now that you know how to make three different musical instruments, please share what you learned while completing these crafts.

Which musical instrument(s) did you make?

If you made the Shaker: Explain why do you think different sized bottles would make different sounds.

If you made the Finger Plinker: Explain why do you think different sized rubber bands make different sounds.

If you made the Maraca: Explain why rocks would sound different than beans inside the maraca.

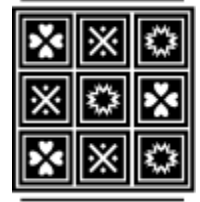
What was your favorite part of making musical instrument(s)?

If you could make another instrument, what would you make?

Draw a picture or write about you making or playing your musical instrument(s).

QUILT SQUARES

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



Let's make our initials in a quilt square!

Materials:

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

4-H Connection

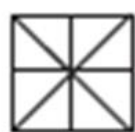
Just like quilts have been one way of communicating family history over time, the 4-H Record Book serves as a way to document growth in the 4-H program. It is most helpful to work on this throughout the entire 4-H year. This Cloverbud Activity/Record Book is specifically designed to foster this work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

Procedure:

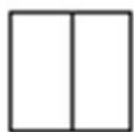
1. Find the quilt square on the Quilt Squares Activity Page that matches the first letter of your first name and circle it. Choose the shapes from patterns that are in this quilt square.
2. Use the scissors to cut out the shape patterns that you need to make your first quilt square. (You can find the shapes on pages 29 and 31.)
3. Trace the shape patterns onto any color of construction paper.
4. Use the scissors to cut out the shapes you traced.
5. Glue the shapes onto one of the pieces of cardboard. Be sure to make your quilt square look the same as the quilt square for the first letter of your name. Set this quilt square aside.
6. Repeat these steps for the first letter of your last name.
7. Using the hole punch, punch 3 holes in the bottom of your first quilt square and 3 holes in the top of your second square.
8. Use yarn to tie the two squares together by tying a loop through each set of holes.
9. Punch 2 holes in the top of your first quilt square.
10. Use yarn to make a hanger for your quilt square initials.

Quilt Squares Activity Page

A



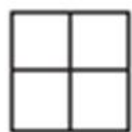
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C



D



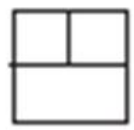
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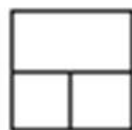
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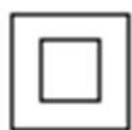
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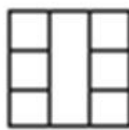
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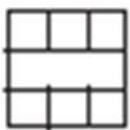
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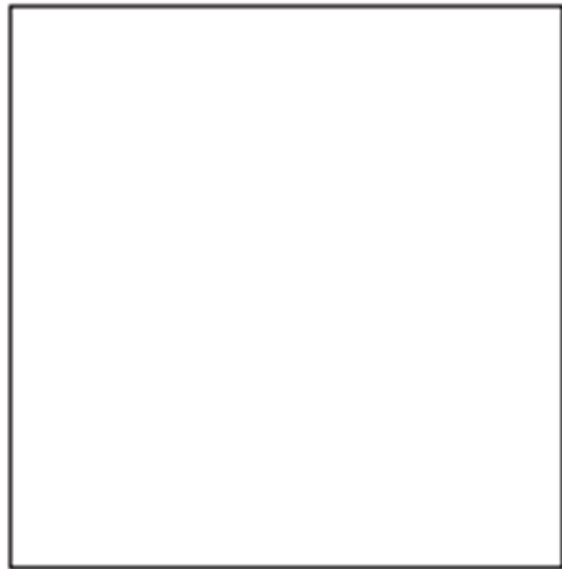
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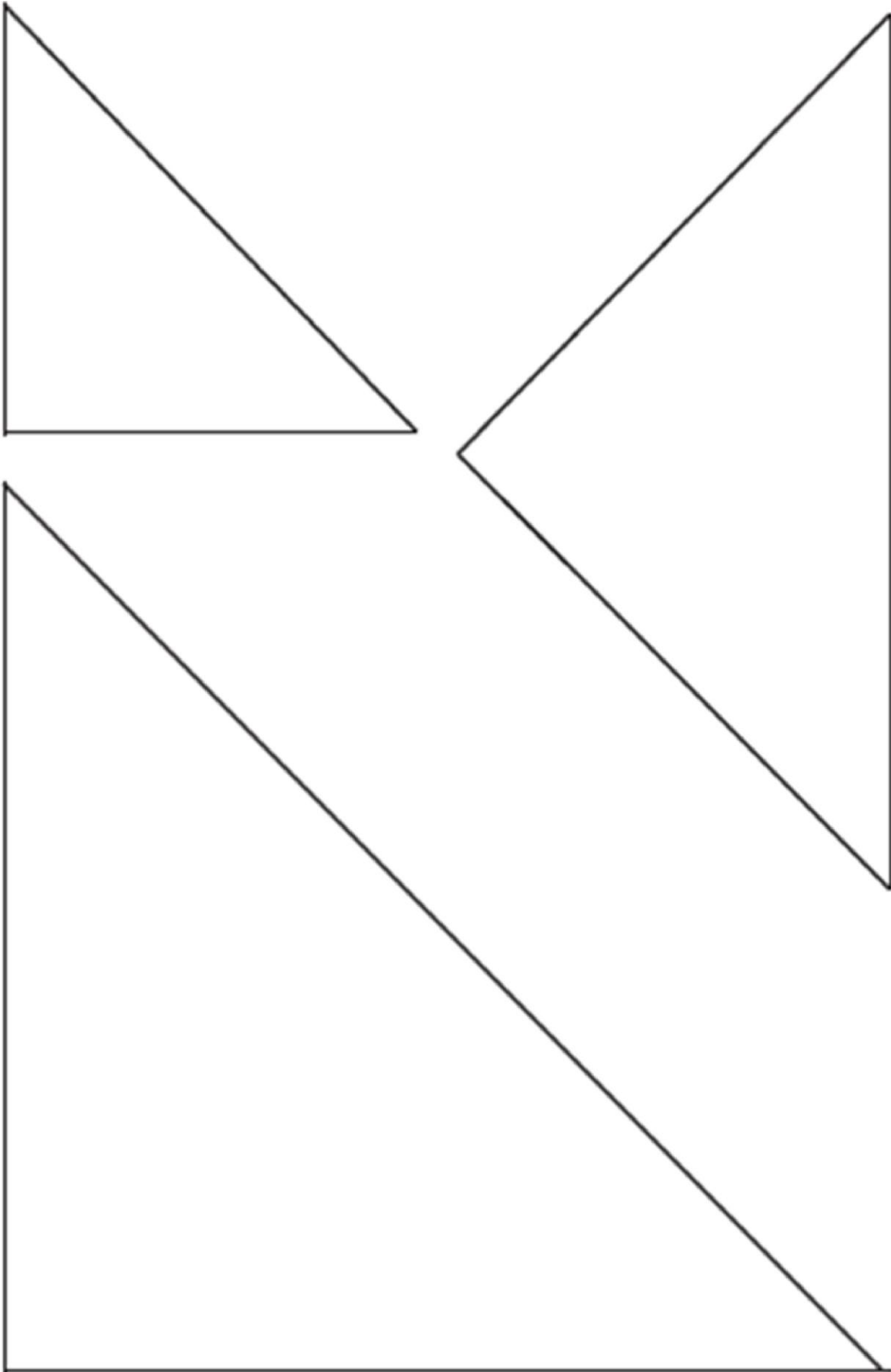


Square Shape Patterns



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Triangle Patterns



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QUILT SQUARES

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

What was your favorite part of making your paper quilt?

What was the most difficult part of this activity?

If you could make another paper quilt, what would you do differently?

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

GROWING WITH GROUNDWATER

Plants need water to grow. Water comes from precipitation and groundwater. We are going to build a mini terrarium that will allow our plants to grow using groundwater as the source of water.

Time to plant!

Materials:

- Clear plastic container or jar with lid (wide-mouth canning jar would work well for this)
- Gravel
- Potting Soil
- Spray Bottle Filled with Water
- Plant Seeds (Herbs or Vegetables Grow Quickly)
- Large Spoon or Trowel

Procedure:

1. Fill the bottom of your jar with 1 to 2 inches of gravel and add about 4 inches of potting soil on top of the gravel.
2. Plant the seeds as directed on the seed package.
3. Water generously with a spray bottle. Watch as the water trickles down through the soil and into the gravel layer. The water you see below the surface of the soil is called groundwater and will be used by the seeds.
4. Secure the lid and place in a sunny window. Over the next few days, watch as the sides of the jar become foggy. This is condensation or clouds. As the water on the walls of the jar becomes heavy it will fall onto the ground as rain and will become groundwater again.
5. If your jar becomes too foggy, open the lid slightly for a day or two. If you leave the lid off too long, the soil may dry out. If this happens just spray some more water in the jar.
6. Watch your seeds grow.

What do you think will happen to the seeds?

How long do you think the seeds will take to grow above the soil so you can see them?

Do you think your terrarium will get too foggy or too dry first? Make a prediction now then come back and write what actually happened.



4-H Connection

4-H creates a safe space where youth can take what they know, develop an idea (or hypothesis) and test it out. It doesn't matter if their idea does or doesn't work. It doesn't matter if their hypothesis was or wasn't right. What does matter is the exploration of their ideas, trying something new, and knowing it is okay to fail sometimes. That's when the learning happens.

GROWING WITH GROUNDWATER

Now that you know how to plant seeds and grow plants, please share what you learned while completing this activity.

What was your favorite part of this groundwater experiment?

What happened to your covered container two days after you placed it in a sunny place?
Did you see water on the side of the container?

If you could make another terrarium, what would you plant in it?

Draw a picture or write about you making your terrarium.

WHAT DO SEEDS NEED?

Plants, just like humans, need certain things to survive. The four things plants need to survive are water, sunlight, nutrients and air.

Let's Experiment!

Let's experiment with the needs of seeds. We will try planting seeds and placing one to grow in the light and the other in a dark place.



Which plant do you think will sprout more quickly: the plant in the light or the plant in the dark?

What are the 4 things plants need to survive?

1. _____
2. _____
3. _____
4. _____

Materials:

2 Plastic Cups or Pots
Potting Soil
Seeds
Water

Procedure:

1. Fill the plastic cups or pots 2/3 full with potting soil
2. Plant the seeds according to the directions on the package.
3. Water the seeds so the soil is damp.
4. Place one cup or pot in a well lit area and the other in a dark area without light.
5. Water regularly and watch them grow!

What happened to the seed that was placed in the light?

What happened to the seed that was placed in the dark?

USING YOUR SUPER SENSES



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

Most people do not eat the recommended amount of vegetables and fruit. According to myplate.gov, children should eat 2 1/2 cups of vegetables each day and 1 1/2 cups of fruit per day. If we are not familiar with a vegetable or fruit, it can be tough to try a new taste. Sometimes we need to see and learn about a fruit or vegetable a few times before we learn to like it. Vegetables and fruits are packed with vitamins, minerals and fiber that keep us healthy. They help us grow strong, have healthy skin and hair, and do our best when we play and learn.

4-H Connection

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

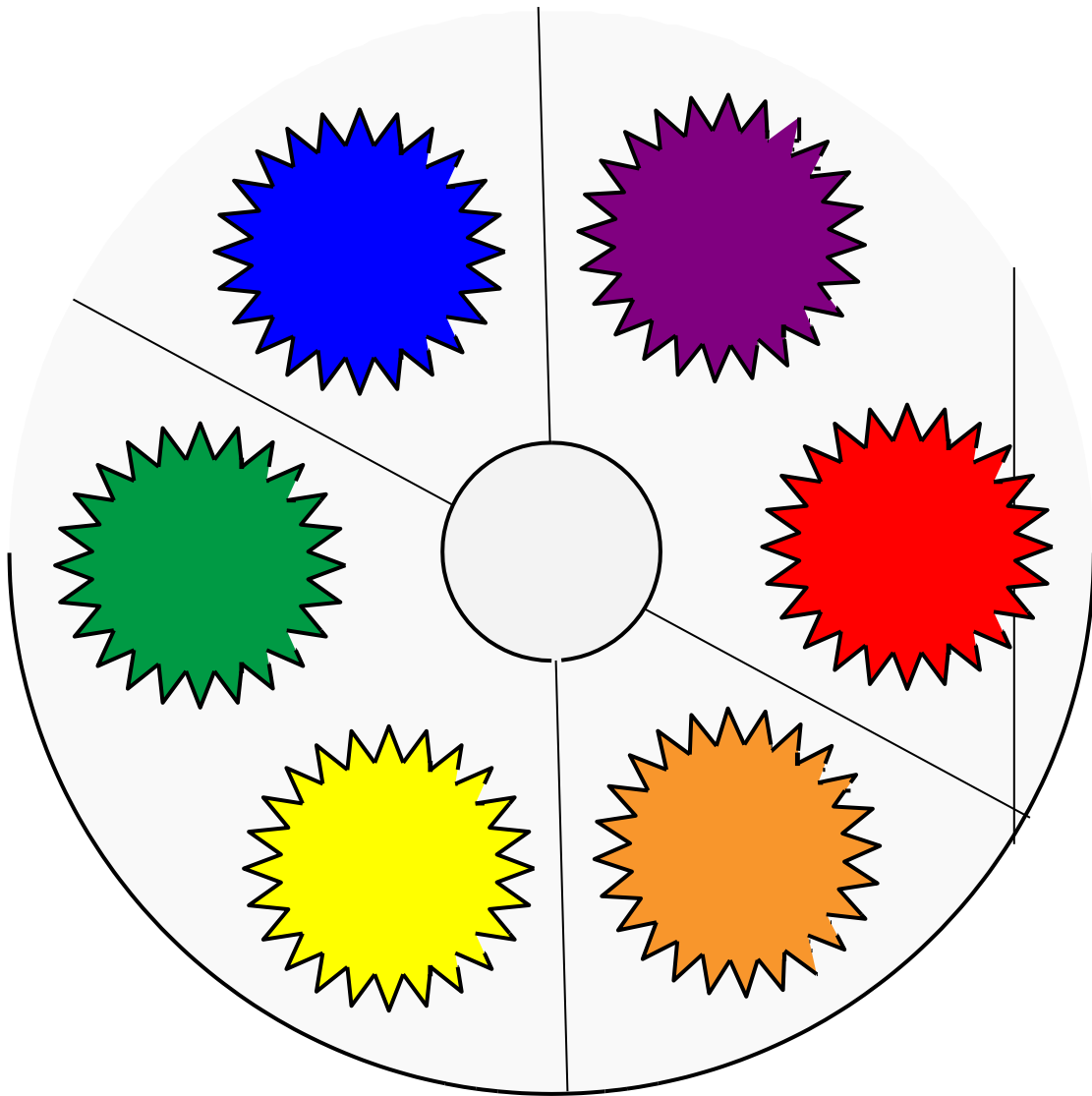
Materials:

- Crayons or colored pencils
- White medium-sized paper plate
- 14"x22" white poster board
- A banana or pineapple slice placed inside a small paper bag (don't tell youth which one)
- An orange or a kiwi placed inside a small paper bag (don't tell youth which one)
- Baby carrots or a carrot stick
- Blueberries in a clear container
- Red bell pepper

Procedure:

1. Using the color wheel (next page), write at least one fruit or vegetable for each color.
2. Put a checkmark (✓) behind the fruits and vegetables you have tasted before.
3. Using your sense of smell only, see if you can identify which fruit someone put inside the first small paper bag.
4. Using your sense of touch only, see if you can identify which fruit someone put inside the second small paper bag.
5. Ask everyone to close their eyes and see if they can guess what vegetable you are eating using only their sense of hearing. Bite into a baby carrot or carrot stick.
6. Pretend you are creating a healthy snack on a paper plate. Draw two vegetables or fruits. One that you know you already like and one that you haven't eaten that you want to try. Aim to get two different colors of fruits or vegetables on your paper plate. Next to each food item, write how that food might help your body (see the above Did you know? Section for the information).

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



Reflection Questions:

Did you guess correctly or incorrectly the fruits inside each small paper bag?

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

How did you choose the two fruits and vegetables you drew on your plate?

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

MARSHMALLOW POPPERS

See how far marshmallows fly with these reusable, recycled popper. Your popper can also be used to spread birdseed for your feathered friends or celebrate holidays with

Materials:

- Empty toilet paper tubes
- Decorative scrap paper
- Markers to decorate popper, if desired
- 12" balloons
- Scissor

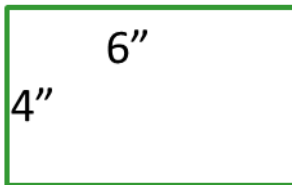


4-H Connection

4-H is about having fun! By creating something fun from an item that might otherwise be discarded (toilet paper tube), we can save the landfill from unneeded rubbish while also creating a toy to play with. Have fun with this popper by exploring the many different uses. Construct two poppers and have some friendly competition to see how far you and your friend can fling things, like mini marshmallows!

Directions:

- 1) Cut a piece of paper into a rectangle measuring 4" X 6". Decorate if desired.



- 2) Using glue or tape, secure the rectangle around the empty toilet paper tube.



- 3) Tie a knot in the end of a balloon. Cut the top 1/3 of the balloon off. Keep the part of the balloon that has a knot.



- 4) Carefully stretch the balloon over one end of the toilet paper tube. If it doesn't stay securely on the tube, tape can be used to secure it in place.



- 5) Put a mini marshmallow or other small, unbreakable object inside the empty tube. Aim the tube away from people. Pull the knot in the balloon back a few inches and quickly release your hold on the knot. The marshmallow or small object should be propelled forward.



MARSHMALLOW POPPERS

Circle the parts of the popper that are reused.

Toilet paper tube

Paper

Balloon

You can use your popper to send small objects flying. Construct two part poppers and have a friendly competition with friends to see who can send a mini marshmallow flying the farthest. Then measure how far it flew. Whose marshmallow went the farthest?

With an adult's help, find five objects that fit inside your popper that are safe to pop. Examples of objects include: regular sized marshmallow, mini marshmallow, pom pom, cotton ball, balled up piece of paper, etc. Now, pop each item then measure the distance they flew. List the items in order, from farthest to shortest distance flown,

Object:	Distance flown:

How many feet did the farthest object fly?

Attach a photo or draw a picture of your marshmallow popper.

TAKEOFF!

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

Materials:

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

4-H Connection

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

Procedure:

1. Construct one paper airplane using the Simple Paper Airplane Template on page 43.
 2. Construct one paper airplane using the Dart Paper Airplane Template on page 44.
 3. Make a prediction, Which airplane design do you think will travel the farthest?
-
-

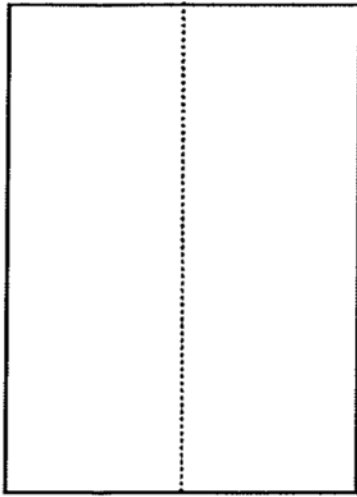
4. Test each airplane by gliding it. Measure the distance they traveled and record them below. Test each plane three times to compare the results. Was your prediction correct? Why or why not?
-
-

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

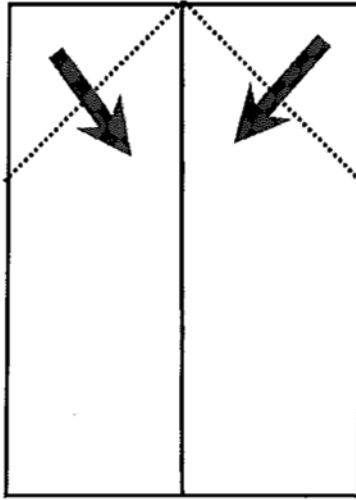
7. Retest each airplane by gliding it. Measure the distance they traveled and record them below. Test each plane three times to compare the results. Was your prediction correct? Why or why not?
-
-

How far did they fly?	Test 1 w/out paper clip	Test 2 w/out paper clip	Test 3 w/out paper clip	Test 1 with paper clip	Test 2 with paper clip	Test 3 with paper clip
Simple Airplane						
Dart Airplane						

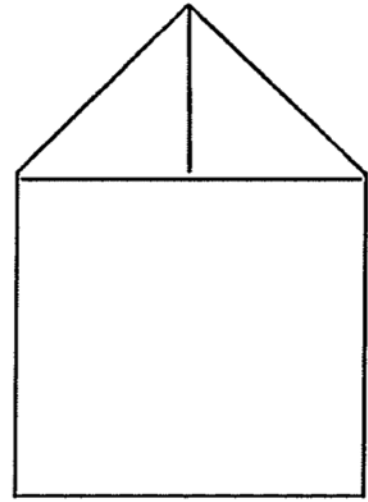
A Simple Paper Airplane Template (fold at dotted lines)



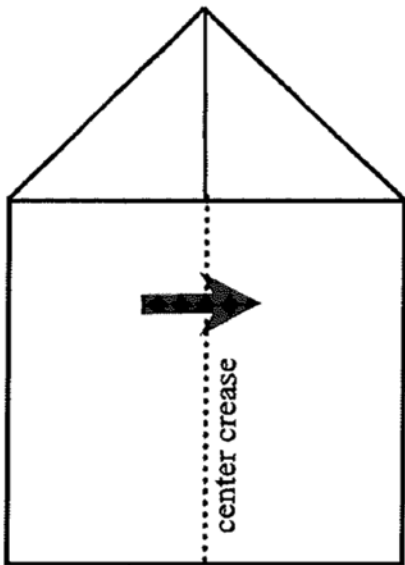
Crease paper in half



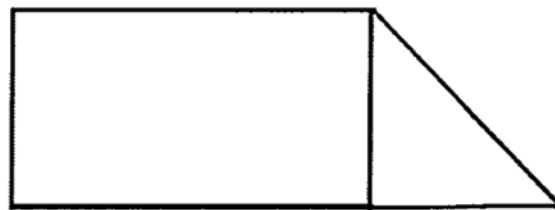
Fold corners down



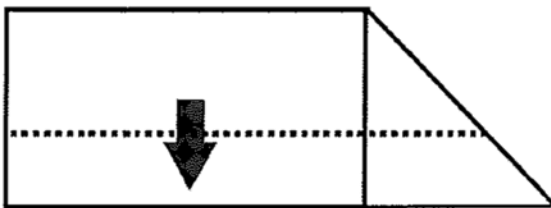
Should look like this



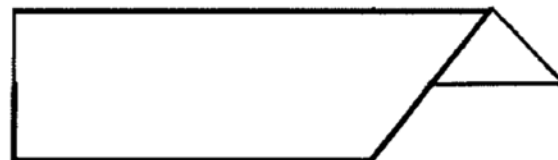
Fold plane in half at center crease



Should look like this

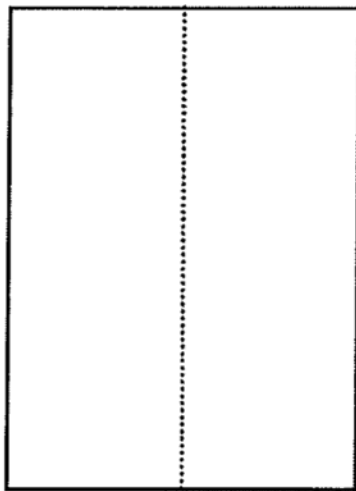


Fold wings down

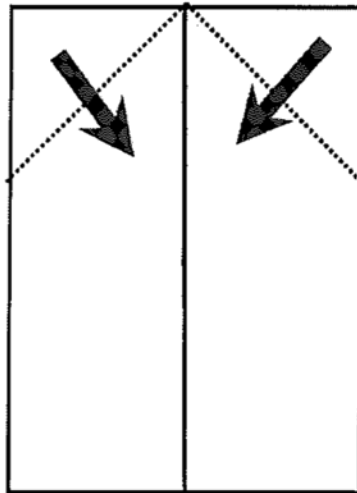


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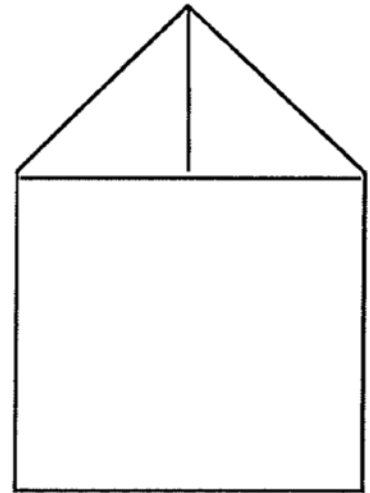
Dart Paper Airplane Template (fold at dotted lines)



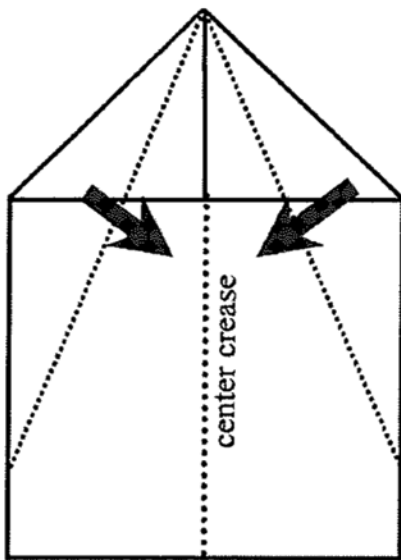
Crease paper in half



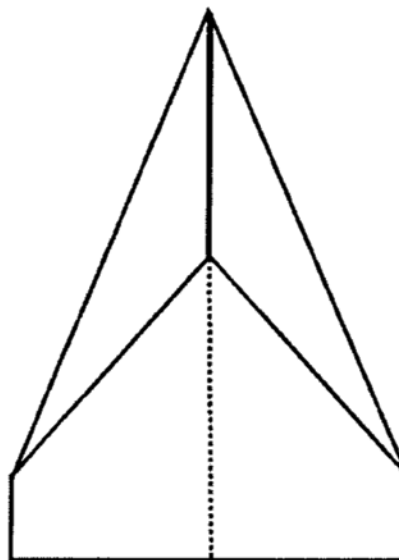
Fold corners down



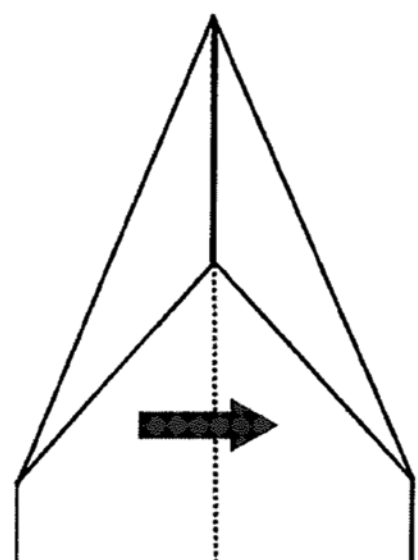
Should look like this



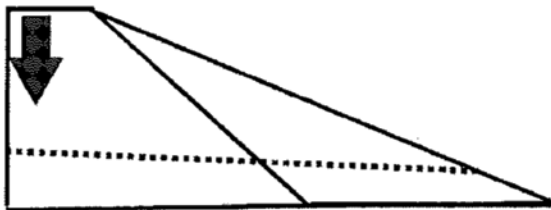
Fold sides into center crease



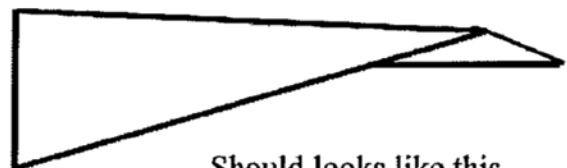
Should look like this



Fold plane in half at center crease



Fold wings down



Should look like this

TAKEOFF!

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

What was your favorite part of this paper airplane experiment?

Which paper airplane design traveled farthest?

Did adding a paperclip change the distance the plane traveled?

If you could make another paper airplane and try this experiment again, what style of airplane would you design?

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

ALL ABOUT LEAVES

Let's collect, identify and preserve leaves!

Materials

- Roll of Wax Paper
- Fall Leaves
- Plain, Scrap Paper
- Clothes Iron
- Ironing Board
- Old T-shirt
- 9 x 12" Construction Paper
- Stapler or glue
- Marker for Labeling Leaves
- Tree Field Guide

4-H Connection

Fall leaves present an opportunity for us to stop and take a look around at how our world can change so quickly. Leaves can be green one day and then they change colors and float to the ground the next. In 4-H, it is important to also to stop and take a look around. Look at what older 4-Hers are doing so younger 4-Hers have something to aspire to.

Procedure:

1. Take a nature walk and collect some fall leaves.
2. Using a tree field guide identify each leaf (see next page.)
3. Lay leaves flat by layering them between plain paper. Repeat layers until all leaves are placed. Make a paper-and-leaf sandwich and place a heavy book on top. After a couple of days carefully remove the pressed leaves. Use a clothes iron to smooth the leaves out if you don't want to wait!
4. Cut two pieces of waxed paper 1 foot long. Lay out the pressed leaves on one piece of the waxed paper in any pattern, but make sure to leave a 1 inch border on the long sides and a 2 inch border at each end.
5. Have an adult help you with ironing your design.
 - A. Fabric is needed between the wax paper and the iron. Place a piece of soft, thin cotton cloth on the ironing board. (An old T-shirt works well)
 - B. Place your wax paper with your leaf design on top of the cloth.
 - C. Place the second piece of wax paper on top of your leaf design.
 - D. Place a second piece of cloth on top of that.
6. Set the iron to a medium setting. When the iron is heated, press it firmly onto the cloth where one corner of the wax paper is located. Slowly pull the iron across the cloth over the wax paper while maintaining firm pressure. It will only need a second or two for the wax to adhere. Repeat until the entire assembly has been ironed.
7. Use the construction paper to make a border around your waxed paper and adhere it using a stapler or glue.
8. Have an adult help hang your artwork in a window!















ALL ABOUT LEAVES

Leaf Identification Guide

Circle the leaves you have found around your house, school, neighborhood, or on a nature hike.

				
Maple	Oak	Birch	Ash	Poplar
				
Black Walnut	Hickory	Sycamore	Basswood	Cottonwood

These are just a few types of leaves, please use a Tree Identification Guide from a bookstore or library for more information. Or check out the Wisconsin Department of Natural Resource (DNR) <http://eekwi.org/veg/treekey/treestart.htm>

ALL ABOUT LEAVES

Draw a picture or attach a photo of your waxed paper leaf craft or of you on a nature walk in the woods.



CREATE-A-CRITTER

Make up a brand new critter!

4-H Connection

“To Make the Best Better” — The 4-H motto encourages each member to do his or her best and improve the next time, so their “best” becomes “better.” Members stretch their abilities and capacities to reach their full potential. Create more than one critter and see if how your ability to create changes over time.

Materials:

- Straws
- Toothpicks
- Cotton balls
- Paper
- Paper plates
- Modeling clay
- Crayons
- Leaves
- Sticks
- Bottle caps
- Buttons
- Any other items you might have

Procedure:

Construct your critter by using some of the materials listed, and then draw a picture of your creation. Decide the details by completing the sentences below.

My critter’s name is _____.

It lives in the _____.

It eats _____.

It moves by _____.

It is special because it _____.

Draw a picture or attach a photo of you and your critter creation.



CREATE A HABITAT

Choose an animal and create its habitat!

For this activity, choose any animal and look up its habitat. An animal's habitat is the area in which it lives. For example, your habitat is your house because it is where you live.

You can make your habitat out of anything you would like. A few suggestions are: shoebox, construction paper, glue, markers, grass and twigs.

4-H Connection

Wildlife WHEP Wisconsin 4-H & Wisconsin 4-H Forestry offers hands-on learning activities, art contest, and wildlife/forestry contests. These educational opportunities are open to youth in grades 3-13, so it's something to look forward to. For more information visit: fyi.extension.wisc.edu/whepwi4h/

My animal is a _____.

It lives _____.

It eats _____.

Draw a picture or attach a photo of you and the habitat you researched and recreated.



ANT ANATOMY

Create your own ANT!

Ants are a type of insect that have six legs, two antennae and three body sections. The three body sections are the head, thorax and abdomen.

Ants live in colonies made up of queens, males and workers. They are amazing creatures that come in different colors, with black being the most common. Ants can carry up to 27 times their body weight!

What color ants have you seen before? _____.

How many antennae do ants have? _____.

Can you name the three body sections of an ant? _____.

How many legs do ants have? _____.

Time to make your ant!

Materials:

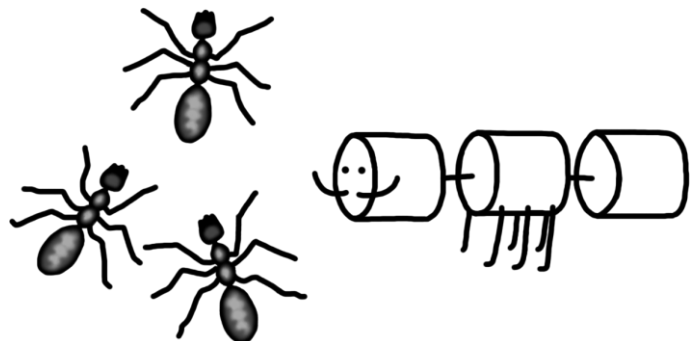
- Three large marshmallows
- 4 large pipe cleaners cut in half
- 2 toothpicks
- Scissors
- Markers

Procedure:

1. Use the three large marshmallows as the body sections and connect them using toothpicks.
2. Cut 4 large pipe cleaners in half to make 8 small pipe cleaners. Use 6 for the legs and insert 2 for the antennae.
3. Decorate your ant using markers.

4-H Connection

Much like ants (who have three main body parts) a good 4-H club meeting should have a balance of three main parts: education, business, and recreation. Members should leave a meeting knowing what business they discussed, learned something, and had fun!



ANT ANATOMY

Draw a picture or attach a photo of you and your ant creation.

SAND PAINTING

Let's create a picture using sand!

Procedure:

Materials:

- Dry sand (in paper cups)
 - Pencil
 - Crayons
 - White glue
 - Paper or cardboard
 - Newspapers
1. Use a pencil to draw a picture design lightly on paper.
 2. Apply a bead of glue to the pencil lines.
 3. Sprinkle sand gently over the wet glue.
 4. Tilt the paper so the extra sand falls off the paper onto the newspaper.
 5. Let dry.
 6. Use crayons to add details or color to the sand painting.



4-H Connection

Arts & Crafts is a national 4-H project. It features curriculum that will guide you through the project. For a copy contact your County 4-H Office . For more internet resources explore: <https://fyi.uwex.edu/wi4hprojects/arts-communication/arts-crafts/>

Note: Colored sand can be used, if available.

Draw a picture or attach a photo of you and your sand painting.

GRAHAM CRACKER SCRAM

Let's make a delicious and nutritious snack!

Make sure to ask an adult for help!

Ingredients:

- Graham crackers
- Peanut butter
- Bananas, sliced
- Milk

Equipment:

- Plastic knife
- Paper plates
- Cups for milk
- Napkins



4-H Connection

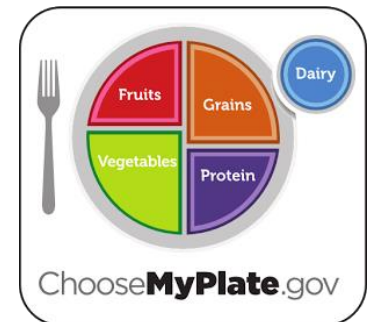
Foods & Nutrition is a national 4-H project within the category of Family, Home, and Health. This project area includes cooking, baking, and food preservation.

Procedure:

1. Before making the snack, make sure to wash your hands with soap and warm water.
2. Use the plastic knife to slice the bananas.
3. Take a half of a graham cracker and spread peanut butter on it. Put the slices of banana on top of the peanut butter. Add the other half of the graham cracker to the top and enjoy with a glass of milk.

This snack includes many food groups. Can you draw a line to the correct food group each ingredient belongs in?

- | | |
|-----------------|---------|
| Graham crackers | Dairy |
| Peanut butter | Fruits |
| Banana | Protein |
| Milk | Grains |



This snack is made with everyday foods that are healthy for us, like peanut butter and fruit. Can you think of any other everyday foods you could use to make a similar snack with at least three food groups?

FIRST AID

Examine the items you find in a first aid kit, and write what they are used for.



Bandages



Sterile Gauze



Adhesive Tape



Antiseptic Wipes



Antibiotic Ointment



Sterile Gloves

Now, let's make a first aid kit!

Ask an adult to help gather the materials listed above. Find an old coffee can, plastic zip-lock bag, old lunch box, plastic container or anything that can help hold your first aid supplies. Keep your first aid kit in a safe place you can easily get to.

4-H Connection

Health is a national 4-H project within the category of Family, Home and Health. This project area focuses on first-aid skills, lifesaving skill development, hygiene, nutrition and physical activities.

FIRST AID

Draw a picture or attach a photo of you and your first aid kit.

LET'S LEARN ABOUT SOUND!

Sound is a vibration moving through air, water, or some other material. Our ear collects these vibrations and turns them into a signal which is sent to our brain.

Let's Make Some Noise! Build a Kazoo!

Materials:

- Toilet Paper Tube
- Waxed Paper
- Rubber Band
- Crayons
- Scissors



4-H Connection

4-H provides a safe space for youth to master skills and develop their natural curiosity. Encouraging a child to take a project or activity one step beyond the directions, with the aid of a caring adult, allows the young person to try something new and explore the previously unknown.

Procedure:

1. Cut a 2 1/2" square of waxed paper to cover the toilet paper tube.
2. Secure the waxed paper to the end of the toilet paper tube using a rubber band.
3. Decorate your kazoo using crayons.
4. Practice humming without your kazoo.
5. Now try to hum using your kazoo. Put your lips against the wax paper and hum.

Does your humming noise sound different when you use a kazoo?

What is vibrating on your kazoo?

Do you think that changing the length of the kazoo will change the sound?_____.

Try it! Use a paper towel tube instead of a toilet paper tube.

Draw a picture or attach a photo of you and your kazoo.

MAKE A CONSTELLATION

Constellations are pictures made up of stars. They were often named after items people were familiar with like animals or mythical people. Construct a constellation.

Materials:

- 8 ½ " x 11" White Paper
- 8 ½ " x 11" Black Construction Paper
- Pencil
- Metal Pin
- Stars Cutouts
- Scissors
- Glue
- White Crayon



4-H Connection

If you enjoy learning about outer space and travel beyond Earth, learn more about the 4-H Space Camp which is available for youth in grades 6-8. Campers travel to Huntsville, Alabama to the NASA Center to participate in the Pathfinder Program. For more information: https://fyi.uwex.edu/wi_4hedopp/space-camp/.

Procedure:

1. Draw a picture of your constellation on the white paper. You may draw a constellation from one listed on the next page or create your own.
2. Line up your white and black papers. Using the metal pin, poke a hole through every point of your design.
3. Cut out stars and glue one on every pin hole on the black construction paper.
4. Connect the stars using a white crayon.

Draw a picture or attach a photo of you and your constellation.

Star cutout pattern:

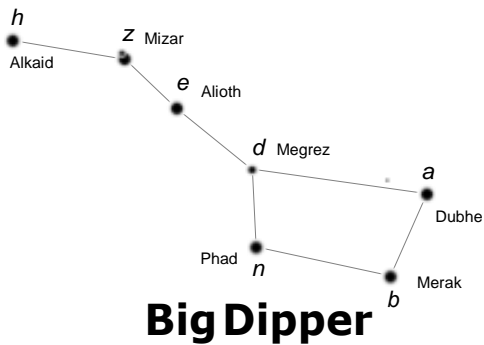


MAKE A CONSTELLATION

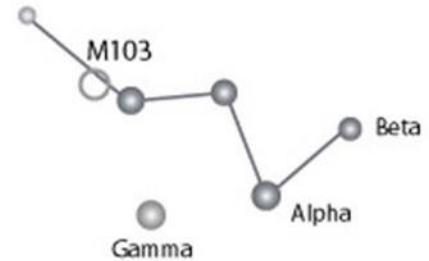


Examples of Constellations

ALL YEAR

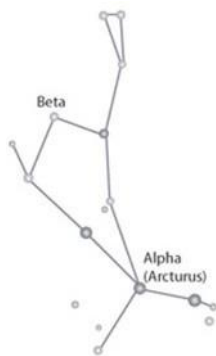


Did you know? The Big Dipper is not a constellation! It is a group of stars called an *asterism* that is part of the constellation Ursa Major, or Big Bear.



Cassiopeia

WINTER

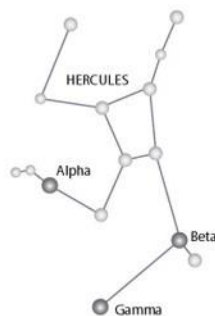


Boötes

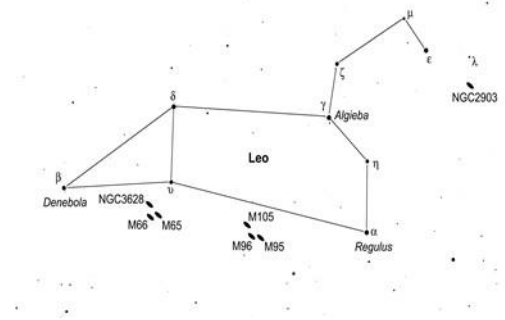


Taurus

SUMMER



Hercules



Leo

MEASURING RAIN

Rain is a type of precipitation that is often measured using a rain gauge. Let's make a rain

Materials:

- Glass Jar
- Permanent Marker
- Ruler
- Stickers
- Paint



Procedure:

1. Place a ruler along a glass jar and mark every 1/2 inch using a permanent marker. Make sure to label the marks.
2. Decorate your rain gauge using stickers or paints however you would like.
3. Place rain gauge outside in a flat open area. Make sure to empty the jar after each rain.

4-H Connection

Science can be defined as the study of the world around us, a thread that runs through all aspects of our lives. Science is the theory that lies behind all 4-H projects.

Observations:

How much rain was in your rain gauge after a storm?

What other types of precipitation are there?

Draw a picture or attach a photo of you and your rain gauge.



ADDITIONAL PICTURES

Use these pages to share pictures, drawings and other items that show your participation in 4-H events this year.

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REFERENCES

- 4-H Cloverbud Activity Record Book B, By Michelle Grimm, Kim Drolshagen, and Michelle Schroeder, University of Wisconsin-Extension, 2010



UW-MADISON EXTENSION
WOOD COUNTY