

WORKING WITH OTHERS

Oklahoma Cooperative Extension Service * Division of Agricultural Sciences and Natural Resources * Oklahoma State University

LIFE SKILLS TAUGHT

Food preparation
Importance of dairy products in the diet
Principles of freezing
Working with others

MATERIALS NEEDED

1 pound and 3 pound coffee cans with lids, ingredients for ice cream recipe, masking tape, crushed ice, rock salt

PROCEDURES

Tin Can Ice Cream

1 cup milk
Egg substitute equivalent to 1 egg
1 cup whipping cream
1/2 cup sugar
1/2 teaspoon vanilla
nuts or fruit as desired

Mix the ingredients in a mixing bowl. Fill a one-pound can half full of ice cream mixture. Secure the plastic lid with masking tape. Put a little ice and salt in the bottom of a three pound can, place the one pound can inside the larger can, adding ice and salt around the outside. Put the lid on the three pound can. Shake and roll the can for 15 to 30 minutes before eating.

HOME ACTIVITY

Try making different flavors at home.



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LIFE SKILLS TAUGHT

Developing a concern for nature
Learning how environment affects natural wildlife
Attracting birds to the yard
Bird watching as a marvelous pastime
Developing an inquiring mind
Working with others

MATERIALS NEEDED

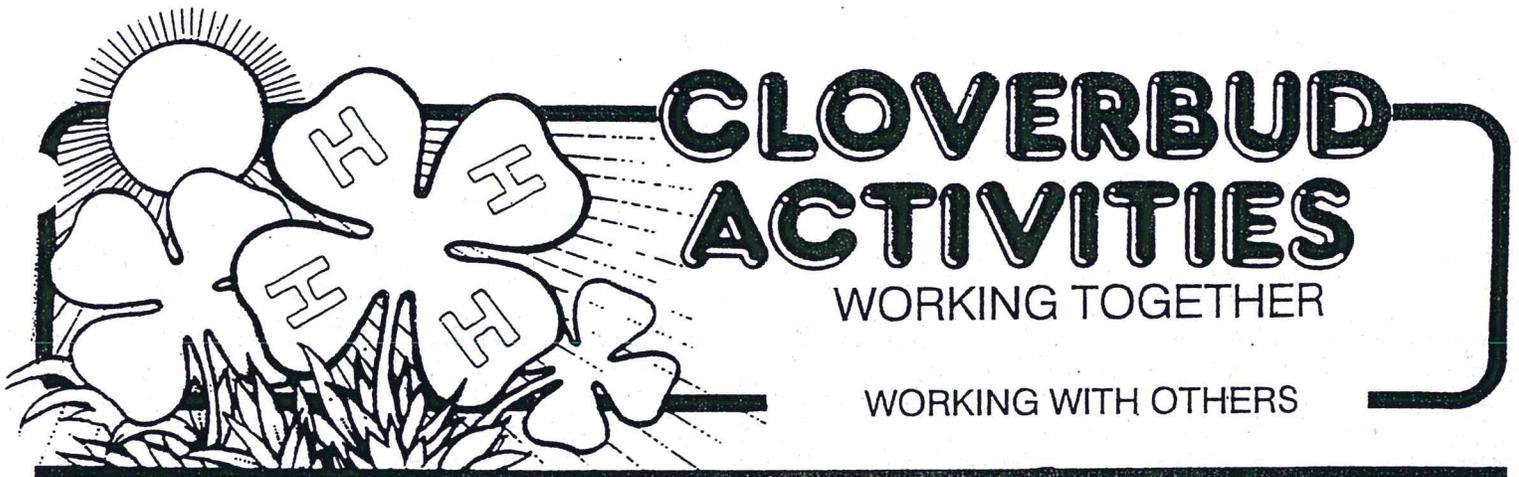
Cooking fat (birds love bacon grease)
Food coloring
Sliced bread
Binocular field glasses (optional)
Pan to heat fat in
Book on birds (see note)
Bird seed
String
Spoon
Table knives
Cookie cutters

PROCEDURES

Bring some books on birds to the meeting for members to look at and study. Help them find some identifying characteristics. Birds that can be seen in the winter are: bluejays, chickadees, crows, cardinals and sparrows. Suggest the group make some "cookies" to attract birds to their windows.

Bird Seed Cookie: Have cooking fat almost melted with only enough left to do to let members see the beginning of the process. Add food coloring to the fat for a bright color. Add bird seed. Set this mixture aside until it is firm enough to spread. Spread mixture on bread slices. Cut bread into different shapes or use cookie cutters. Make a hole near the top of each piece and tie to a tree branch with a piece of string.

Bird watching is something that everybody can do wherever they live. You can do it all seasons of the year and you don't need a lot of expensive equipment. There are many different kinds of birds. Most of you know some of these already - the robin, the crow, the bobwhite, the cardinal, the chickadee, the sparrow.



Oklahoma Cooperative Extension Service * Division of Agricultural Sciences and Natural Resources * Oklahoma State University

LIFE SKILLS TAUGHT

Working with others
Cooperation

MATERIALS NEEDED

Large piece of paper (large enough for each child to have room to work or split into groups of 3-4 children.)
Paint, markers, and/or crayons

PROCEDURES

Tell the children you want to make a picture of your town-houses, trees, plants, buildings-but you just don't have the time to finish it. Ask them how they could work together to make the picture. (Cooperate)

Make a mural. Suggestions: one draw the roof, another the walls, a third the windows and doors, and so on.

"Thank you so much for all your help! Now we have one (or two) beautiful picture(s) of our own. If each of us had drawn or painted only our house, would we have had our town? When we all work together to finish something, we cooperate. Say it with me - cooperate. In what other ways do we cooperate?" Give examples such as help our parents with housework, help a friend climb a tree, or learn to skate, etc. "If you knew someone who never wanted to help or cooperate, would that person be very much fun to have as a friend? Let's all try to cooperate with our friends and parents this week."

Example: "If you had to pick up a large box and it was too heavy, how could you accomplish the task? Or if your dad told you to clean your room in ten minutes and it was a terrible mess, how could you do it?"

HOME ACTIVITY

Observe how people cooperate during the week. Bring in examples from school, home, TV, etc.



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LIFE SKILLS TAUGHT

Working with others
Develop awareness of beauty in nature
Learn how to display outdoor "treasures"

MATERIALS NEEDED

Bag or box to carry "treasures" home in
Assortment of boxes in all sizes, or
Picture frames in which to display collection
Fabric or pretty paper to line boxes or frame
Reference books or guides
Glue
Pins
Tape
Scissors

PROCEDURES

Take a nature walk in park, woods, or on a beach.
Collect various items during the walk.
During the walk, discuss the different items you see. (Let 4-H'ers express their feelings.)

Following the meeting, 4-H'ers can display the items. The display may be an artistic, creative arrangement of various items, or items can be displayed as collections (i.e. different types of leaves arranged and labeled as to date, source, and species or variety, if possible).

HOME ACTIVITY

Discuss collection or arrangement with the family.
Add to the collection each time you find a new item that fits into it.
Decide, with the help of a parent, on a suitable place to display the collection.
Visit a natural history museum, library, or go on an outdoor camping trip.



CLOVERBUD ACTIVITIES

ANIMAL CRACKER PINS

ACQUIRING, ANALYZING,
AND USING KNOWLEDGE

Oklahoma Cooperative Extension Service * Division of Agricultural Sciences and Natural Resources * Oklahoma State University

LIFE SKILLS TAUGHT

Developing creativity
Managing resources
Refining manual dexterity
Learning basic animal shapes

MATERIALS NEEDED

Animal crackers	Varnish
Glue	Pin backings
Paint brushes	Newspapers
Varnish remover or lacquer thinner	

PROCEDURES

Work in a well ventilated room. Cover work area with newspaper. Go through the box of animal crackers and let children identify them. Let children pick out several animals they want. Give each child a small container of varnish and a paint brush. Coat the animal cracker with varnish three times, allowing it to dry between each coat. While waiting for animal crackers to dry, the group could listen to stories about animals. Have a snack or have some planned recreation. When the cracker is completely dry, glue on the pin backing. Because of the fluctuating room temperatures and humidity, this activity may need to be finished at the beginning of the next meeting. These pins are fun to wear and great gifts at Christmas time.

HOME ACTIVITY

Draw or find pictures in magazines of animals they did not find in the animal crackers. Bring these to the next meeting to share with others.

Visit a museum of natural history. Visit a wild animal zoo or petting zoo.

ADDITIONAL TIPS

Be sure to use the varnish in a well ventilated room, or coat the animal crackers before the meeting.

Wooden objects from craft stores also work well for this activity.



CLOVERBUD ACTIVITIES

GROWING PLANTS

ACQUIRING, ANALYZING,
AND USING INFORMATION

Oklahoma Cooperative Extension Service * Division of Agricultural Sciences and Natural Resources * Oklahoma State University

LIFE SKILLS TAUGHT

- How to plant seeds
- How to transplant a plant
- Acquiring, analyzing, and using information

MATERIALS NEEDED

Several types of seeds, potting soil, small plant tray, plant light, water.

PROCEDURES

Have each member bring one item of the materials needed, if feasible.

Discuss with the members of the club how to plant the seeds, and proper care of the plants.

As the plants grow, discuss what the plants are and what is the difference between the plants, and what each will produce.

After a few weeks, transplant each plant to an outside garden. At the end of the growing season, harvest what each plant has produced, discuss where we get our seeds from.

HOME ACTIVITY

Care for a few plants in a small garden or a plant in a container. Share what you have learned with other members of the family.

Visit a nursery. Visit a farm. Visit a forest.

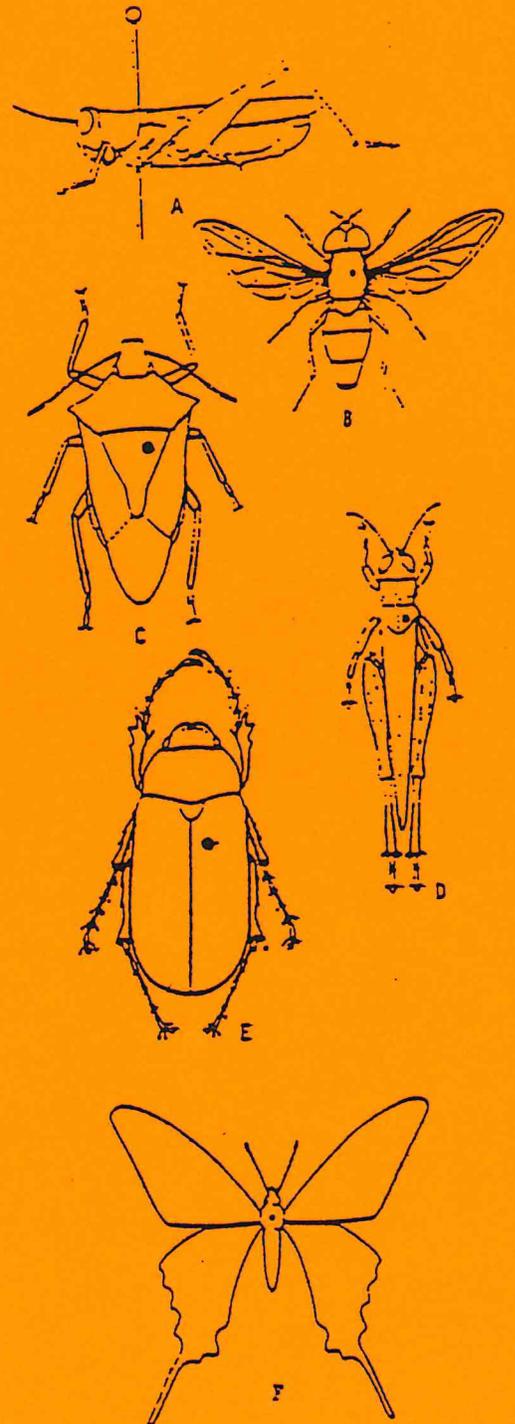
PINNING INSECTS

Insect pins may be obtained from most college or university bookstores. Do not use common pins, since they will rust and soon ruin what may be valuable specimens. Pins come in several sizes, but No. 3's and No. 5's will be found most useful.

Any insect that is large enough to support a pin without breaking or otherwise being distorted may be pinned directly through the body. Insert the pin through a definite part of the body from top to bottom (A). The place of insertion depends upon the type of insect. The following rules have been set up for pinning different types of insects so that the pin may be placed firmly through the heavier parts of the body.

1. Bees, wasps, flies, etc.: Pin through the thorax between bases of fore wings and just to right of middle line (B).
2. True bugs: Pin through the scutellum, which is the triangular area between the bases of the wings (C).
3. Grasshoppers, crickets, etc.: Pin through the prothorax or "saddle", just to the right of the center line (D).
4. Beetles: Pin through the fore part of the right wing cover near the center line (E).
5. Butterflies, moths, dragonflies, etc.: Pin through center of thorax between the bases of fore wings (F).

Three-eighths of an inch of the pin should project above the insect to facilitate handling the specimen. Use a pinning block to measure this distance.





CLOVERBUD ACTIVITIES

KNOW YOUR NEEDS

ACQUIRING, ANALYZING,
AND USING INFORMATION

Oklahoma Cooperative Extension Service * Division of Agricultural Sciences and Natural Resources * Oklahoma State University
LIFE SKILLS TAUGHT

Acquiring, analyzing and using information.
Understanding that the American agricultural system allows for a variety of choices in meeting needs.
Understanding the importance of agriculture.

MATERIAL NEEDED

Three long pieces of paper, two pieces of poster board, word find handouts.

PROCEDURES

Write, "Agriculture is the production and harvesting of food and fiber from animals, animal products, and from plants and forest products." on the flip chart. Discuss what this sentence means. (Production -- growing or raising; Harvesting -- gathering or reaping mature product; Food -- substance taken in by plant animal or human to sustain life; Fiber -- thread like structure forming animal or vegetable tissue which is not used for food.) Define basic needs as being food, clothing, and shelter which are all provided by the agriculture industry. Discuss what would happen if a person did not have all these things.

Tape three long strips of paper on the wall where all members can see them. Label food, clothing and shelter. Begin brainstorming what agricultural products meet people's three basic needs and write them on the appropriate paper.

Play the "Know Your Needs Game" as a rummy game, a file folder game, or a concentration game. The following rules may be adjusted as deemed necessary. On a set of 3" x 5" cards, have pictures depicting items that are basic needs. On a large sheet of poster board, divided into squares the size of the cards, have pictures of agricultural items from which the basic need pictures originated. For example, if one of the cards had a picture of a cotton shirt on it, you would need to have a picture of a cotton plant on the large piece of poster board. After a card is matched with the correct corresponding item of the poster board, the cloverbud is expected to state whether that product meets the basic need of food, clothing, or shelter. The answer could be on the back of the card for self-checking purposes.

HOME ACTIVITY

Cloverbuds and parents/guardians should complete the food, clothing and shelter word search puzzles.

CLOTHES SEARCH

People wear many types of clothes. Find and circle the names for different types of clothing found in the puzzle.

JEANS
SWEATER
SHIRT
GOWN
HOSE
BOOTS
SOCKS
OVERALLS

COAT
PONCHO
CAP
KIMONO
SKIRT
SANDLE
SHOES

HAT
UNIFORM
MUUMUU
DRESSES
SERAPE
SCARF
SHORTS

CAPE
BLOUSE
JACKET
PANTS
COSTUME
GLOVES

W	P	S	T	R	O	H	S	R	E	S	E	O	A	F
V	R	E	E	P	A	N	T	S	S	E	P	V	B	R
U	S	S	K	G	O	W	N	K	O	O	A	E	C	A
T	Q	S	C	S	C	X	Y	C	H	H	R	R	C	C
O	T	E	A	W	O	B	L	O	U	S	E	A	O	S
N	R	R	J	E	A	N	S	S	D	E	S	L	S	E
O	I	D	M	A	T	M	U	U	M	U	U	L	T	L
M	K	N	L	T	U	N	I	F	O	R	M	S	U	D
I	S	O	K	E	P	O	N	C	H	O	F	G	M	N
K	S	H	I	R	T	Z	T	A	H	J	I	H	E	A
S	E	V	O	L	G	C	A	P	E	B	O	O	T	S



SHELTER SEARCH

Families around the world live in many different types of homes. Find and circle the names for homes found in the puzzle.

Words to find:

apartment
bungalow
bunkhouse
cabin
castle
condiminium
cottage
dome

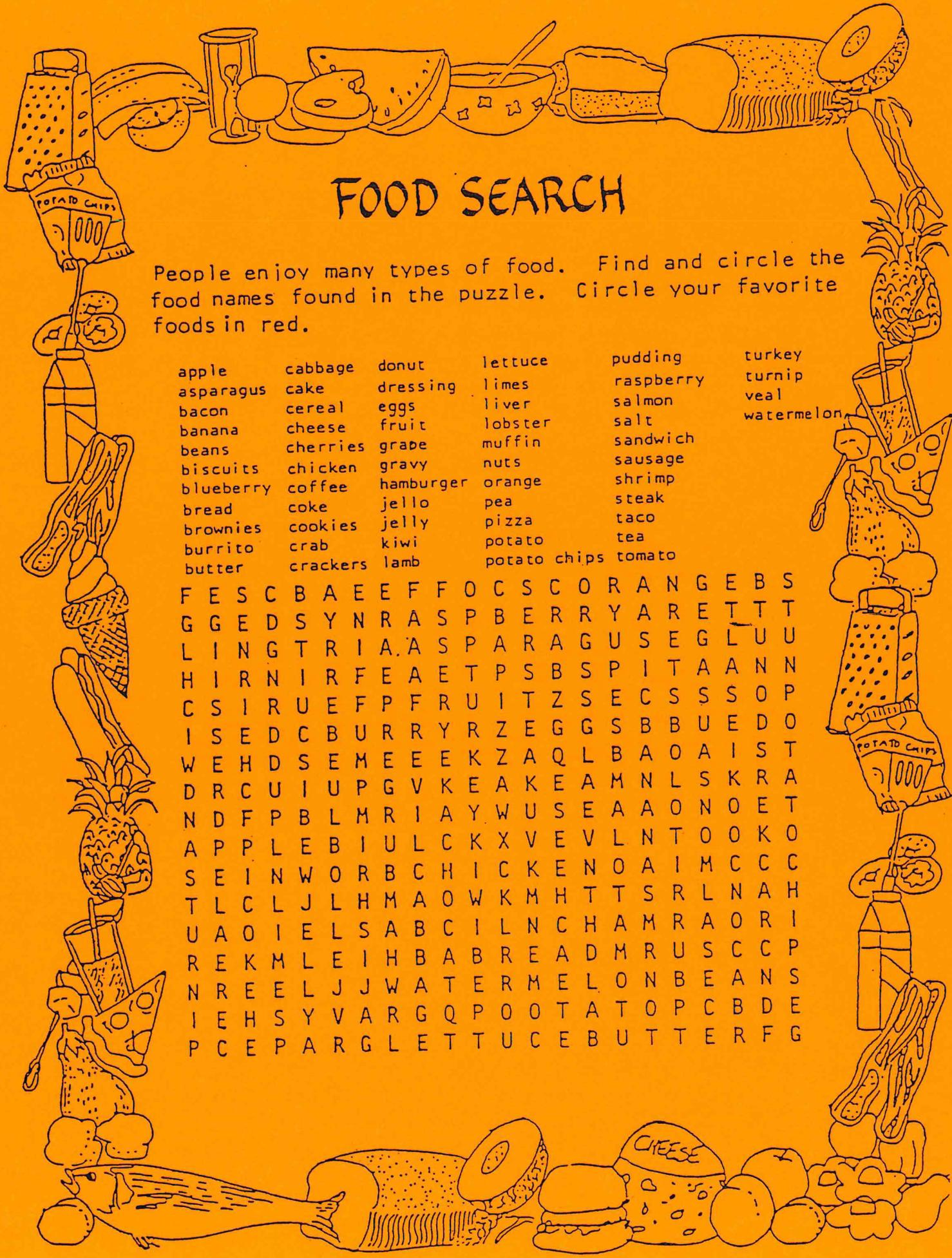
dormatory
duplex
estate
farmhouse
home
hotel
house
houseboat

hut
igloo
mansion
mobile home
motel
penthouse
ranch

shed
tent
tipi
townhouse
treehouse
villa
yacht

D	O	R	M	A	T	O	R	Y	C	O	T	T	A	G	E
A	A	V	I	L	L	A	H	Y	A	C	H	T	F	E	S
M	C	T	F	U	V	H	O	U	S	E	W	X	G	D	H
Q	A	P	A	R	T	M	E	N	T	M	O	T	E	L	E
S	B	T	R	E	A	L	O	O	L	G	I	A	B	C	D
E	I	R	M	T	O	A	E	B	E	S	T	A	T	E	W
S	N	E	H	L	B	K	H	U	T	Q	H	H	Y	X	V
U	M	E	O	E	E	B	U	N	G	A	L	O	W	Z	U
O	A	H	U	H	S	O	E	K	U	I	E	M	T	I	P
H	N	O	S	S	U	T	D	H	S	P	T	E	S	E	T
N	S	U	E	C	O	N	D	O	M	I	N	I	U	M	L
W	I	S	R	E	H	E	H	U	M	T	I	J	K	L	M
O	O	E	L	A	K	S	O	S	P	E	R	O	P	O	N
T	N	M	O	H	E	E	U	E	A	L	R	A	N	C	H
F	R	E	O	E	S	U	O	H	T	N	E	P	C	D	G
G	M	O	B	I	L	E	H	O	M	E	B	X	E	F	H





FOOD SEARCH

People enjoy many types of food. Find and circle the food names found in the puzzle. Circle your favorite foods in red.

- | | | | | | |
|-----------|----------|-----------|--------------|-----------|------------|
| apple | cabbage | donut | lettuce | pudding | turkey |
| asparagus | cake | dressing | limes | raspberry | turnip |
| bacon | cereal | eggs | liver | salmon | veal |
| banana | cheese | fruit | lobster | salt | watermelon |
| beans | cherries | grape | muffin | sandwich | |
| biscuits | chicken | gravy | nuts | sausage | |
| blueberry | coffee | hamburger | orange | shrimp | |
| bread | coke | jello | pea | steak | |
| brownies | cookies | jelly | pizza | taco | |
| burrito | crab | kiwi | potato | tea | |
| butter | crackers | lamb | potato chips | tomato | |

F E S C B A E E F F O C S C O R A N G E B S
 G G E D S Y N R A S P B E R R Y A R E T T U
 L I N G T R I A A S P A R A G U S E G L U N N
 H I R N I R F E A E T P S B S P I T A A N N
 C S I R U E F P F R U I T Z S E C S S O P
 I S E D C B U R R Y R Z E G G S B B U E D O
 W E H D S E M E E K Z A Q L B A O A I S T
 D R C U I U P G V K E A K E A M N L S K R A
 N D F P B L M R I A Y W U S E A A O N O E T
 A P P L E B I U L C K X V E V L N T O O K O
 S E I N W O R B C H I C K E N O A I M C C C
 T L C L J L H M A O W K M H T T S R L N A H
 U A O I E L S A B C I L N C H A M R A O R I
 R E K M L E I H B A B R E A D M R U S C C P
 N R E E L J J W A T E R M E L O N B E A N S
 I E H S Y V A R G Q P O O T A T O P C B D E
 P C E P A R G L E T T U C E B U T T E R F G

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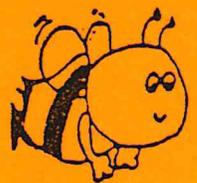
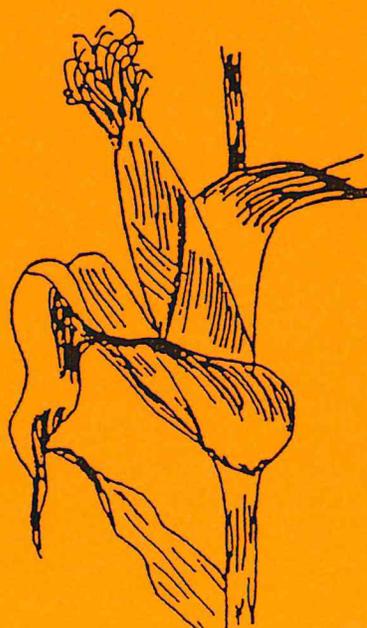
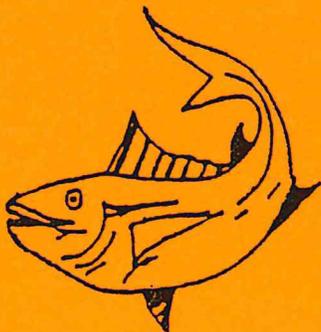
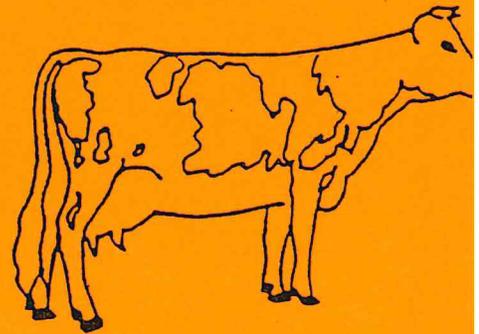
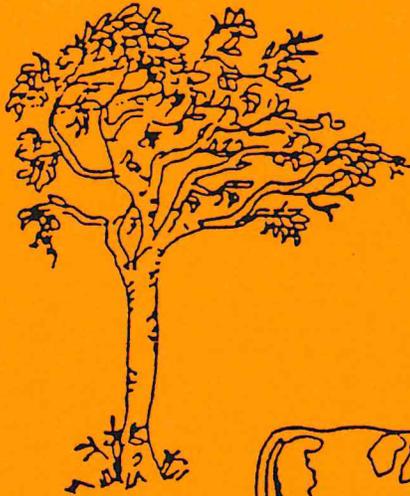
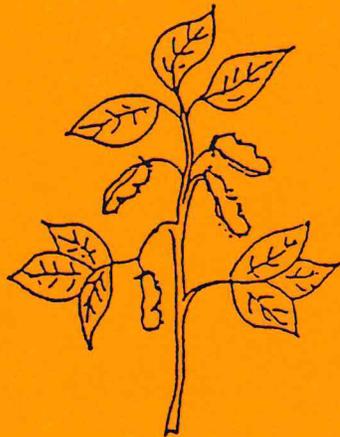
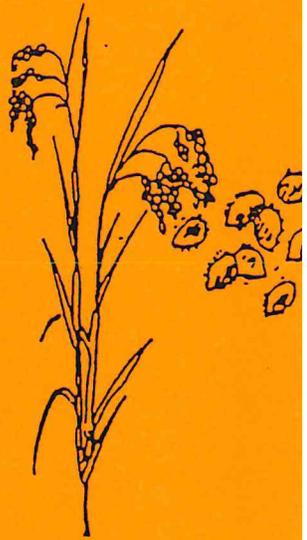
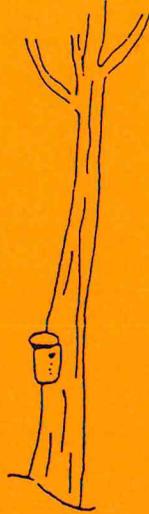
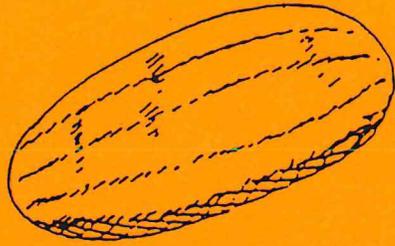
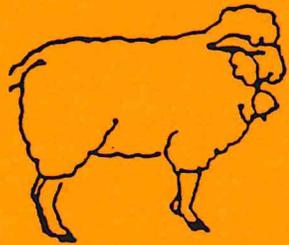
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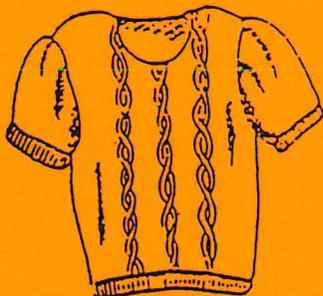
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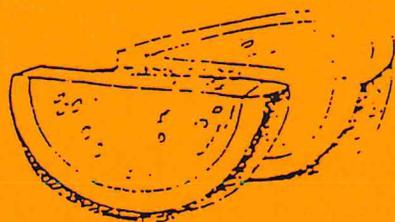
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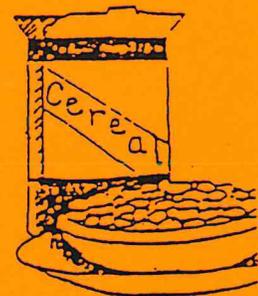
sweater



rubber boots



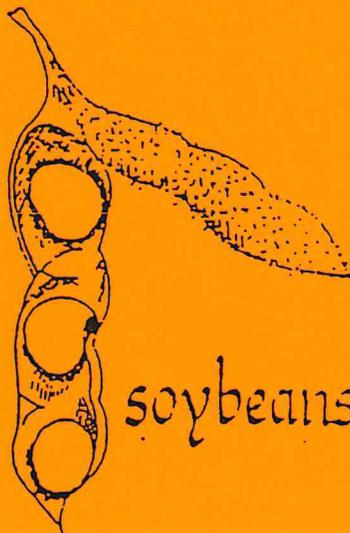
watermelon



cereal



dress



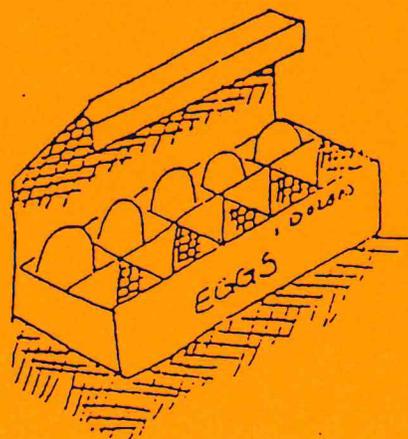
soybeans



house



dairy products



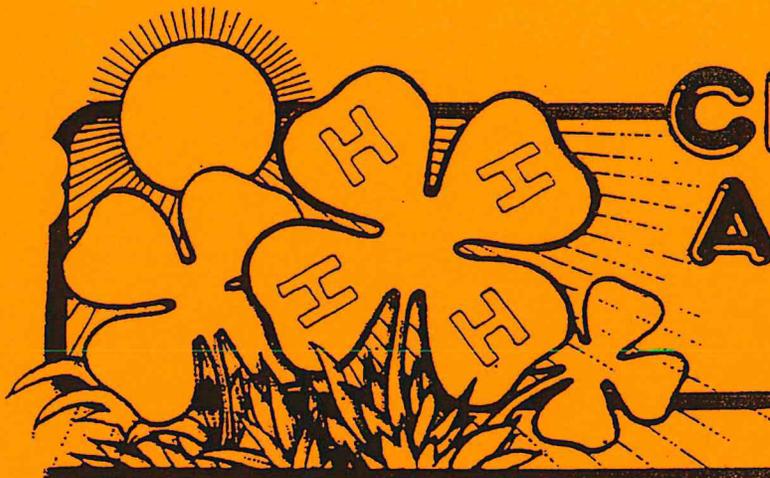
eggs



corn



honey



CLOVERBUD ACTIVITIES

MAKING BUTTER

ACQUIRING, ANALYZING,
AND USING INFORMATION

Oklahoma Cooperative Extension Service * Division of Agricultural Sciences and Natural Resources * Oklahoma State University

LIFE SKILLS TAUGHT

Importance of dairy products in diet
Food preparation
Principles of turning cream into butter
Acquiring, analyzing, and using information

MATERIALS NEEDED

Heavy whipping cream (30% butterfat)
Tablespoon
Small glass jar with lid for each child
Crackers
Knives
Butter
Small paper cups for tasting buttermilk

PROCEDURES

Allow cream to come to room temperature. Pour 1 tablespoon of whipping cream into each jar. Close the jar tightly so it doesn't leak. Have members shake their jars. Have them keep both hands on the jar. Members should shake until lumps of butter form in the cream. Pour off the buttermilk and chill. Put butter in small bowl. Cover with cold water to remove remaining buttermilk. Drain. Taste the butter and buttermilk.

Compare the taste with store bought butter. Do you think it is made the same way?

Churning Song
(tune: A Hunting We Will Go)

Oh a-churning we will go
A-churning we will go
We'll take the cream and shake it
and get the butter, Oh!

HOME ACTIVITY

Ask family members if they have made butter. Work with another person to make butter at home.



CLOVERBUD ACTIVITIES

NAILING

ACQUIRING, ANALYZING,
AND USING INFORMATION

Oklahoma Cooperative Extension Service * Division of Agricultural Sciences and Natural Resources * Oklahoma State University

LIFE SKILLS TAUGHT

The correct way to use a hammer
Safety while nailing
Different types and uses of nails
Acquiring, analyzing, and using information

MATERIALS NEEDED

Different types of nails, scrap lumber, hammers

PROCEDURES

Ask youngsters why nails are needed and how they are used. (Joining pieces of wood. Decoration. Hanging a picture.)

Pass around different sizes and types of nails. Discuss how and where each type is used.

Common nails -- used for general carpentry.

Box nails -- used for general carpentry, but are thinner than common nails, so won't split wood as easily.

Wire nails -- small box nails.

Finishing nails and wire brads -- used where finished appearance is important.

They are thin with small heads.

Casing nails -- like finishing nails, but are slightly thicker.

Practice driving nails into scrap lumber.

Teach how to pull nails.

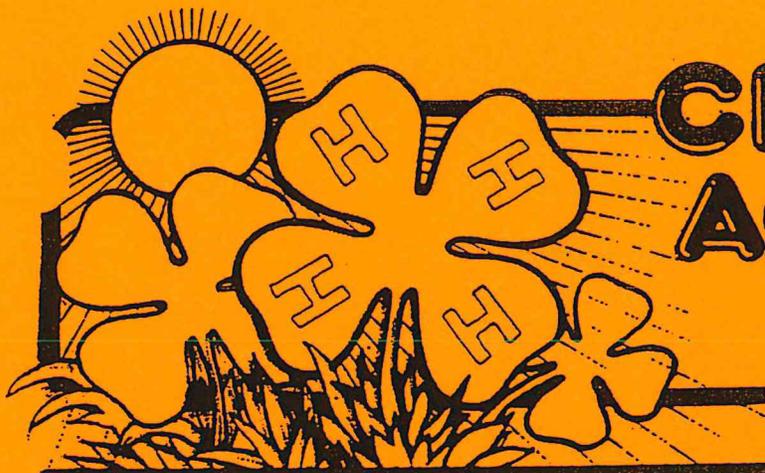
Show different kinds of hammers.

Claw hammer -- used for most nailing in carpentry work.

Ball peen -- used by mechanics, good for riveting.

HOME ACTIVITY

Help parent at home with a carpentry project. Look around home to see how and where nails were used to build it. Look for different types of nails and hammers at home. Visit a construction site to see how a carpenter uses nails. Visit a hardware store or lumber yard to see different types of nails and tools (hammers, nail pullers). Visit a carpenter, a cabinet maker, or an industrial arts teacher.



CLOVERBUD ACTIVITIES

PASTA PASSION

ACQUIRING, ANALYZING,
AND USING INFORMATION

Oklahoma Cooperative Extension Service * Division of Agricultural Sciences and Natural Resources * Oklahoma State University

LIFE SKILLS TAUGHT

Acquiring, analyzing and using information
Learning the importance of carbohydrates in the diet
Learn various types of pasta

MATERIALS NEEDED

Various sizes and shapes of pastas
Utensils for preparing one kind of pasta

PROCEDURES

Show the various types of pasta and tell the names for each. Talk about the history of pasta and the various countries that use pasta as a part of their food such as Italian, Chinese, German and Russian.

Another name for pasta is noodles. Noodles fall into four categories - tube types like spaghetti and macaroni; flat ones like lasagna; small soup pastas like alphabet noodles; and fancy-shaped ones like shells and ravioli.

You may want to actually cook one of the pastas and serve to the group.

HOME ACTIVITY

Look at the grocery store for the many different types of pastas. Have a different type of pasta for a family meal.

Look in cookbooks for as many different recipes as possible for preparing pastas.

Look at the menus in restaurants for pasta dishes.



CLOVERBUD ACTIVITIES

PHOTOGRAPHY

ACQUIRING, ANALYZING,
AND USING INFORMATION

Oklahoma Cooperative Extension Service * Division of Agricultural Sciences and Natural Resources * Oklahoma State University

LIFE SKILLS TAUGHT

How to use a camera
Identifying the different parts of a camera
Acquiring, analyzing, and using information
Communicating and relating to others

MATERIALS NEEDED

Camera (any type)
Film

PROCEDURES

Discuss the parts of a camera, the proper way to hold the camera, loading the film, and the taking of pictures.

Conduct a picture taking session. Be sure that each member holds the camera properly and takes a picture.

Have the film developed and bring the results to the next meeting and share with the club.

HOME ACTIVITY

Each member should share what they learned about photography with family members.

Visit a camera shop.



CLOVERBUD ACTIVITIES

SOME TASTY INFORMATION

ACQUIRING, ANALYZING,
AND USING INFORMATION

Oklahoma Cooperative Extension Service * Division of Agricultural Sciences and Natural Resources * Oklahoma State University

LIFE SKILLS TAUGHT

Acquiring, analyzing and using information
Learning about how something tastes
Learning how smell affects taste

MATERIALS NEEDED

Cups of orange and grapefruit juices for each person
Bottle of vanilla
Samples of food to represent four tastes - sweet, sour, salty, bitter

PROCEDURES

Have each member taste from the cups of orange and grapefruit juices and be sure they can tell the difference. Have members close their eyes and hold their noses, so that they can't smell anything. Have someone give each one to taste. Can they tell the difference? Are they sure which is which?

Sometimes, your sense of smell can fool your sense of smell. Take a bottle of vanilla and open it. Take a sniff. Does it smell good? Now, put a drop of vanilla on each member's little finger and taste it. How was it? Was it what you expected?

Have members sample the foods and tell which taste each represents.

HOME ACTIVITY

Here is an activity to sort out tastes. Try it with the other people in your family sometime after a meal. Each person makes a chart on a piece of paper and agree on ten foods that you'll each list on your chart. Label columns for sweet, salty, sour and bitter. Then mark which tastes you think are in each of the foods. Compare how you did it. Did everyone agree on everything?

FACTS TO KNOW

1. Kids have more taste buds than grownups. Adults still have about 3,000 taste buds, mostly on the tongue.
2. Lots of the information you get about how something tastes comes from what you smell, see, or touch.



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LIFE SKILLS TAUGHT

How to plant plants
What type of plants grow in a terrarium
Acquiring, analyzing, and using information
Problem solving and decision making

MATERIALS NEEDED

Two plastic drinking glasses
Sand
Pebbles and pretty rocks
Moist soil
Small plants
Tape

PROCEDURES

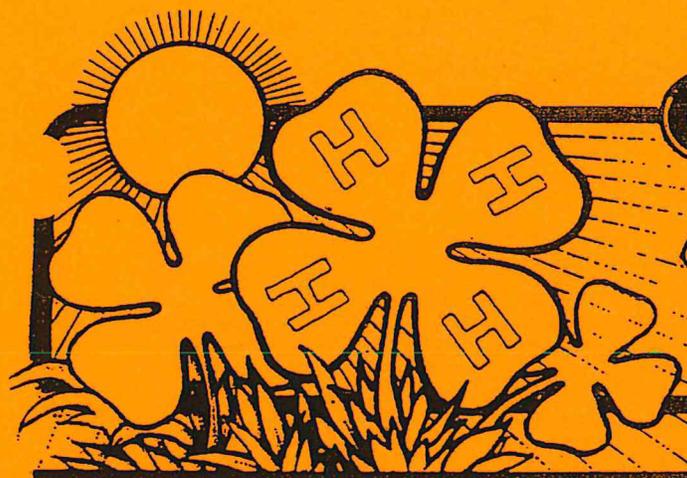
Add pebbles and sand in a 1-inch layer. Add a layer of soil 1-2 inches deep. Discuss kind of plants, tropical or woodland. Transplant the plants to the container. Sprinkle lightly with water. Place rocks around the plants. Tape the two plastic glasses together.

Keep your terrarium in a bright place, but not in direct sun.

What kind of plants did you put in your terrarium? Do you use tropical or woodland plants? Do not mix the two types together.

HOME ACTIVITY

Visit a greenhouse.



CLOVERBUD ACTIVITIES

TESTING THE FIVE SENSES

ACQUIRING, ANALYZING,
AND USING INFORMATION

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LIFE SKILLS TAUGHT

Understanding self

To identify the five senses of the human body

To use all of our senses to identify foods

Acquiring, analyzing, and using information

MATERIALS NEEDED

Assorted spices and strong smelling foods

Paper bags

Different textured foods

Assortment of foods for tasting

Tape of different food sounds

PROCEDURES

To test the sense of smell, place spices or other foods with distinctive aroma in numbered bags. Pass around and have each person sniff and write down or guess what is in the bag.

To test the sense of touch, pass around numbered bags with different textured foods. Each person touches the food object and tries to identify it.

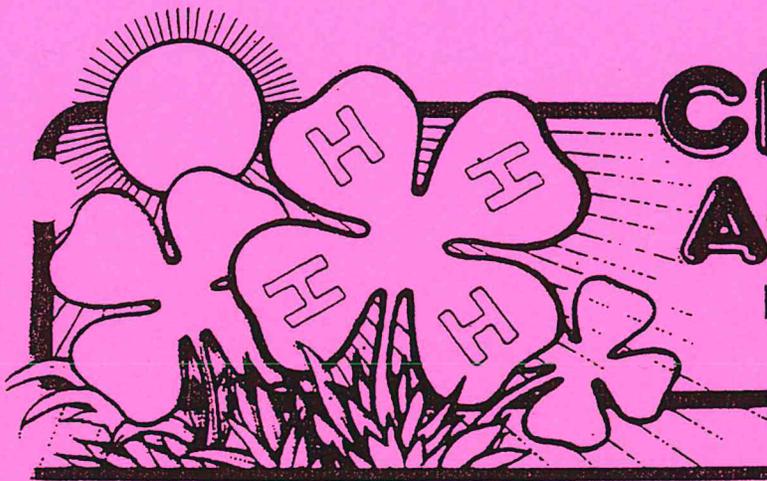
To test the sense of sight, place 15 or 20 food items on a tray. Give the 4-H'ers 35 to 45 seconds to study the tray. Cover the food tray and ask 4-H'ers to write down or name as many foods as they can remember.

To test the sense of taste, blindfold 4-H'ers and give them different food items to taste. Ask them to name the food or write down answers later.

To test the sense of hearing, play a tape with different food sounds (popcorn popping, bacon frying, opening a pop can, ice in a glass, crunchy apple or carrot, etc.). Have children identify different food sounds.

HOME ACTIVITY

Have cloverbuds make muffins or cookies with parents/guardian help. Bring four to the next meeting for tasting, smelling, and touching evaluation.



CLOVERBUD ACTIVITIES

BICYCLE CARE AND SAFETY

PROBLEM SOLVING AND
DECISION MAKING

Oklahoma Cooperative Extension Service * Division of Agricultural Sciences and Natural Resources * Oklahoma State University

LIFE SKILLS TAUGHT

Proper care of your bicycle
How to perform a safety inspection of your bike
Problem solving and decision making

MATERIALS NEEDED

Bicycle
Safety Inspection Checklist (copy for each member)

PROCEDURES

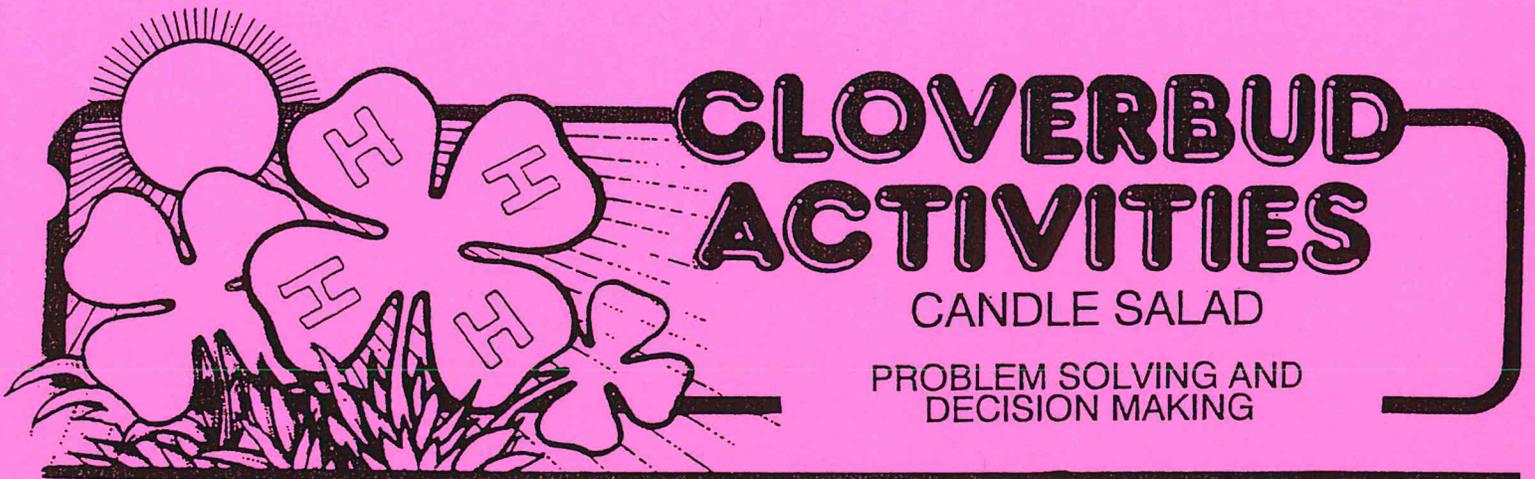
Conduct a bicycle care and safe riding class at designated point and time. Discuss things such as proper tire pressure, lubrication of chain, the importance of keeping the bicycle clean and free of rust, grease, and other foreign matter.

HOME ACTIVITY

With a parent or guardian, conduct a safety inspection, using the inspection checklist which will be given to each participant. Make needed corrections.

Visit a bicycle shop.

Go on a bicycle ride with family and friends.



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LIFE SKILLS TAUGHT

The healthy way to prepare food
How to prepare a nutritious snack
Proper way to use kitchen equipment
Problem solving and decision making

MATERIALS NEEDED

One of each per child:
Lettuce leaf
Pineapple slice
1/2 banana
Cherry
Peanut butter or mayonnaise

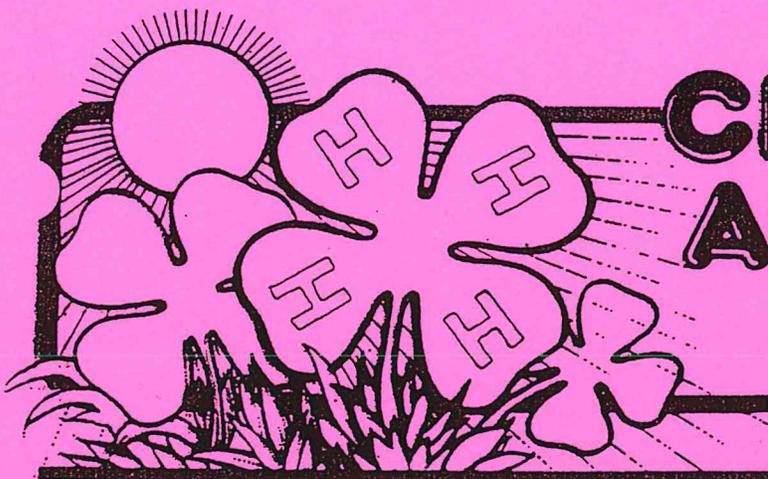
PROCEDURES

Have members wash hands and clean cooking area. Be sure to explain why this is important. Demonstrate how to use a can opener, how to wash lettuce and how to use a knife.

Wash lettuce leaves and let drain on paper towel. Open can of pineapple slices and drain juice into small bowl. Place lettuce leaf on small salad plate. Center pineapple slice on lettuce. Stand 1/2 banana in center of pineapple. Spread peanut butter or mayonnaise on tip of banana and top with a cherry. ENJOY!

HOME ACTIVITY

Make this salad for your family.



CLOVERBUD ACTIVITIES

CARE OF A HOUSE PET

PROBLEM SOLVING AND
DECISION MAKING

Oklahoma Cooperative Extension Service * Division of Agricultural Sciences and Natural Resources * Oklahoma State University

LIFE SKILLS TAUGHT

Responsibility for pets
To provide care for animals
Problem solving and decision making

MATERIALS NEEDED

Fish bowl, leashes, feeding dishes, other equipment needed for pet care.

PROCEDURES

Have members with pets bring a picture of their pets to a meeting and talk about them (kind, how they are fed, playtime). Members without pets may clip photos of a pet they may like to have one day from a magazine.

Discuss the original purpose of each animal (dog - hunting, protection; cat - rodent control; fish - ask the member's opinion).

Talk about the proper care of various types of pets and how they respond to handling (petting a cat or dog, not handling a fish). Ask members why it's important to treat them properly. (Dogs can bite, cats can scratch if treated improperly.)

Discuss the importance of daily care - fresh food and water, sanitation, also weekly care of brushing or combing, cleaning tank.

HOME ACTIVITY

Care for a house pet until the next meeting and share your experiences with club members.

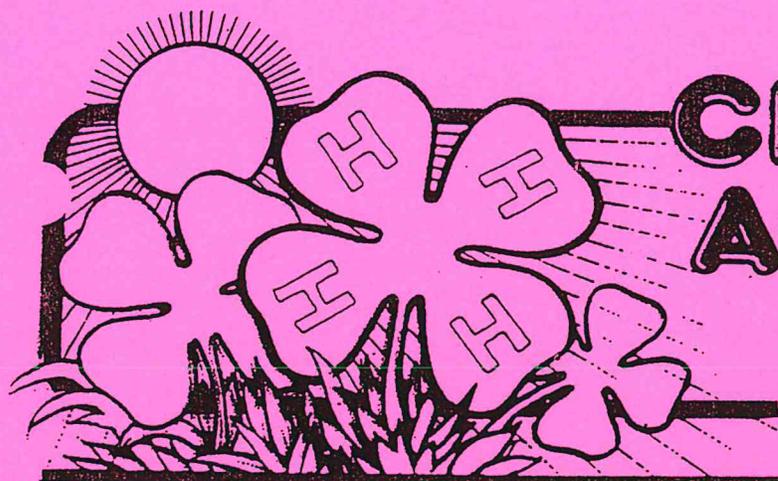
Draw a picture of the pet you would like to have.

Create a collage using pictures of pets.

Visit a local small animal hospital or veterinarian.

Visit a member's home to see his or her pet.

Visit a local pet shop.



CLOVERBUD ACTIVITIES

EGGSHELL MOSAIC

PROBLEM SOLVING AND
DECISION MAKING

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LIFE SKILLS TAUGHT

Creative thinking
Eye and hand coordination
Understanding of basic idea of mosaic art
Function and handling of glue
Problem solving and decision making

MATERIALS NEEDED

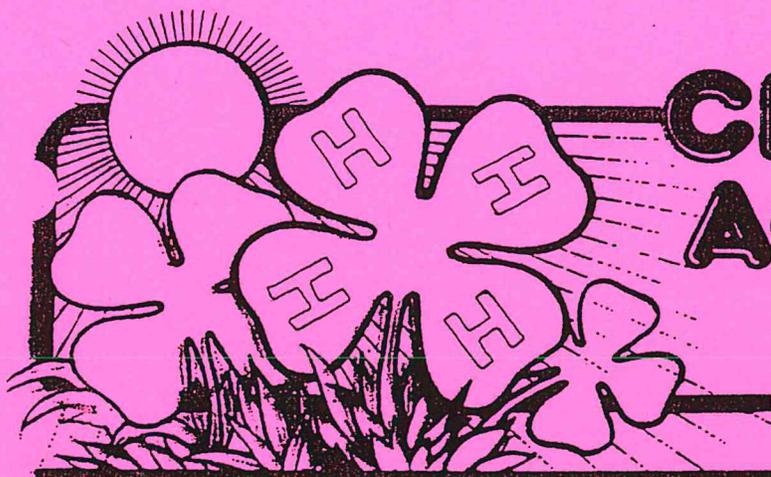
Eggshells (clean & dry), plastic bag, rolling pin, cold-water dye (at least three colors), vinegar, slotted spoons, white glue, cardboard or poster board for each child, newspaper.

PROCEDURES

Before members arrive, prepare dyes following package directions in 1 lb coffee cans. Shells will absorb color better if 1/4 cup vinegar per 1/2 lb. dye is used. Cover table with plastic cloth and lay out needed materials. Talk briefly with your group about mosaic art. If you have mosaic pieces or pictures of mosaic art work share that with the members. Explain that they will be making their own mosaics at this meeting using eggshells for their design. Put all the eggshells in plastic bags and have members use the rolling pin to break shells in small pieces. Dye the pieces in the cold-water dye. Remove pieces with slotted spoons and place on newspaper to dry. Give each member an 8" x 10" piece of cardboard or poster board and demonstrate spreading glue in a desired pattern on it. Sprinkle eggshells over the glue area using only one color of shells. Now add more glue in another design and sprinkle another color of eggshells over that. Repeat as often as desired. When creations are completed, seat the children in a circle and let each member share his/her picture with the rest of the group.

HOME ACTIVITY

Visit an art museum - look for mosaic art.
Visit a high school or college art class.
Visit an art teacher or artist.
Display your eggshell mosaic.
Make an eggshell mosaic for a gift.



CLOVERBUD ACTIVITIES

FINGER PUPPETS

PROBLEM SOLVING AND
DECISION MAKING

Oklahoma Cooperative Extension Service * Division of Agricultural Sciences and Natural Resources * Oklahoma State University

LIFE SKILLS TAUGHT

Simple stitch
Problem solving and decision making

MATERIAL NEEDED

Felt
Yarn
Sequins
Pins

Embroidery thread
Darning needles
Scissors
Paper for patterns

PROCEDURES

The puppets are made from felt. Trace pattern and cut two of each pattern piece from felt. Puppets may be sewn together using a back stitch or a blanket stitch. Sew around head on dotted line, leaving bottom open. Ears and eyes, etc., are glued on.

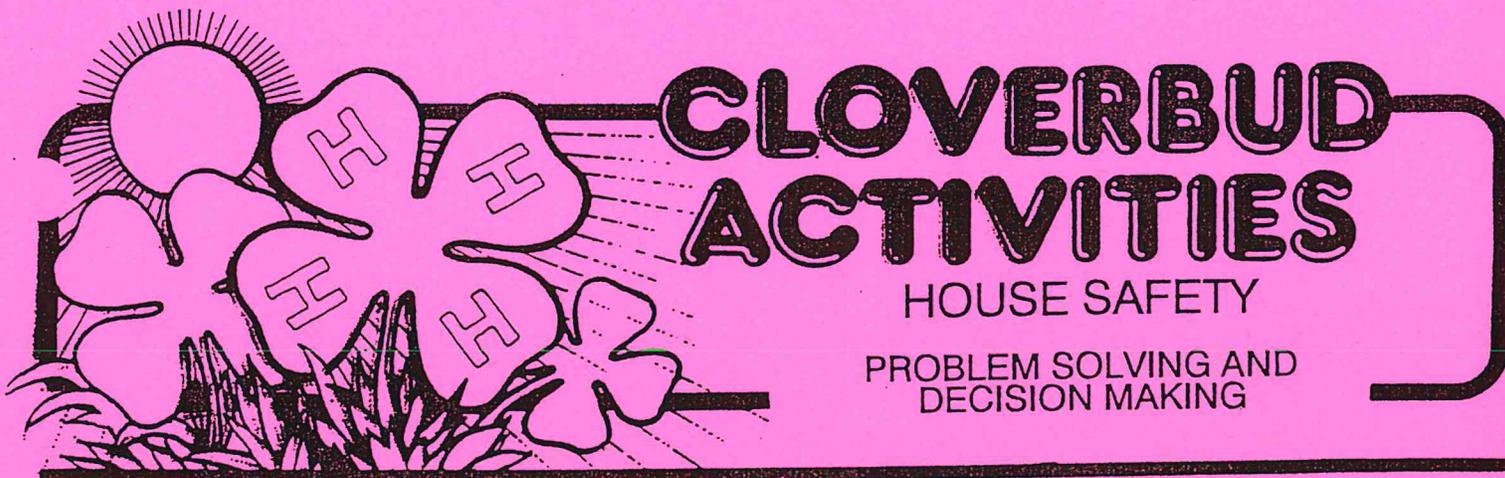
If the member is too young to use a needle and thread, the whole puppet may be glued together, using a clear-drying white glue.

Puppets may be used for drama or to decorate a package. By adding a string at the top, the puppets may be used as a hanging decoration or even made into a mobile. Puppets may also be worn by sewing a safety pin on the back or adding a yarn chain.

The teddy bear is made from felt, and is lightly padded. When sewing or gluing the bear, leave an opening in the bottom. Glue on the paws and other features. When these are dry, lightly pad the bear, using fiber fill, old nylons, etc. Then sew or glue opening shut. Attach to a popsicle stick or attach a strip of elastic across the back to slip finger through.

HOME ACTIVITY

Create skit using puppets.
Perform skit for your family.



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LIFE SKILLS TAUGHT

Positive feelings about self as capable and responsible young person
Problem solving and decision making
Develop skills useful in successfully managing those times when at home without adult supervision

MATERIALS NEEDED

Invite a police officer to talk to group about house rules and safety

PROCEDURES

Have police officer lead discussion about house rules. Keep the doors locked. Always answer the phone or door. Do not allow unauthorized persons in the house. (Discuss how to answer the door without opening it.) Do not admit you are home alone. (Say - "My mother can't answer the phone (door) now. May I tell her who called?") Do not enter your home if you suspect it has been entered by an intruder (go to a neighbor for help).

Discuss or role play the following situation:

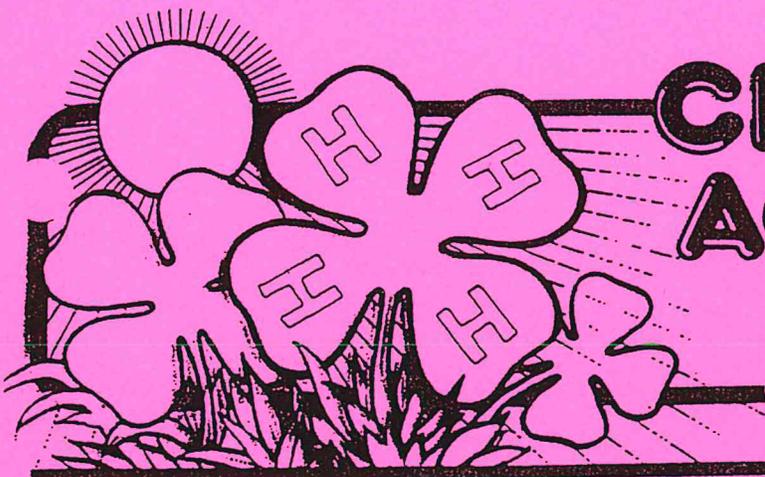
A stranger appears at the door and says his car has broken down. He wants to call for a tow truck. Offer to phone for him. Then call police to report car broken down. Use dummy telephones (borrowed from telephone company) to practice conversations. Volunteer leader on other end asks for parent and pries for information about parent. Give each child an opportunity to answer a call.

Sample roles for volunteers:

Storm window company doing survey in area - Do you have front and back door? How many windows in front? back?, etc. Urgently need to speak to father. Need information about financial matter. Old friend on brief layover at airport wants to talk to mother. Summarize: Best way to answer phone or door is to be brief as possible. Prevent problems by immediately asking to take a message.

HOME ACTIVITY

Compile a list of emergency numbers, with help from parent/guardian.



CLOVERBUD ACTIVITIES

I CAN CHOOSE

PROBLEM SOLVING AND
DECISION MAKING

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LIFE SKILLS TAUGHT

Problem solving and decision-making

MATERIALS NEEDED

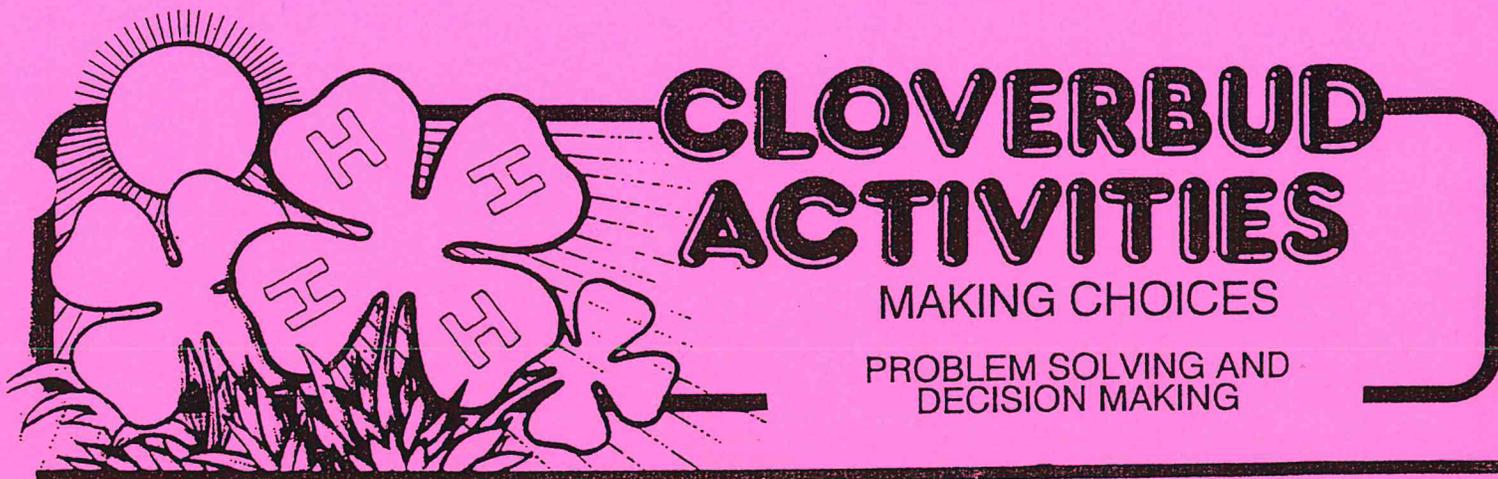
English Muffins (one-half muffin for each child)
Prepared pizza sauce
Grated cheddar cheese
Grated mozzarella cheese
Cooked meat toppings (Examples: hamburger, sausage, pepperoni, Canadian bacon)
Vegetable toppings (Examples: mushrooms, green peppers, tomato slices)
Juice, milk, or water for drinks

PROCEDURES

Before the activity prepare the ingredients and arrange in bowls. Give each child a muffin. Tell the children they may choose only three toppings for their "mini pizzas." Let them know that later you will explain why they can only have three toppings. After the toppings are arranged bake at 350 for 4-6 minutes. Eat and enjoy!

DISCUSSION

"Today each of us has made some choices." "What is it called when we choose? It is called a decision. It is a decision when you choose between two or more things. For example, when you choose between cheddar and mozzarella cheese, you make a decision. Learning how to make decisions is important. I'm proud that you made choices today. Let's go around the circle and talk about why each of you chose the pizza topping that you did." Children may need prompting, i.e., "Did you choose those toppings because you liked their tastes the best? Or because it's your favorite color? Or because your friend chose it? Or because it was in the bowl closest to you?" Remember the reason they give is not important; the fact that they make a decision is important. "I hope you enjoyed making decisions today"! We make decisions all day long about all kinds of things." Give examples of choices you have made today.



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LIFE SKILLS TAUGHT

Problem solving and decision making

MATERIALS NEEDED

Imagination

A place to walk, preferably outside, but can be done inside

PROCEDURES

This game teaches children to use imagination when identifying choices. It is a method of brainstorming.

Take the children on a walk. Hopefully the weather will be nice enough to go outside. If not, just walk in a big circle or walk through the house. The most important ingredient is imagination so tell the children to bring theirs along!

Tell the children you are going bear hunting with a camera so they should put on their walking shoes, button their coats, and put their cameras around their necks. Act out these directions.

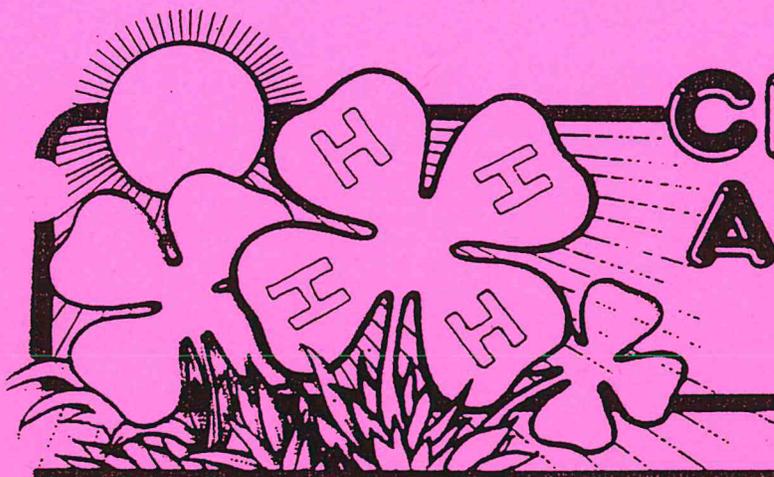
As you walk, you will come across several obstacles (suggestions listed below). Each time the group comes to an obstacle, stop and discuss all the possible choices.

Encourage the children to come up with as many ideas as possible. Tell them you will accept any possibility, no matter how unusual it may sound.

Accept each by saying something like, "That's an idea." Do not reject any ideas. This process is called brainstorming.

After brainstorming for a moment at each obstacle, quickly and randomly choose an idea, do it, and continue with the walk to the next obstacle. (You could let a different child choose at each obstacle.)

Continue with the activity until the time is up or the children tire. To end the activity you should "spy the bear in a cave," snap its picture, and head quickly for home repeating all the obstacles you came across on the way.



CLOVERBUD ACTIVITIES

MAKING DECISIONS

PROBLEM SOLVING AND
DECISION MAKING

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LIFE SKILLS TAUGHT

Problem solving and decision making
Understanding that each of us can make decisions

MATERIALS NEEDED

Large sheet of paper, marker, small box or cookie jar from previous lesson

PROCEDURES

This is a planning activity. The children will plan a celebration. You can use this at an appropriate time for a celebration. Remember to keep two things in mind: 1) the four-step decision-making process. Reinforce these steps as you go through the process:

1. Determine what you need to decide.
2. Identify the choices.
3. Gather information.
4. Make a decision.

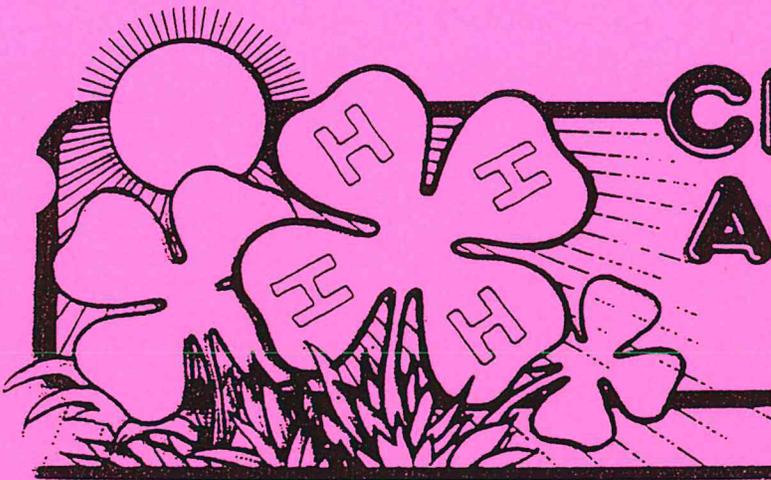
Let the children make the decisions. Give them sufficient information, but be flexible about their decision. For example, if they choose to give the party at 6:30 p.m. and you think 7:00 p.m. would be better, tell them what you think and why. Then let the children have the final say unless what they propose is dangerous or impossible. This is how children learn.

Before the meeting, prepare a simple format for a party and list it on a large sheet of paper. Place the paper where everyone can see it.

You might write:

- What?
- Who?
- Where?
- Why?
- When?
- What to do?

Write several ideas for each question on separate slips of paper. Add any ideas you think of to the list below:



CLOVERBUD ACTIVITIES

PLAYING DETECTIVE

PROBLEM SOLVING AND
DECISION MAKING

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LIFE SKILLS TAUGHT

Problem solving and decision making
The importance of gathering information before making decisions

MATERIALS NEEDED

Coffee can or cookie jar, paper, markers

PROCEDURES

Use a real cookie jar or decorate a coffee can to look like one. Cut out paper cookies and label each with a child's name. Draw one to four chocolate chips on each cookie.

Let each child remove a cookie from the jar. Then, without showing it to the others, the child should give the same number of clues about the "cookie-snatcher" as there are chocolate chips.

The other children try to decide from the information gathered whose name is written on the cookie.

The game can be played again and again with different names on the cookies each time. For example, you might print names of animals, fairy-tale characters, or cartoon characters.

You might say:

"Today we talked about making decisions. To make decisions we need to gather information."

"Who knows what "gather information" means?"

"It means to find out all we can about something. If I wanted to gather information about one of you, I would find out all I could about what you like, what your favorite ice cream is, how many goldfish you have, or if you like to play hop scotch. Today in our game of 'who stole the cookie from the cookie jar' we gathered information so we could decide whose name was written on the cookie. Let's talk about other times we might want to gather information so we can make a decision."