

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

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 fireman to talk to group about fire safety and fire escape routes. Make copies of "How Many Hazards Can You Spot?" sketch.

PROCEDURES

Distribute "How Many Hazards Can You Spot?" Ask the children to mark the hazards spotted on their handout. Following is a list of hazards found in the drawing:

Cord near water	Poisonous chemicals
Toys on stairs	Skateboard on floor
Knives lying about	Stool on box
Lighted candle near drapes	

Ask fireman to discuss some of the following safety rules:

- Treating electrical appliances with respect.
- Use matches with adult supervision.
- Keeping things picked up.
- Playing rough-house games outside.
- Always walk in the house.
- If you smell gas or smoke, get out and call for help.

Ask children what they would do in the following situations:

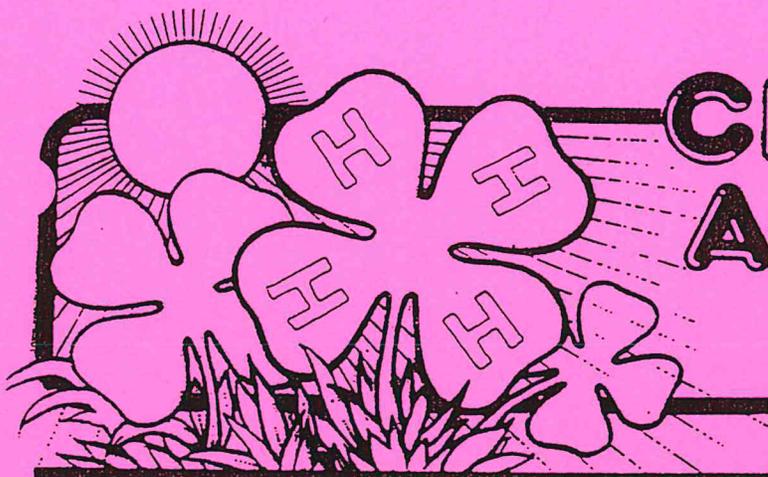
While you are in the bedroom playing, you smell smoke coming from another part of the house.

While cooking, your sleeve brushes over the gas flame and your clothing catches on fire.

Summarize by discussing fire emergency rules:

1. Get out. Don't bother with possessions, just get yourself and other humans out. Go to a neighbor and call the fire department.





CLOVERBUD ACTIVITIES

SEWING - NEEDLE BOOK

PROBLEM SOLVING AND
DECISION MAKING

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LIFE SKILLS TAUGHT

To make use of scrap material around the home
To help youth learn basic cutting and hand stitching skills
Problem solving and decision making

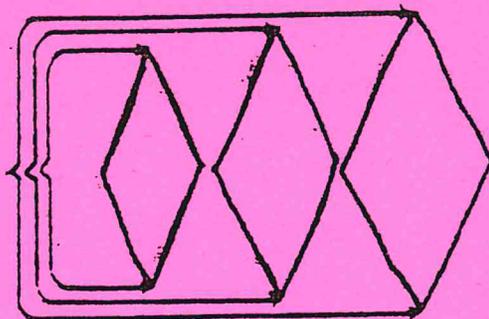
MATERIALS NEEDED

Scraps of felt or firm double knit fabric, thread, pinking shears, needles, patterns

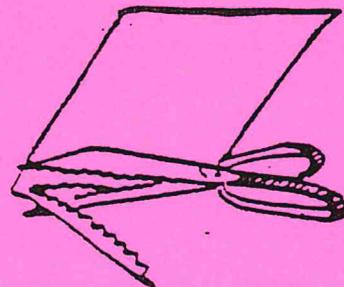
PROCEDURES

Select a pattern shape. Trace and cut out pattern.

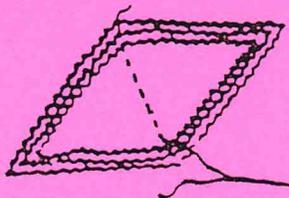
Using pattern cut three pieces of the same shape; each slightly smaller than the one before.

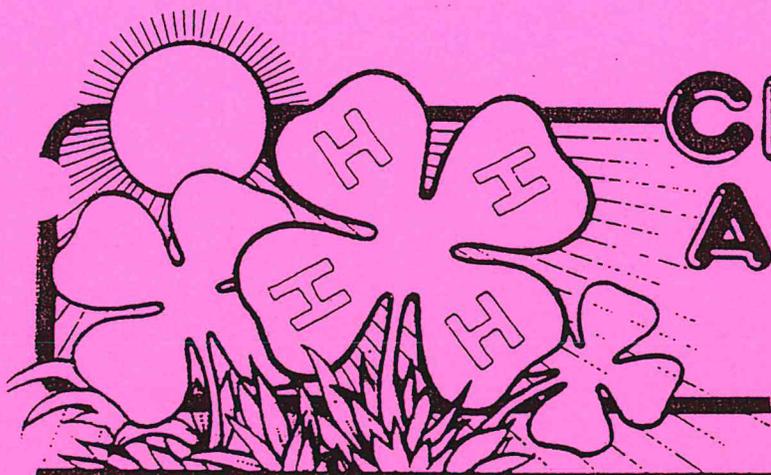


Pink edges.



Stack shapes with the largest on bottom and the smallest on top. Using needle and thread stitch down the center with a simple running stitch. Fold on line of stitches.





CLOVERBUD ACTIVITIES

SEWING - PIN CUSHION

PROBLEM SOLVING AND
DECISION MAKING

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LIFE SKILLS TAUGHT

Verbal Expression
Basic use of thread & needle
Basic hand stitching skills
Positive feeling about self as capable of making usable item
Problem solving and decision making
Managing resources.

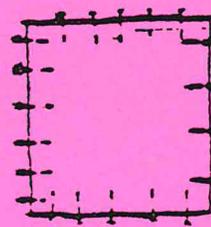
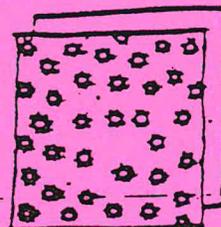
MATERIALS NEEDED

Two pieces of firm fabric, stuffing (old panty hose, cotton or polyfill), thread, needles, scissors, patterns.

PROCEDURES

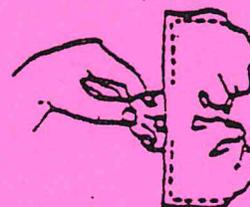
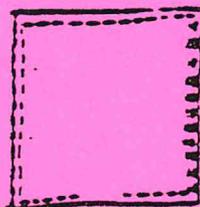
Using a pattern, cut two pieces of fabric.

Place right sides together and pin.

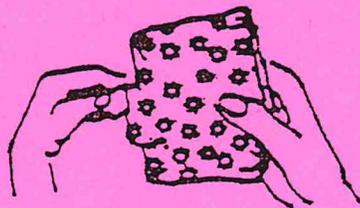


Using a back stitch or overcast stitch sew the 2 pieces together. Leave 2 inches open. Trim corners if needed.

Turn the right sides out. "Poke out" corners.

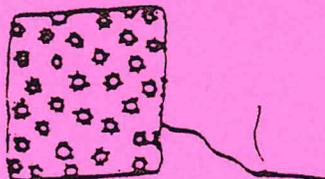


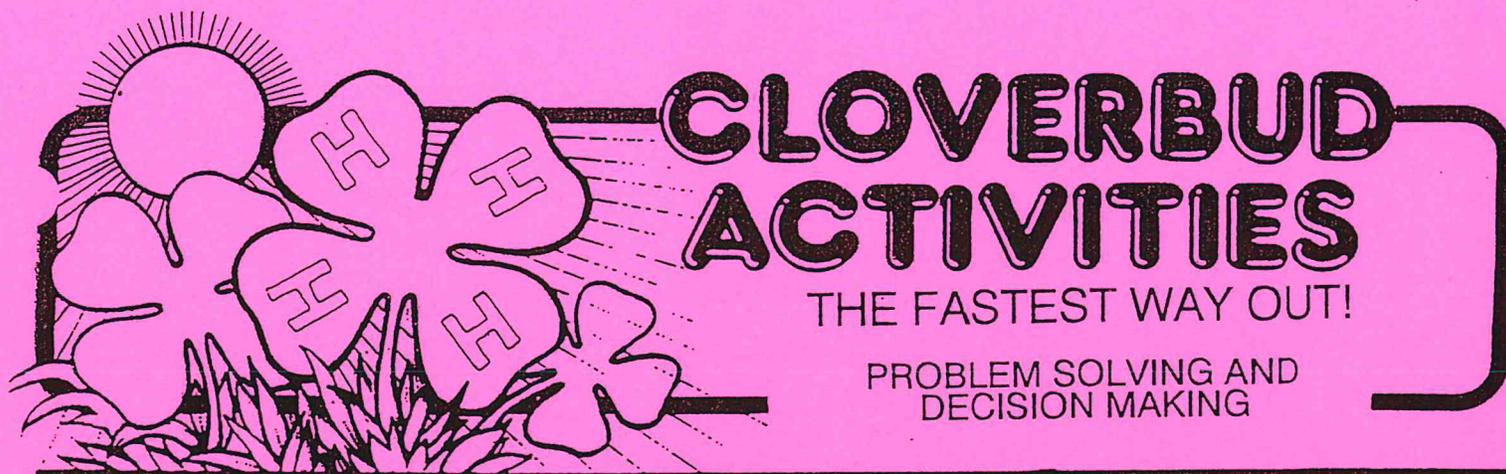
Stuff-



Fold under raw edges at the opening and pin.

Stitch opening closed.





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LIFE SKILLS TAUGHT

Ability to examine a situation, look at alternatives and make intelligent decisions
To be calm in emergency situations
Enhance parent and child relationships

MATERIALS NEEDED

Crayons or colored markers
Papers for drawing houses
Handouts with the outlines of a house

PROCEDURES

Talk about the need to be aware of fire escape routes in homes and the need to practice fire escape routes.

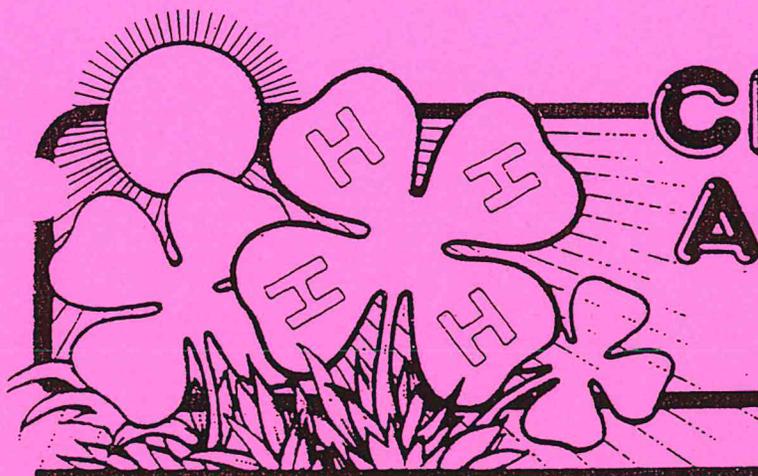
Have the members draw a simple outline of their homes and show with arrows the fastest way out of the house. Draw another plan and show a second way out in case the first route is blocked.

HOME ACTIVITY

Have participants take their fire escape routes home and discuss with their parents to make sure the routes are correct.

Send one of the handouts home and let the families draw a route and practice it as a family. Talk about what to do if parents are not at home.

adapted from 4-H Sail, University of Arkansas Cooperative Extension Service, Arkansas 4-H.



CLOVERBUD ACTIVITIES

USING YOUR TIME

PROBLEM SOLVING AND
DECISION MAKING

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LIFE SKILLS TAUGHT

Problem solving and decision making

Things to consider when deciding how to use time

A block of time can only be used once, usually activities not carried out represent lost opportunities.

MATERIAL NEEDED

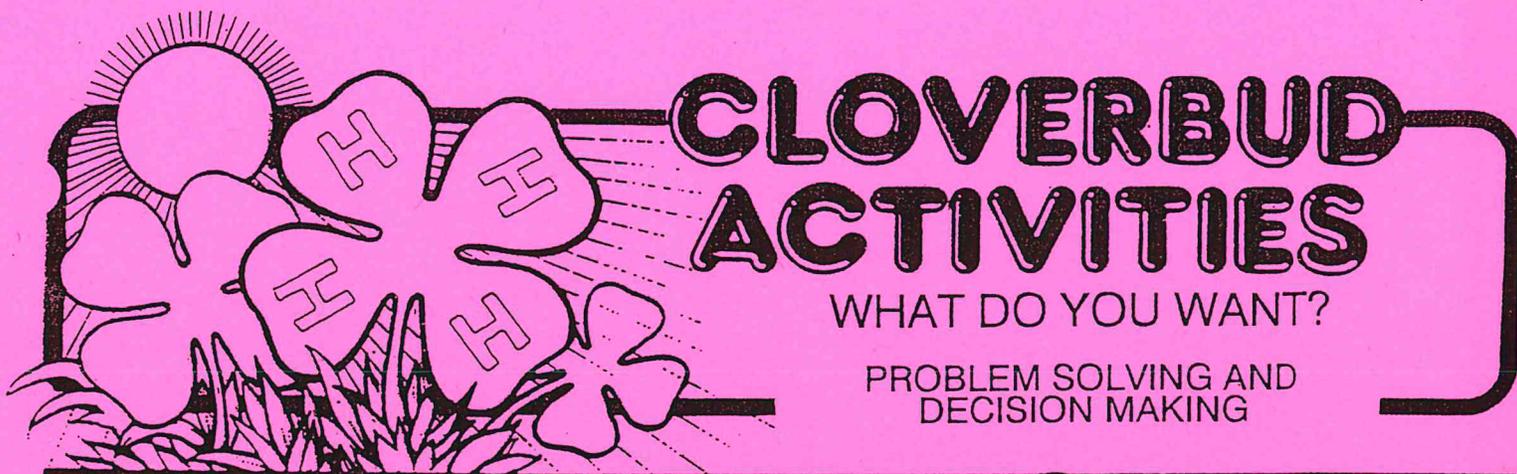
Newsprint, markers

PROCEDURES

Cloverbuds name things they could do in a free hour at home. List activities named on newsprint. Cloverbuds vote for one activity, select the most popular. Members tell why they think the activity would be the best way to spend the hour - money cost, educational benefit, enjoyment, pleasing to the family, etc. Cloverbuds discuss opportunities they may miss by using the hour for the selected activity (opportunity cost).

HOME ACTIVITY

Cloverbuds discuss time use with family and opportunities that may be lost (opportunity cost).



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LIFE SKILLS TAUGHT

Problem solving and decision making
Ability to observe some general characteristics about people's wants

MATERIALS NEEDED

Two or three large pieces of paper
3 x 5 index cards
Pens, pencils, or crayons

PROCEDURES

The purpose of this activity is to demonstrate the variety and number of items (goods and services) that people would like to buy. The list provides the information to conclude that: (1) People have unlimited wants for goods and services; (2) Parent's wants are different from children's; and (3) Not all children want the same items.

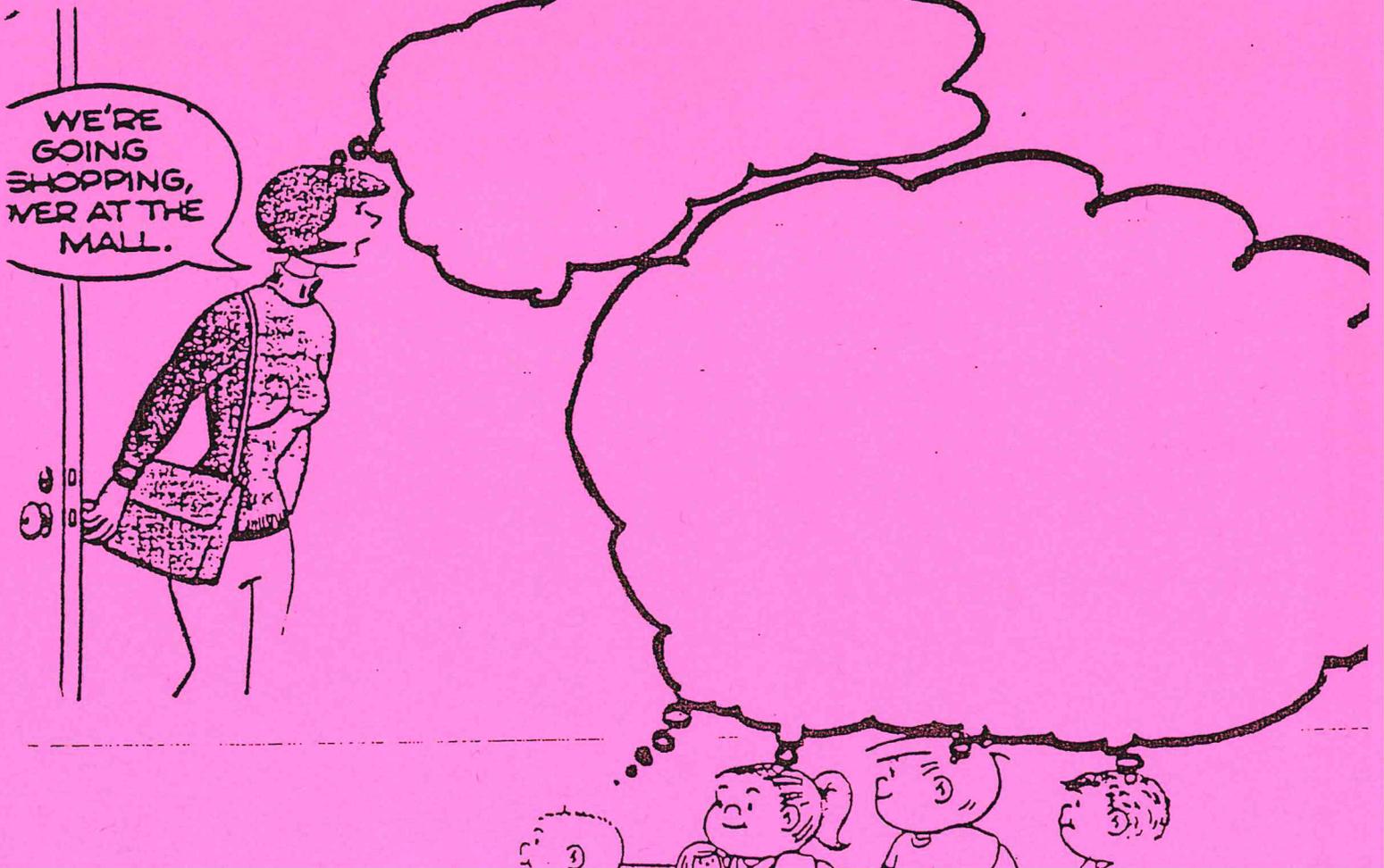
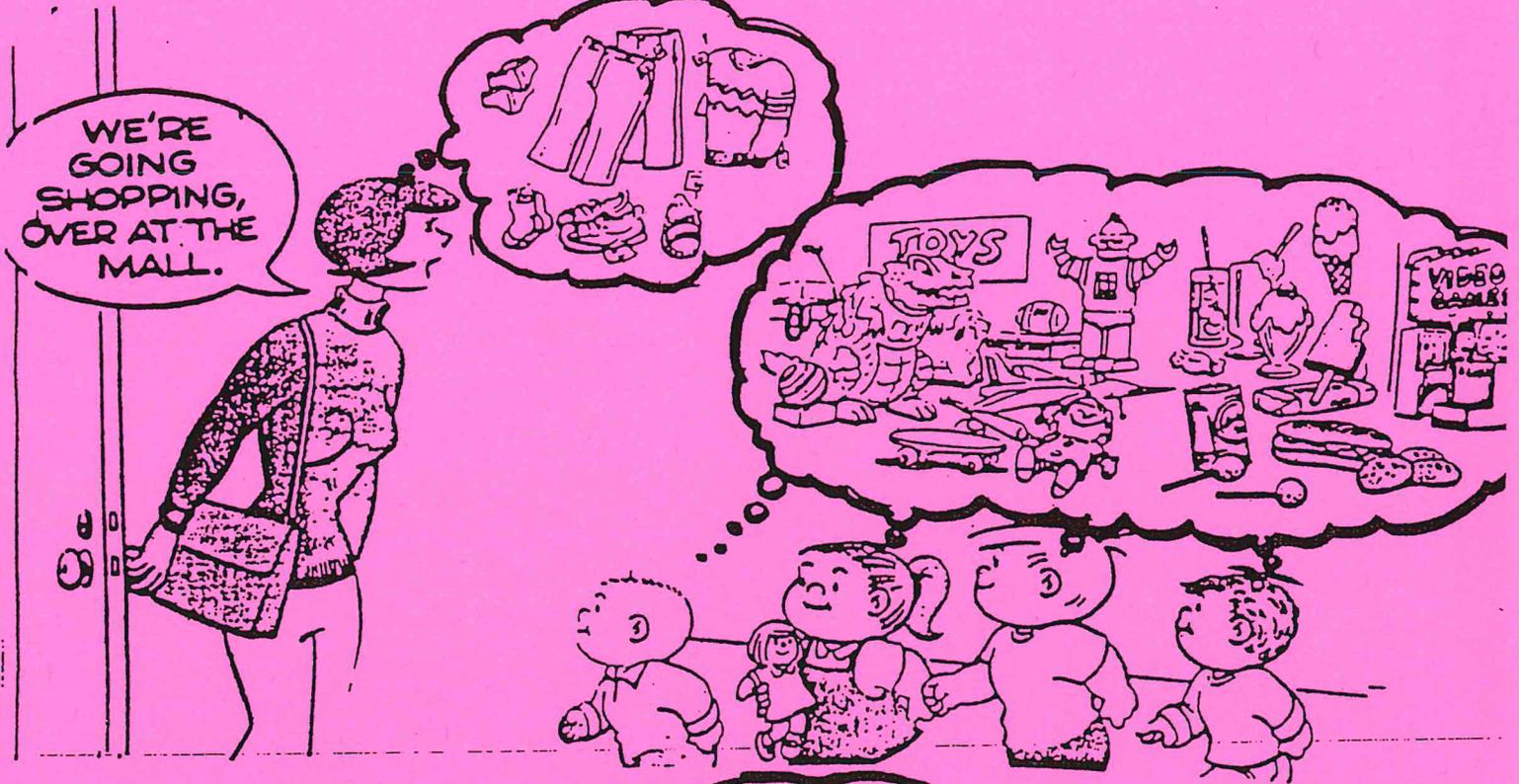
Have cloverbuds name different stores they visit. Select several of these stores and make a chart for each. Distribute five cards to each student and have the members name and/or draw on each card an object that she/he would like to have from one of the stores (all five items could be purchased from one store). Designate one person to attach cards to the appropriate chart. After all the cards have been attached a discussion should be held to see what general statements can be made regarding the lists. Note: This discussion phase is the key part of the lesson as members begin to realize generalizations about behavior (e.g., "Gee, I see all kinds of things I would like to have," or "There are a lot more things I would like to have than what I listed"). Discuss items that parents, sisters, or brothers might want from each of the stores listed.

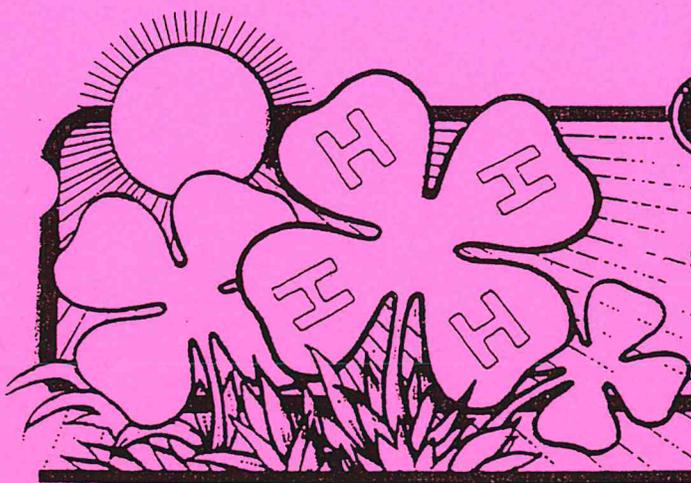
HOME ACTIVITY

Give cloverbuds a copy of "The Family Circus." Discuss what is happening in the top half of the illustration. Explain the wants, whether or not they are needs that people must have to live, can be satisfied by consuming an item. Have members take home a copy and with their parents draw their wants in the blank bubbles.

THE FAMILY CIRCUS

By **BIL KEANE**





CLOVERBUD ACTIVITIES

WHAT WILL SATISFY YOU?

PROBLEM SOLVING AND
DECISION MAKING

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LIFE SKILLS TAUGHT

Problem solving and decision making
Understanding that wants for goods and services are never-ending. A variety of items can satisfy a given want.

MATERIALS NEEDED

Paper, Pencils, pens or crayons

PROCEDURES

This activity is designed to generate a long list of items that can satisfy a given want. Encourages an understanding of economic generalizations: because income of a household is limited and its wants for goods and services are unlimited, it must choose which of its many wants for consumer goods and services it will satisfy. Model the activity one time: i.e., See how many words can be listed in each blank, such as, "I am thirsty, I want to drink a glass of _____."
I would like to play _____.
I would like to have a _____ in my bedroom.
I want _____ for dessert.
I would like a _____ for a pet.
My family wants a _____.
I want a _____ for my school.
I would like our 4-H club to have a _____.
If I had all the money I needed, I would buy a _____.
Have all members who responded to the first sentence share his/her list. Allow others suggest additional answers to the sentence. Ask students if it would be possible for them to list all their wants for goods and services. How long would the list be? After comparing lists members should see that their wants for goods and services are unending and that there are a variety of items that could satisfy a given want. Discuss with members other things that satisfy wants. For example, sharing, pleasing ones parents, loving oneself, learning, attending church, belonging to a club, etc. In other words, there are some wants that are satisfied even though we do not typically think of needing to make a purchase.



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LIFE SKILLS TAUGHT

Developing coordination
Working with others

MATERIALS NEEDED

Read the list of Olympic events and determine the amounts of each item you will need. Items include feathers, balloons, string, ping pong balls, marshmallows, crackers, and dried beans. Games can be held indoors or outside.

PROCEDURES

Snow Shoe Relay - Divide group into teams. Each team is given two shoe boxes. With these on their feet, they race by sliding the "shoes" from the starting line to turning line and back.

Tunnel Relay - Get four cardboard boxes about 20 inches square and three feet high and reinforce them at the corners. Fold in the top and bottom of each box and lay them on the ground end to end to form two tunnels. Two groups see which can wiggle all persons through the tunnel first.

Hammer Throw - An inflated balloon is tied to the end of a string, each person throws the "hammer" by the end of the string. One throwing the farthest wins.

Football Game - One team gets on each side of a table. Each side tries to blow a ping pong ball off opponent's side of the table.

Foot Race - Each person stands with one foot touching the other, heel and toe. The greatest aggregate length wins.

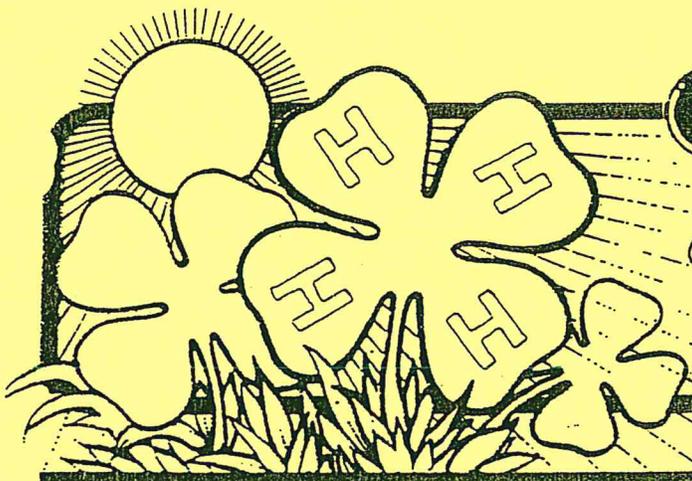
Shot-Put - Each person is given 10 dried beans that he attempts to throw into a quart jar from a chalk line on the floor.

Standing Broad Grin - The width of the grins are measured by judges. Broadest grin wins.

50-Yard Swim - Each person hops on one foot, carrying a paper cup of water. First one over the finish line with the most water in his cup wins.

Long Glum - See which person can stay sober longest, while everyone in the room tries to make him laugh.

Fluff - Carry feathers on a plate, you must pick up any that drop.



CLOVERBUD ACTIVITIES

WHAT'S MY NAME

UNDERSTANDING SELF

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LIFE SKILLS TAUGHT

Understanding self
I am a special and unique person

MATERIALS NEEDED

Construction paper (4" x 8") with the children's names printed in bold letters, magazines, scissors, markers or crayons, glue, buttons, contact paper (clear), yarn or string, hole punch.

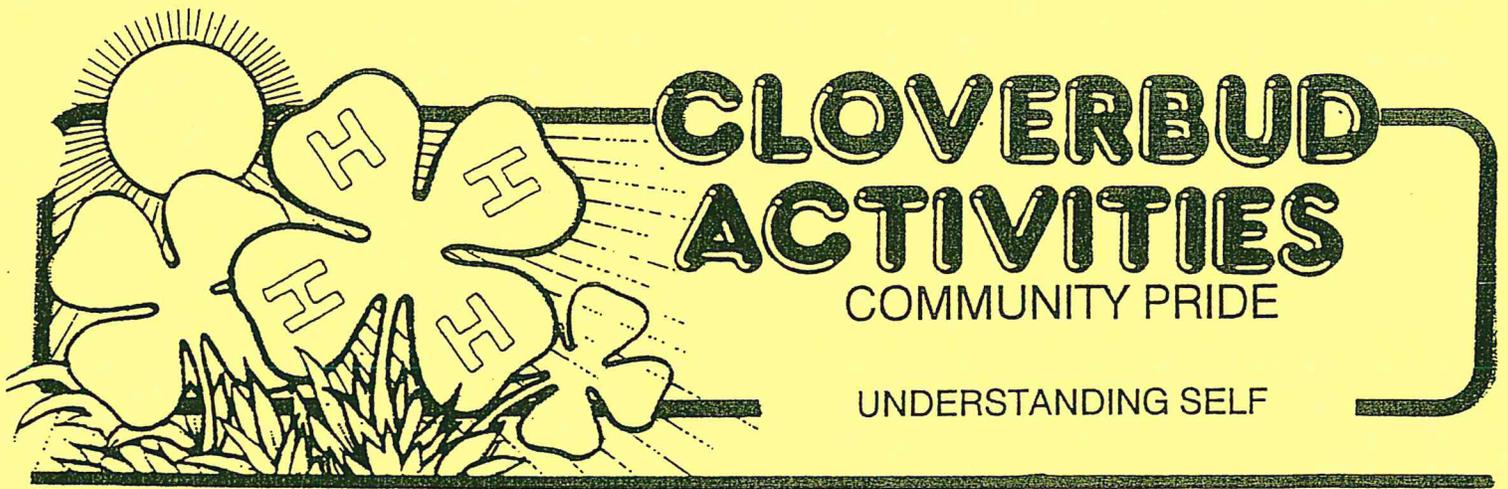
PROCEDURES

Have the children decorate their nametags any way they want. You could suggest that they put things on them that represent things they like to do. Cover each nametag with contact paper. Punch holes in the paper and use yarn or string for a neck strap.

Sit in a circle and discuss the nametags. You might say: "Let's all look at each other's nametags." Go around the circle and discuss what each child has on his or her "ME" nametag. Point out how each one is different, just as we are all special in our own ways. "We like to do different things. Some things we like to do the same, some not. Can we still have fun with others even if they like different things than we do? How? Can we be friends with people who are different than we are?"

HOME ACTIVITY

Draw or cut out pictures of things you like to do. Draw or cut out pictures of things you want to be when you grow up. Make a poster for your room using the same nametag technique. Discuss the items on the poster with your family.



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LIFE SKILLS TAUGHT

Understanding Self

Becoming aware of the need to make personal contributions toward beautifying the community

MATERIALS NEEDED

Trash bags, leaf rakes, pre-moistened towels to wash up when finished and refreshments.

PROCEDURES

Arrange a field trip to a local park, shopping center, river bank, or other public area that is in need of a clean up.

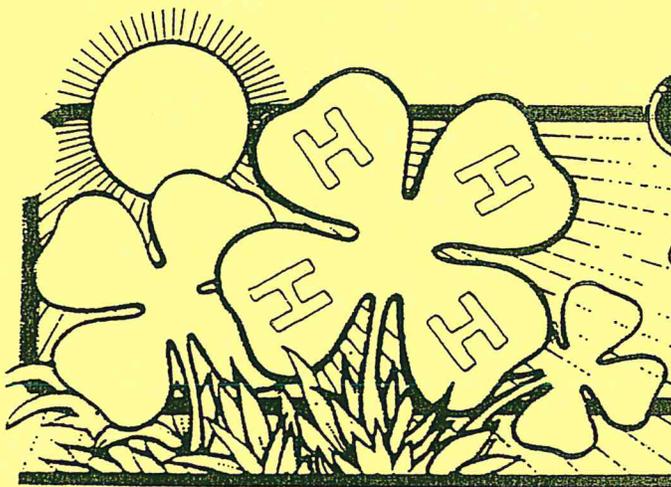
If there is a recycling center in your community you will want to sort types of trash into various containers for recycling.

Help members clean up the area. When finished loading the trash or placing it in a collection area, clean up and enjoy refreshments in the freshly cleaned area.

HOME ACTIVITY

Four-H members can contribute to their community by helping their family clean their yard or roadways near the family's home. Families can also spend time together by sharing in the clean up projects.

Families can discuss the importance of recycling.



CLOVERBUD ACTIVITIES

EVERY "BODY" IS SOMEBODY

UNDERSTANDING SELF

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LIFE SKILLS TAUGHT

Understanding Self
Appreciation for the uniqueness of each person

MATERIALS NEEDED

One body-length of paper for each child
Markers (not permanent)
Space to spread out

PROCEDURES

Divide the children into pairs and have them take turns tracing each other on the paper. Once the tracings have been completed, have them color in their tracing. Let them color as they choose -- any way is the correct way.

DISCUSSION

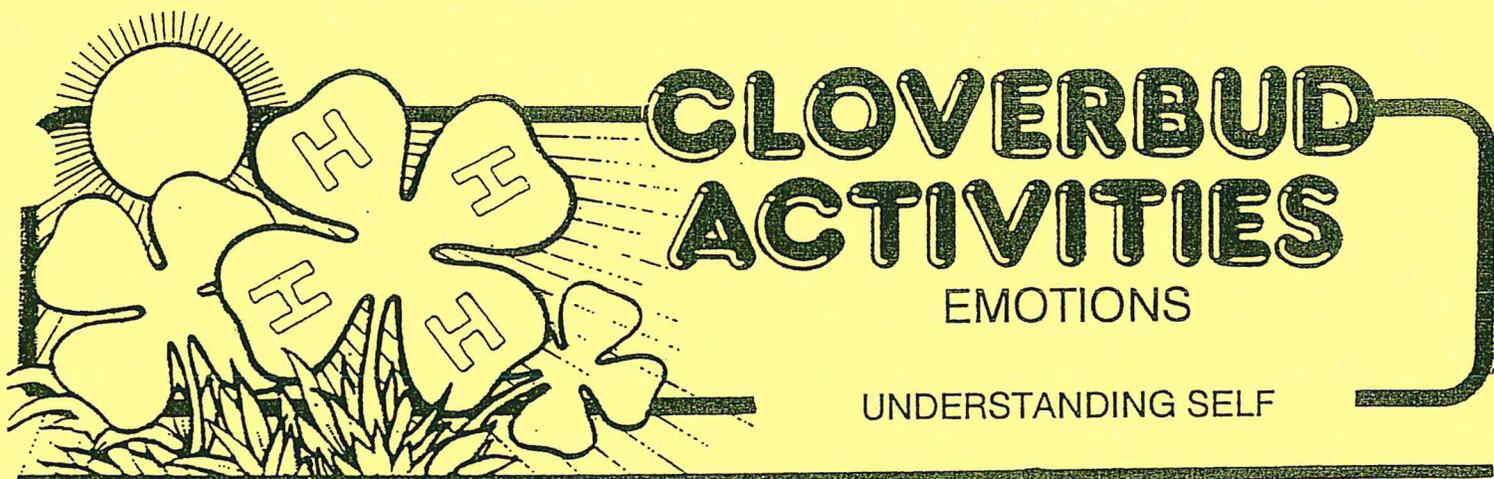
"Let's take a look at our body pictures. Wow! I can see many things that are the same and many that are different."

"Who can tell me what is the same about each of the pictures and each of us? What is different about each one of us? Now let's go around our circle and each tell one thing we like to do. Let's try to have each person think of something different. I'll begin. I like to ..."

"Now we can see that in some ways we are all the same and in other ways we are all different. We are all special in our own ways."

HOME ACTIVITY

Trace a bare foot or hand. Decorate it with your parents. If you have brothers or sisters, help them to trace their foot or hand too.



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LIFE SKILLS TAUGHT

Understanding Self
Understanding that there are many emotions

MATERIALS AND EQUIPMENT

Pictures from magazines or newspapers showing various emotions, including these:
Happiness
Sadness
Anger
Fear
Frustration

PROCEDURES

Tell the children that you are going to make up a story as a group. Discuss what is happening in the pictures. What are the people doing? How do they feel? What has happened to make them feel that way? (If the children need help, provide names for the emotions.)

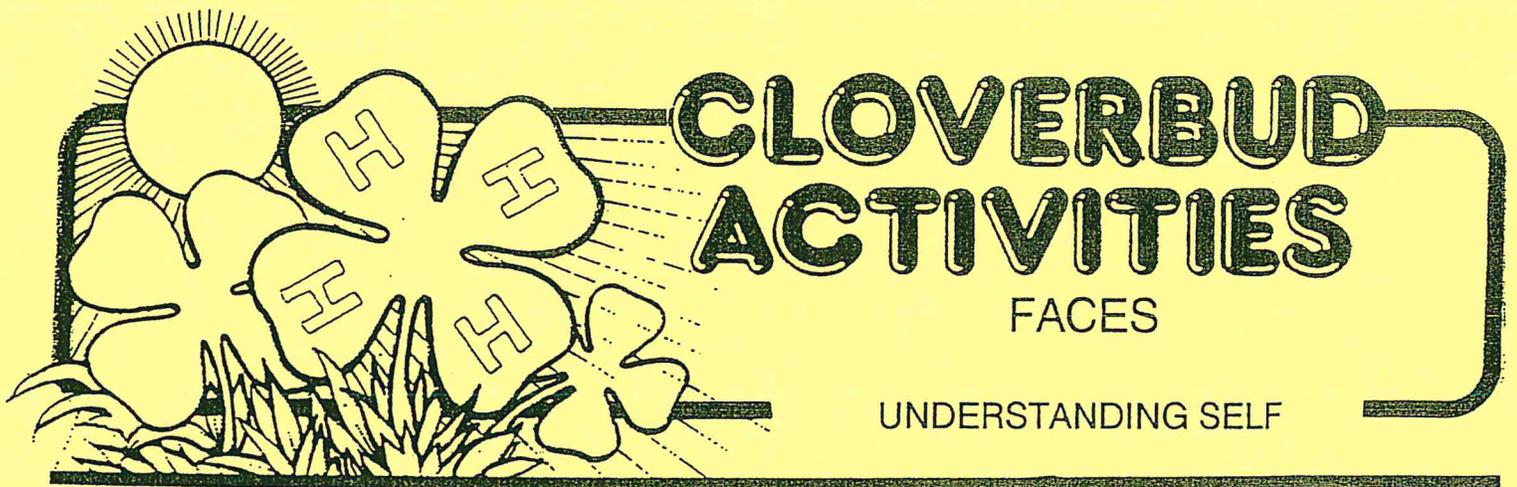
Now let the children place the pictures in any order they wish and make up a story about the pictures. Remember, a plot, a beginning, and an ending are not vitally important. What matters is your discussion of the feelings expressed by the people in the pictures.

If time permits, ask each child to think of a time when he/she felt angry, afraid, or frustrated.

Note: Emotions are neutral. They are neither good or bad. What we do with our emotions -- our actions -- can be good or bad.

HOME ACTIVITY

Draw a picture or cut one from a magazine and make up a story to go with it.



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LIFE SKILLS TAUGHT

Understanding Self
Understanding that emotions are OK

MATERIALS AND EQUIPMENT

Paper plates
Glue
Yarn
Scissors

Crayons or markers
Popsicle sticks
Construction Paper

PROCEDURES

Have the children draw faces on a least two paper plates each. The faces should show emotions such as: Happiness, fear, anger, and frustration. They can use construction paper and yarn to make hair, hats, and faces.

Let them use their imaginations. Tell them they will use the faces in a game when they finish. Glue a popsicle stick on the bottom of each face as a handle.

Have the children tell what they feel is the emotion on each face. There are no right or wrong answers. Different children will have different feelings.

"You may use your faces to show how you feel. Remember, this is your feeling and others may feel differently. Emotions are O.K.!"

Read the following statements or make up your own:

- How do you feel when someone says you are not nice?
- How do you feel when someone scolds you?
- How do you feel when someone smiles at you?
- How do you feel when someone says he/she likes you?
- How do you feel when you tell your mom or dad you love them?
- How do you feel when you are invited to a party?

HOME ACTIVITY

Keep a count of how many different emotions you observed during a day. Who showed them? Why?



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LIFE SKILLS TAUGHT

Understanding self
Positive ways to show emotions are sometimes called "good moves"

MATERIALS NEEDED

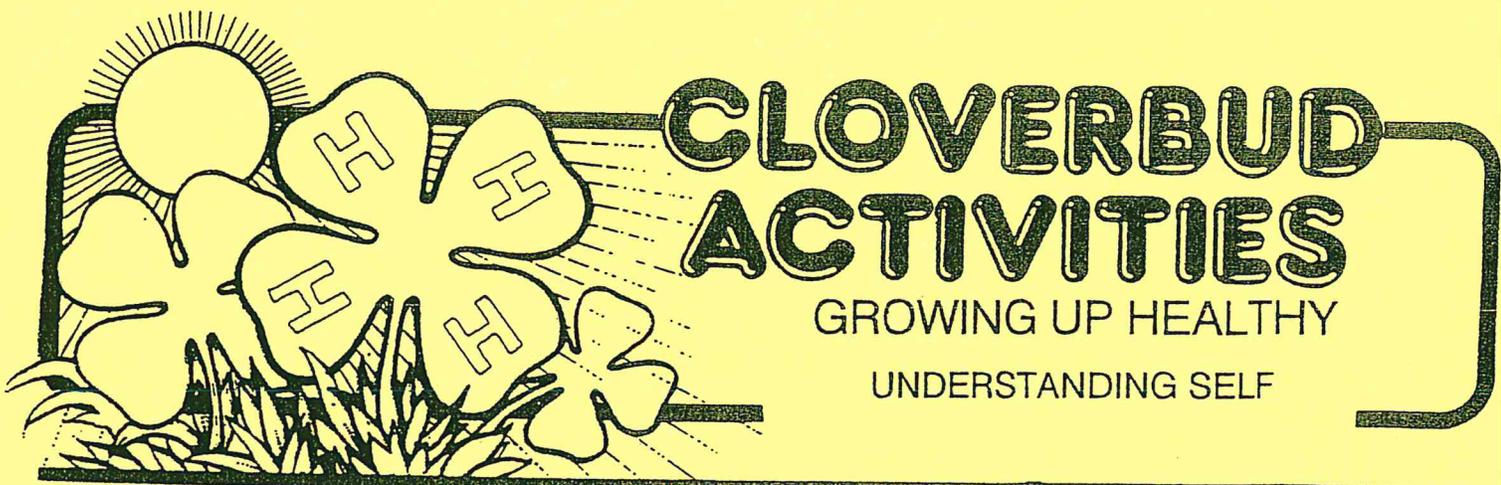
Let the children help you make the playdough. There are many recipes for playdough similar to the following: 5 cups flour, 4 tablespoons salad oil, 2 cups salt, water. Powdered tempera paint may be added to the flour or food coloring may be added to the water for color.

PROCEDURES

Mix the flour and salt, then add the oil mixed with water until the right consistency is reached. Mix the ingredients in a large bowl or dishpan to cut down on the mess. When the playdough is finished, give each child a large portion. Small portions are no fun and can lead to frustration. Resist the temptation to give the children cookie cutters. They encourage conforming and discourage creativity. Rolling pins are okay. Encourage squeezing, pounding, rolling and thumping. While playing with the playdough, initiate discussion of ways to express anger or frustration. You might say, "What are some of the ways we talked about earlier that we show how we are angry?" When we are angry or frustrated it's okay to show it, but there is one very important thing to remember. We may not show our anger by hurting anyone. We cannot hit or kick or push a person when we are angry or frustrated. Can anyone think of something we can do?" (Give children time to respond.) What about hitting a pillow? Pounding playdough? Hammering? Walking fast? Dancing? Throwing a ball against a wall? These are all "good moves". It's okay to feel angry. How we show it is important. Remember to use "good moves". Elaborate. Children need to hear things over and over again. They may not respond much if this is a new topic to them.

HOME ACTIVITY

Interview five people: What do you do when you get angry? Where do you go? What helps you get in control again? Find a special place where you can go when you need some time alone. Discuss your findings with your parents.



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LIFE SKILLS TAUGHT

Understanding and developing a positive attitude toward self
To promote parent/child relationships
Understand that normal growth is different for everyone

MATERIALS NEEDED

Weighing scales
Measuring tape
Crayons or colored markers
Plain paper for each person

PROCEDURES

Talk about that fact that people grow at different rates. People will not be the same size at the same age. Weigh and measure all the participants.

Ask participants to talk about why they think there are differences in growth.

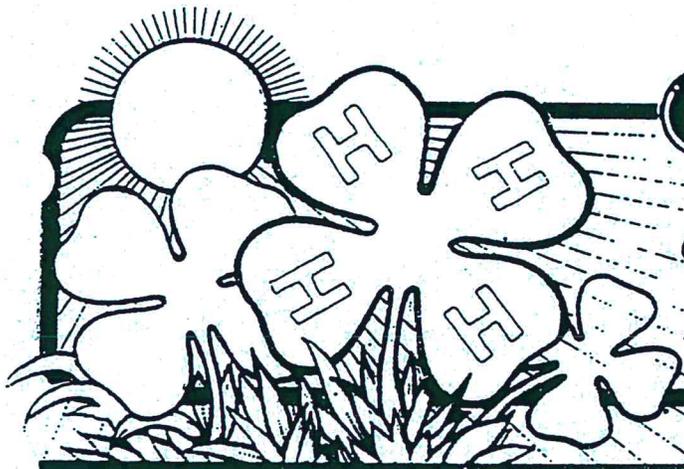
Have participants draw pictures of the way they think they will look at ages 16 and 30.

HOME ACTIVITY

Have participants ask their parents for the following information. Members could bring the information to the next meeting and compare:

1. birth weight
2. age at which member crawled
3. age at which member's first tooth appeared
4. age at which member walk
5. age at which member said first word

adapted from 4-H Sail, University of Arkansas Cooperative Extension Service, Arkansas 4-H.



CLOVERBUD ACTIVITIES

A WINTER INDOOR CAMPOUT

• COMMUNICATING AND
RELATING WITH OTHERS

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

LIFE SKILLS TAUGHT

Communicating and relating to others
New songs
Dangers of campfires
Appropriate clothes for camping
What to do when one gets lost on a camping trip

MATERIALS NEEDED

Card tables, chairs, sheets and blankets to make tents. Flashlights (one per member).
Bed rolls or sleeping (optional). Ingredients to make either Smors, or Trail Mix.

Smors

(one per member)
2 graham cracker squares
1/2 plain chocolate bar
1 large marshmallow

Children can put a marshmallow on the end of a wire coathanger and roast over the stove top with adult supervision.

Trail Mix

A combination of any of the following:
Raisins
Peanuts
Flaked coconut
Candy-coated
Chocolate pieces
Shelled sunflower seeds

PROCEDURES

After camp is set up, members can turn their flashlights on and put them in a pile in the middle of camp to make a campfire. The leader can start out by telling a short story and asking members to finish it or tell one of their own. After story telling, members can prepare their snack and take it back to the campfire to eat.

While members are eating, this is a good time for the leader to discuss fire safety, what to wear when you go camping, and what to do if you get lost. After the snacks are finished, the meeting can be ended with songs around the campfire followed by clean up.



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LIFE SKILLS TAUGHT

Communicating and relating with others
Learn to introduce other

MATERIALS NEEDED

Examples of introduction situations

PROCEDURES

Talk about the correct way to make different kinds of introductions. Demonstrate with another adult or one of the participants.

Divide the group into pairs and have them practice the different introduction situations.

Ask for volunteers to make introductions to the entire group.

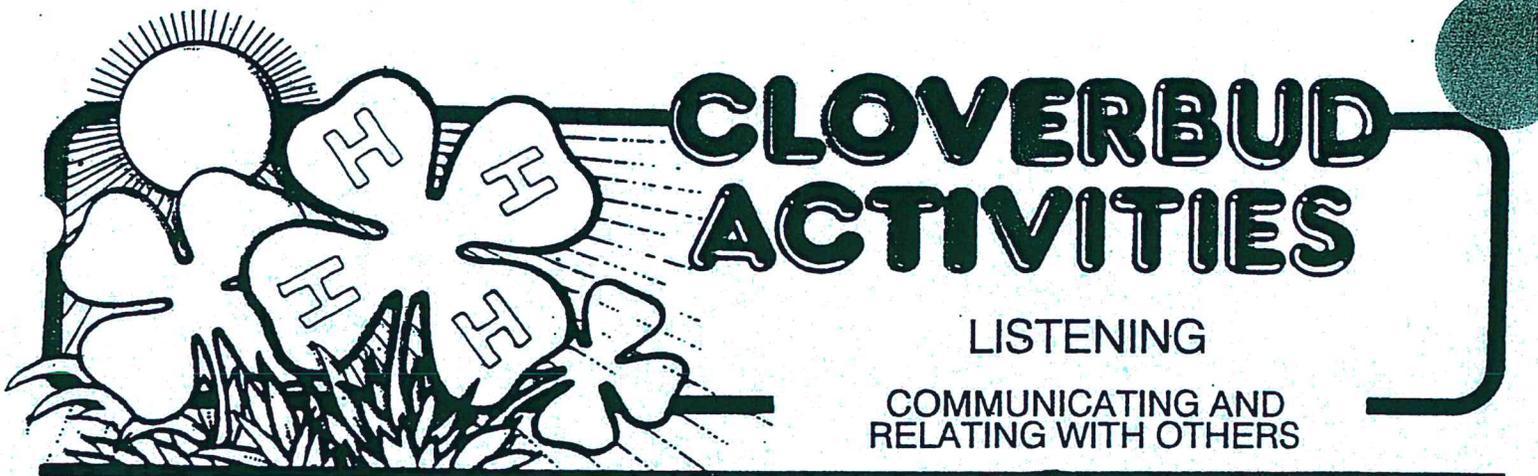
HOME ACTIVITY

During the next week, listen to how others make introductions. Practice introductions in your family and with other friends.

FACTS TO KNOW

Here are some rules for making introductions:

1. First, learn to introduce yourself. Say Hello, say your name, and ask the name of the person you're meeting.
2. Next, learn to introduce others.
Say an adult's name before a child's.
Say a woman's name before a man's.
Say a girl's name before a boy's.
Say an older person's name before a younger person.
3. When you meet someone:
Stand up.
Look the person in the eye.
Speak clearly.
Shake hands. A handshake should be firm and short--no limp fingers or bonecrushers.
4. If you do not understand the person's name, be sure to ask that person to say it again.



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LIFE SKILLS TAUGHT

Communicating and relating with others
Good friends listen

MATERIALS NEEDED

Small suitcase or travel bag

PROCEDURES

Sit in a circle. The leader begins the activity by taking the suitcase and saying, "I'm going on a trip to _____ and I'm taking along _____."

Pass the suitcase to the first child. The child then repeats what the leader said and adds an item to the suitcase. The suitcase is passed to the next child who repeats the previous 2 items and adds one more.

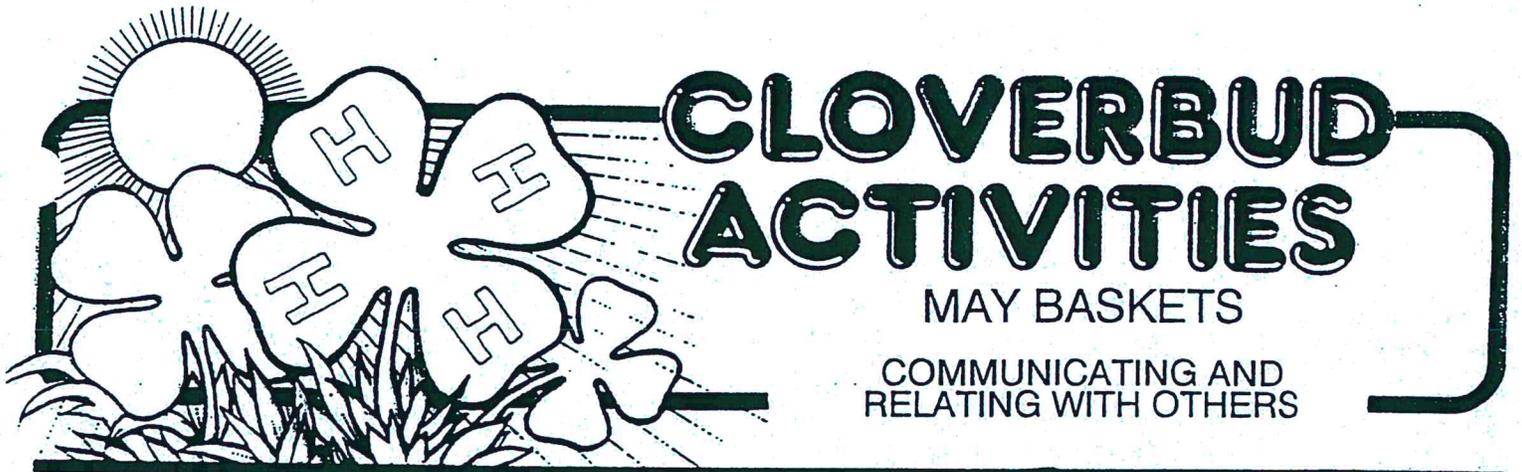
Continue until the suitcase has gone all the way around the circle. To make the game even more of a challenge, begin all items with the same letter. The activity can be repeated as many times as the children like. This is a listening skills activity and should not be played as a win/lose game. If one child cannot remember all the items, the other children can help. Stress the importance of listening to one another.

Alternate Activity: This activity is an old time favorite. Sit in a circle. The leader or a child begins the activity by whispering a short statement in the ear of the child. (Example: The goose is loose with the moose.) That child then whispers whatever she or he heard to the next child in the circle. Continue around the circle to the last child who repeats aloud whatever she/he heard. This activity is sure to produce a variety of statements! Using one or both of the activities as examples, point out that what people say is not always what we hear.

"We need to listen well to what our friends say so we don't get confused and think they have said something they haven't." Give an example if you can.

HOME ACTIVITY

During the next week, listen carefully to how people communicate. Share an example of how easy it is to misunderstand during the next cloverbud meeting.



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LIFE SKILLS TAUGHT

Concern for others
Joy of doing something for someone else
Use of scissors
Communicating and relating with others

MATERIAL NEEDED

Construction paper, blunt-nosed scissors, doilies, flowers and treats for the basket.

PROCEDURES

Before the meeting, make arrangements with a nursing home or retirement center to take 4-H members to visit with their May baskets.

Discuss the celebration of May baskets. Talk about older people who no longer are able to send May baskets and very rarely receive them. Suggest that it could make someone very happy to again receive a childhood gift.

Demonstrate the method for making a basket from construction paper. There are many ways to do this. A simple basket can be made by rolling an 8 x 10 sheet of construction paper into a cone and stapling it together at the bottom and side. Cut strips of paper for a handle, stapling them onto the top of the cone. Place a doily in the basket and fill it with spring flowers from a garden along with cookies, nuts, small boxes of raisins, etc. Take your group to the center you have chosen and let each child deliver a basket to someone. Remind them to say "May Basket".

HOME ACTIVITY

Make May Baskets for members of your family, friends, or a neighbor.



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LIFE SKILLS TAUGHT

Understanding rhythm in music
Learning to make rhythm
Communicating and relating with others

MATERIALS NEEDED

Listed with each instrument

PROCEDURES

Compile samples of the instruments to be made. Gather material for instruments. Make a variety of rhythm instruments and use them individually or in a rhythm band.

Drum: Coffee can, inner tube, cord, sticks, cotton fabric, can opener, glue, dowel sticks. Cut both ends from a 2 lb. coffee can. Cut two circles of rubber tube 2" bigger in diameter than the coffee can. Punch holes in edge of the inner tube, and stretch the circles over the ends of the can, lacing them together to keep them taut. String the finished drum on a cord so hands are free to beat the drum. Make sticks by gluing a small solid ball on the end of a stick dowel (drill a hole in the ball for the dowel stick). An overturned pail, pot, or oatmeal box can be a drum.

Tambourine: Paper plates, yarn, stapler, bells. Staple two paper plates together facing each other. Overcast with yarn and sew jingle bells around the edges or attach bells to an embroidery hoop.

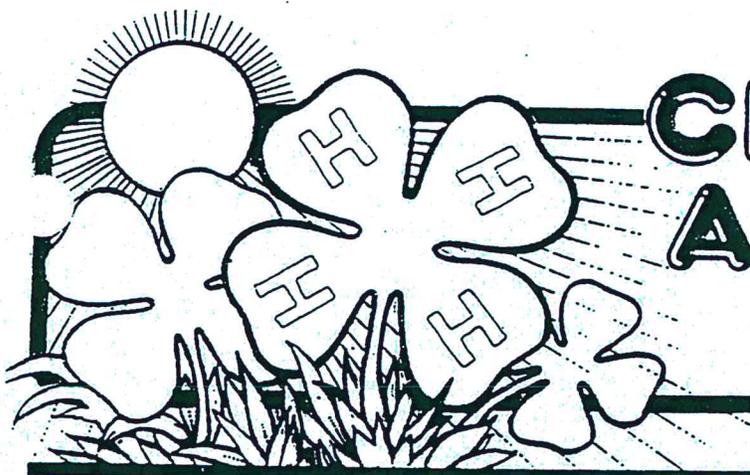
Cymbals: Pie pans, knobs, ribbons, drill. Drill holes in the center of two small pie pans and through the hole insert a knob (canister or wooden drawer pulls work well).

Rattles: Any box with any kind of small hard contents can be used as a rattle. Adhesive band-aid cans; cereal boxes; spice boxes; clean empty floor wax cans; and metal tea holders with screw tops are good. Place objects inside container; glue containers. Shake to make the rattle sound.

Wrist Bells: Measure a piece of flat elastic the size of your wrist. Tack the ends together to form a circle. Sew onto the elastic four or five bells. Shake wrists to jingle the bells.

Sanders: Cover two hand-sized wood blocks or cardboard boxes with sandpaper. Rub together.

Rubber-band guitars: Stretch rubber bands of different sizes around an open or partially open box. How can you make the sound change?



CLOVERBUD ACTIVITIES

SHARING

COMMUNICATING AND
RELATING WITH OTHERS

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LIFE SKILLS TAUGHT

Communicating and relating with others
Sharing with friends
Working with others

MATERIALS NEEDED

Different kinds of fruit -- one less piece of fruit than the number of children

PROCEDURES

Sit in a circle. Place the fruit in a bowl and have each child choose the fruit he or she wants. One child will not get any. You might say, "Oh, dear, Linda didn't get any fruit! We had better start again." Collect all the fruit and repeat the process starting with a different child each time. Do this until all the children have been left out once. You might then say, "We have a real problem here. We are all hungry and we all want fruit, but we don't have enough! What can we do."

Hopefully, one of the children will come up with the idea of sharing. If not, you may have to prompt them. The next problem becomes how to share the fruit. Discuss some different options with the children.

Example: All the people who want the apple can share it. However, with this option the "apple eaters" get less fruit than the others. Ask for the children's ideas. The desired result is a fruit salad so that the fruit will be shared by all and everyone gets the same proportion. After the solution is reached, make a fruit salad, eat, and enjoy!

Note: When making the salad, allow the children to help as much as possible. Have them wash their hands first. Bananas then can be easily cut with table knives. Oranges can be broken into segments and grapes can be pulled off the stem. Everyone can help put the fruit in a bowl, stir it, and dish out his or her own portion.

Idea: This same activity can be done using "gorp". A recipe follows. The advantage of gorp is that there is no cutting involved. Remember to have one less ingredient than child or the process won't work.

Gorp Recipe: Use equal amounts of: three different kinds of cereal, peanuts, raisins, anything else that sounds good! Mix in a large bowl, and dig in!



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LIFE SKILLS TAUGHT

Communicating and relating with others
How to set the table
Manners at the table

MATERIALS NEEDED

Flatware, dishes, glassware, napkins for informal and formal place settings

PROCEDURES

Demonstrate the correct way to set a service for an informal and a formal meal. Let members practice setting the table for various menus.

Practice the different topics such as passing dishes and what to do with napkins.

You may want to actually serve a meal or snack to the group.

HOME ACTIVITY

During the next week, volunteer to set the table for family meals. Practice the manners discussed in this session in your family and with other friends.

Observe other people as they eat in restaurants.

FACTS TO KNOW

Here are some basic tips for dining:

1. See the examples at the end of this sheet on place settings.
2. When you sit down at the table, open your napkin halfway and put it in your lap.
3. If you leave the table during a meal, put your napkin on your chair. When you finished eating, put your napkin on the table to the right of your plate.
4. Pass all serving dishes to the right.
5. Take only the amount of food you know you can eat, if you are still hungry you can take seconds.
6. When you are a guest, you should try a few bites of each dish. You may discover some new favorite foods.
7. Always pass the salt and pepper together.



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LIFE SKILLS TAUGHT

Communicating and relating to others
Learning to write thank you notes

MATERIALS NEEDED

Thank you notes or small sheets of paper for each person
Pencils for each person

PROCEDURES

Have each member write a thank you note to someone. It may be to the leaders who supplied refreshments for the meeting, or to someone who has given them a gift. Have members write a thank you to their parents for all they do for the members. Take the note home.

Have them share notes with each other.

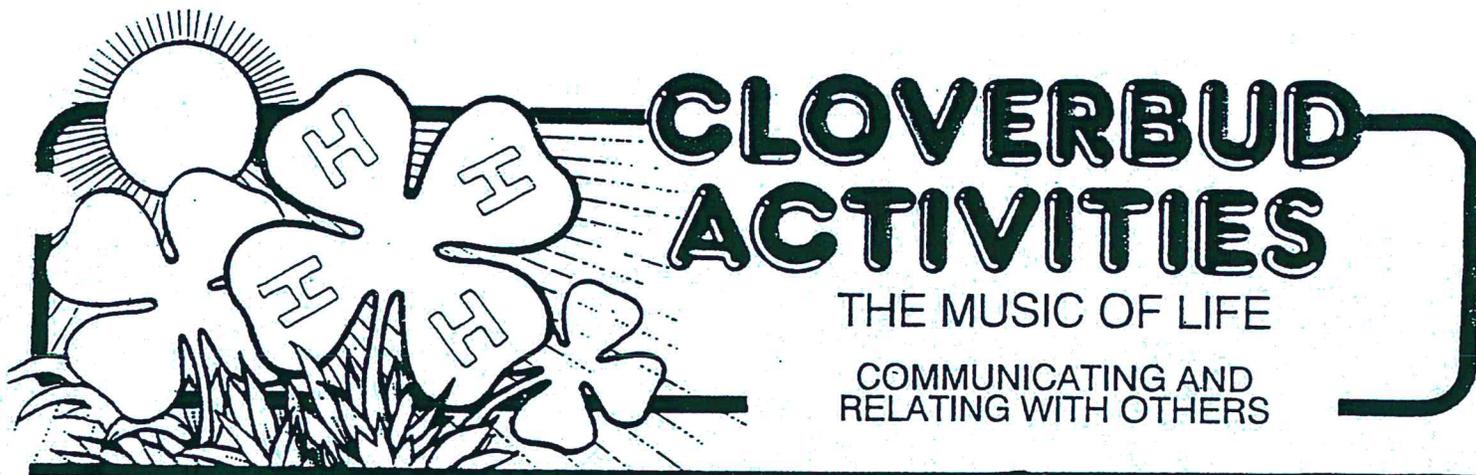
You may want to have the group write a "group" thank you to someone.

HOME ACTIVITY

Share the note the member wrote with parents. Have family members practice writing thank you notes. Talk about when thank you notes should be written.

FACTS TO KNOW

1. Write thank you notes promptly - within a week. But better late than never!
2. Mention the gift, and say something nice about it. If it was money, tell how the money was spent or what you plan to do with it.
3. Never mention anything wrong with the gift. Do not say "I don't like the color of the shirt".
4. Write a thank you note to:
 - Anyone who has invited you as a houseguest.
 - Anyone who has done something nice for you.
 - Anyone who has given you a gift.



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LIFE SKILLS TAUGHT

Identify different sounds
Listening - an important part of communication
Recognizing that sounds can make us happy, sad, sleepy, hungry, or scared
Communicating and relating with others
Being aware of characteristic and uncharacteristic sounds produced by living and non-living beings.

MATERIAL NEEDED

Tape recorder and tapes

PROCEDURES

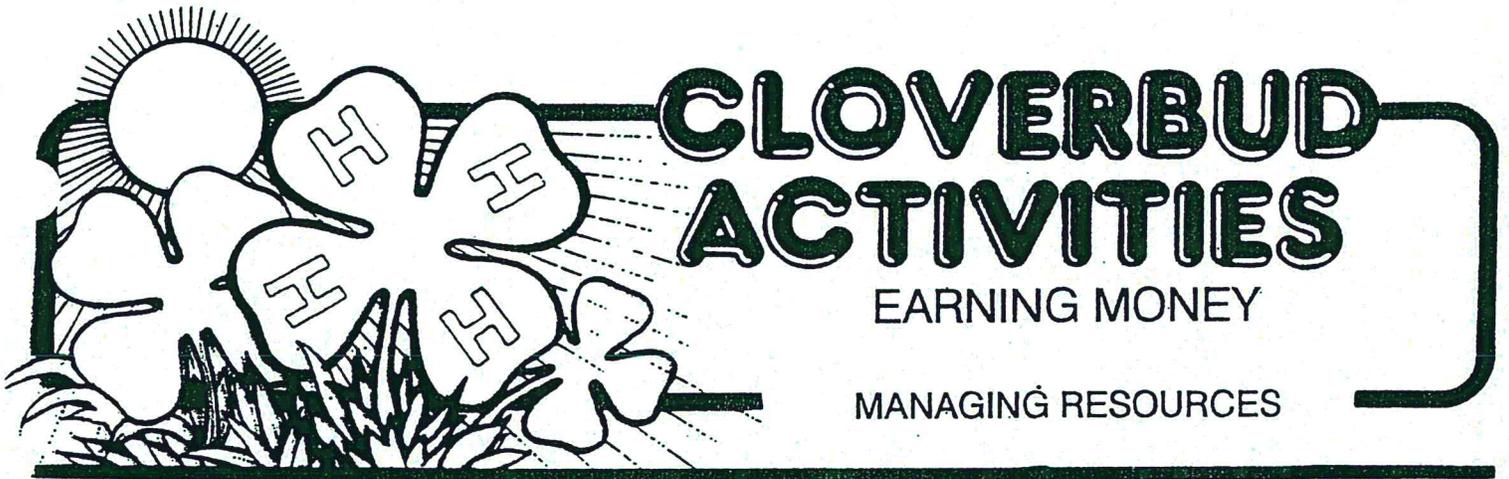
Pre-tape sets of common and unusual sounds. Play them for the cloverbuds and have them identify each sound. Ask the cloverbuds to close their eyes and listen carefully. Make a sound, then ask the children to do just as you did. Here are a few ideas: Three slow claps, complete silence, whistle, complete silence, snap,snap,snap, Complete silence.

During quiet periods encourage cloverbuds to listen to the sounds around them. For example: clocks ticking, chairs squeaking, coughing, laughing. Categorize sounds as loud, soft, or sharp.

Take a field trip. It would be good to provide contrasts in areas visited and sounds provided, like main street noises compared with park, zoo, or farm. No talking above a whisper. Stop frequently to listen and look to identify the source of the sound.

HOME ACTIVITY

What sounds are familiar at home?
Which sounds are loudest? Softest?"
Are there "dangerous" sounds?
Which sounds do you like the best?



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LIFE SKILLS TAUGHT

An understanding of ways to earn money
An understanding that different tasks provide for different pay
Managing resources

MATERIALS NEEDED

Three large pieces of paper, pencils, pens, or crayons

PROCEDURES

This activity focuses on ways some children can earn money to buy goods and services they want. Be sensitive to the fact that all children this age do not have ways to earn money. The activity helps cloverbuds share ideas for earning money and demonstrates that one can earn different amounts of money by performing different productive tasks. Encourage understanding of economic generalization: because income of a household is limited and its wants for consumer goods and services are unlimited, it must choose which of its wants it will satisfy. People purchase most goods and services from private business firms in the market place and such purchases require money.

Ask the cloverbuds to name the different ways that they have of earning money. Discuss what tasks are usually done to earn 25 cents, \$1.00, \$5.00. List activities in three columns according to the amount usually earned. Make appropriate statements such as, "There are more ways to earn 24 cents than \$5.00." List the kinds of tasks performed by the children in the group for which they do not receive money. Encourage them to discuss the value of doing work at home not for pay.

HOME ACTIVITY

Share with family members some other ways that cloverbuds earn money. Ask parents if they know ways you can earn money. Discuss with your parents the reason you wish to earn money.



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LIFE SKILLS TAUGHT

Simple propagation methods
Basic planting and plant care methods
Managing resources

MATERIALS NEEDED

Carrots, radishes, sweet potato - sprouting if possible, cloves of garlic, seeds from orange, lemon or grapefruit and pineapple

Containers - milk cartons, shallow dish, saucer, and 1 gallon milk jug

Seed starting mix or vermiculite, moistened

Plastic bag

PROCEDURES

Carrot and radish plants can be grown just by cutting about an inch off the top (the unpointed end) of the vegetable and placing the top in a dish with water or 1/2 inch of seed-starting mix in it. Put the dish on a window sill or a warm, bright place (not hot sun, though). In a week or so the tops will start growing new leaves. Add water as needed. (Unfortunately, these will not grow new carrots or radishes, and you will have to toss them out eventually. But they make nice house plants as long as they live.)

Cut the top off a milk jug, and punch a few holes in the bottom part. Cover the bottom with 2 inches of vermiculite or seed-starting mix.

Lay a sweet potato on its side in the container, covering halfway with vermiculite or mix. Put the container in a warm place and let it sprout. Add water if the mix starts drying out.

If you are going to plant a garden or would like a container full of sweet potatoes, you can use your sprouts (or "slips") to grow sweet potatoes. When each sprout has 2-3 leaves, cut it off, leaving a small piece of potato attached. Set the slips in vermiculite to encourage root growth and keep moist and in a sunny place until time to transplant outdoors or into a large (tub-size) container.

Separate a garlic bulb into cloves and select three or four of the plump ones. Plant these, pointed end up, in a container filled with potting soil about 3 inches apart. (A milk



CLOVERBUD ACTIVITIES

LEATHER-LIKE CONTAINERS

MANAGING RESOURCES

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LIFE SKILLS TAUGHT

Develop creativity
Make something usable
Learn to use throw-away items
Managing resources

MATERIALS NEEDED

Throw away container (such as frozen juice can, old glass bottle or jar), masking tape, paste shoe polish, old rag

PROCEDURES

Clean and dry container.

Tear pieces of masking tape and put them all over the container. Place the masking tape in a random pattern until the container is completely covered. All pieces should be firmly pressed on the container.

Rub paste shoe polish with rag over the masking tape. Use soft rag to gently wipe off some of the polish. When finished, your container will have a leather-like look.

If a glass container is used, be sure to discuss safety in handling breakables.

The container can be used to hold flowers, pencils, crayons or other objects.

HOME ACTIVITY

Make an arrangement for the container. Collect weeds and/or flowers, or make flowers to use in the arrangement.

Discuss with parents where to put container.



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LIFE SKILLS TAUGHT

Basic hand sewing
Threading a needle
Safe use of scissors
Safe use of a hole punch
Ownership in a personal place to receive mail and messages
Managing resources

MATERIALS NEEDED

Piece of yarn, 40 inches long for each Cloverbud, 2 thin paper plates per person, clear tape, large crewel or yarn needles, scissors, hole punch, markers, crayons or other materials to decorate with (sequins, felt, etc.), pencils.

PROCEDURES

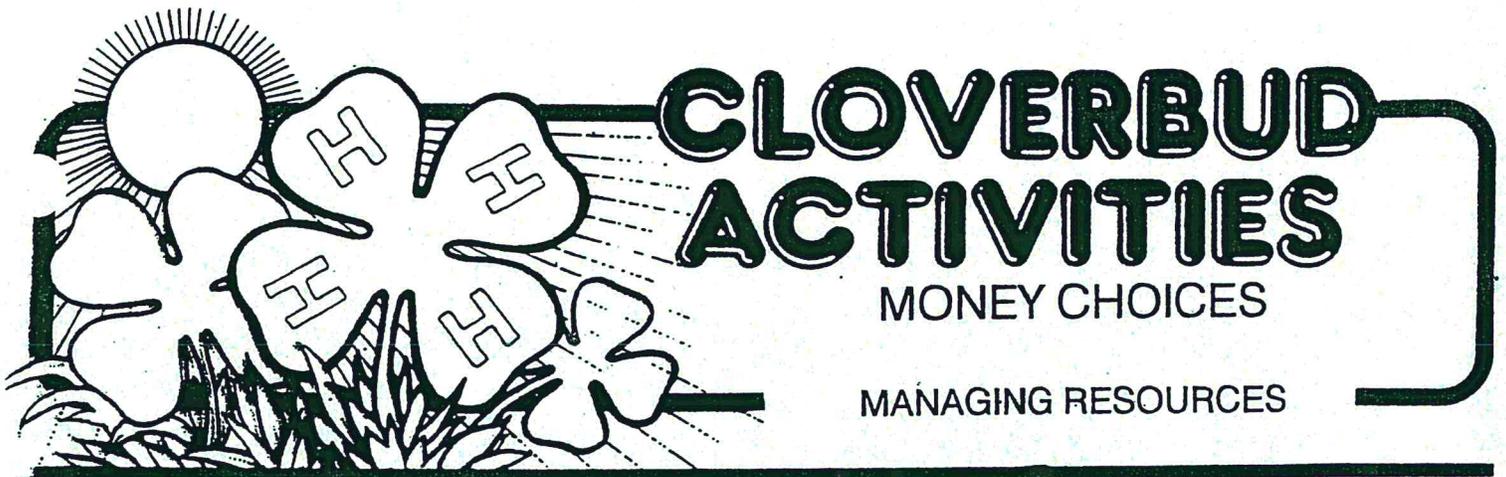
Children can do all of this project themselves but may need help punching the holes. Place one paper plate over the other so that only half of the bottom plate is showing. Trace around the upper plate onto the bottom plate. Cut along line on the piece shaped like a crescent moon. Write your name and the words "Mail & Messages" and decorate with markers, crayons, sequins, felt, etc. Tape plates together with eating sides together. Punch holes through both layers from one end of the crescent, to the other end of the crescent. Tie yarn to plate at one end of the crescent. Thread the needle and whip stitch the plates together. When you reach the other end of the crescent tie the end of the yarn to the plate in the first hole, making a loop of yarn to hang the pocket from a door handle.

HOME ACTIVITY

Encourage children to make another mail and message pocket for a young friend or relative.

Tour the neighborhood and look at the different types of mailboxes.

Encourage parents to drop messages in their child's mail and message pocket. Families with two or more children can encourage children to write each other messages. This is great for improving writing skills.



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LIFE SKILLS TAUGHT

Managing resources
Awareness of how taste, price, and limited funds affect decision making

MATERIALS NEEDED

Tape recorder, price list for items to be discussed, poster board or newsprint (2 pieces), catalog with educational toys

PROCEDURES

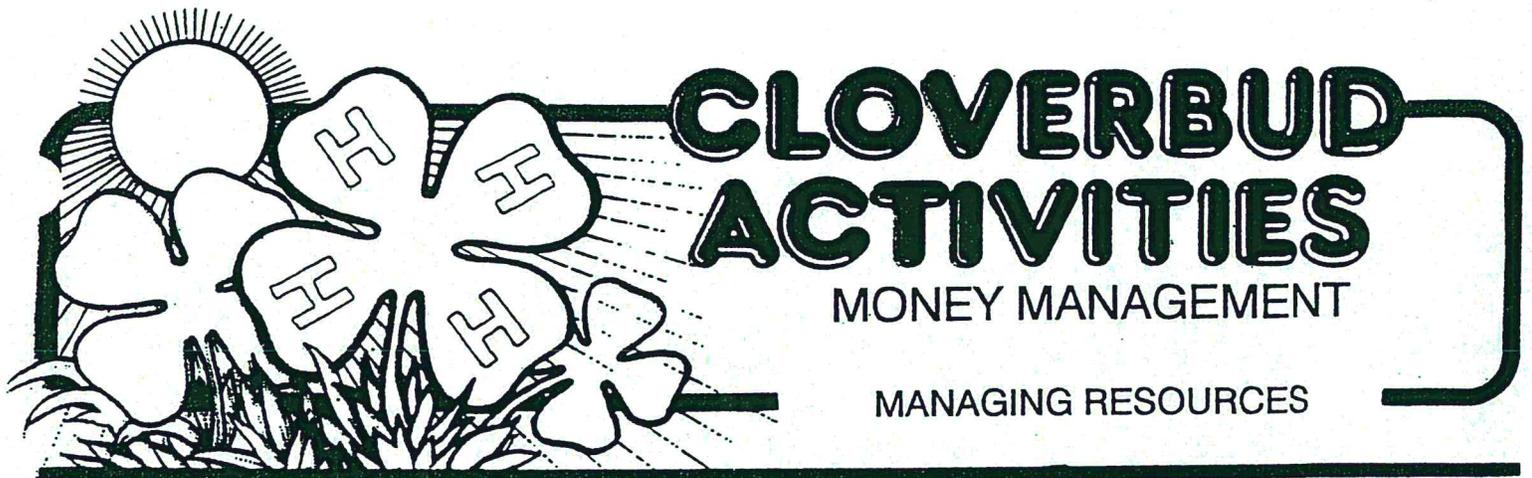
Place pictures or list educational toys on poster board or newsprint. Cloverbuds find prices in catalog. Write price by each toy. Tell Cloverbuds they have \$100 to spend on toys for less fortunate children. Turn on tape recorder. Cloverbuds discuss which toys to buy and why.

Make a chart with three headings - Taste, Price, Limited Funds. Review the meaning of each. Play tape and ask Cloverbuds to raise a hand when they hear a comment that relates to price, taste, limited funds. Example - she likes the word cards better than the word puzzle - taste. Stop the recorder when a hand is raised and discuss the comment.

Summarize with a general discussion about how taste, prices and limited funds affect choices.

HOME ACTIVITY

Cloverbuds share what they learned about making choices with family members.



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LIFE SKILLS TAUGHT

How to save money by making birthday cards
Managing resources
Communicating and relating with others

MATERIALS NEEDED

Collect used birthday cards, construction or typing paper, magazines, scissors and paste, pens or pencils or marking pens.

PROCEDURES

Talk about birthday cards. Is there a need for them? Is it fun to give or receive them?

Discuss cost. Show them how to find the price on the back of a card.

Compare cost to understand how much is saved by making cards.

Pass out paper, used cards, scissors, magazines, and paste for making cards.

Have Cloverbuds create one or more cards for friends or relatives.

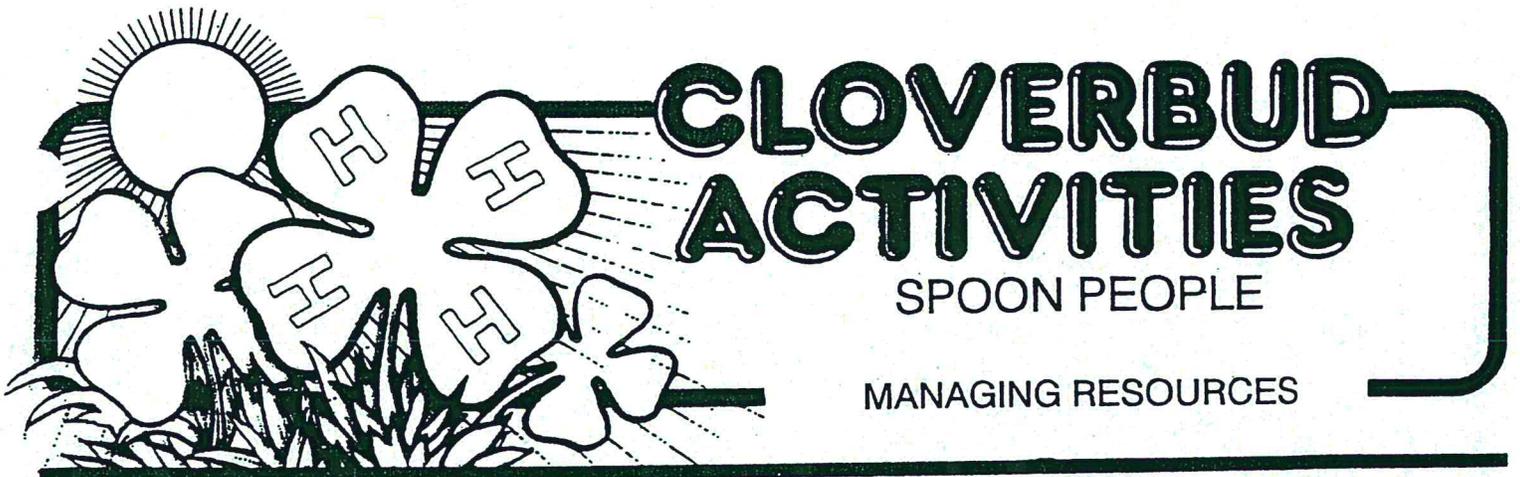
HOME ACTIVITY

Buy a stamp and mail the card.

Talk with family members about the number of cards purchased in one year's time. Does a handmade card mean more than a store bought one? How much money should be budgeted for this expense by the family?

How much can you save making your own cards?

Visit a card shop or a card section in a grocery or department store.



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LIFE SKILLS TAUGHT

Understanding self
To help children be creative
To make use of items found around the home
Managing resources

MATERIALS NEEDED:

Wooden kitchen spoons, thread spools, scraps to make signs, felt marking pens, glue,
Examples of wooden signs, spoon people, spool people

PROCEDURES

Have a variety of the above materials on hand. Let the children choose from the materials to make one or more of the following articles. Discuss how people show emotions through facial expressions.

SPOON PEOPLE

Spoon people can almost come to life with ink markers. Give yours a face, colored hair, eyes and lips. Eyebrows and eye lashes can be drawn on delicately. If you lean toward royalty, create a king by cutting a crown out of gold paper and glue it onto the spoon. Glue fake jewels onto your king or queen.

SPOOL PEOPLE

Spool people start with empty thread spools. Color faces and hair onto the spools with your ink markers. If your idea calls for it, glue several spools together and make something interesting. When you've finished, your spool people will assume a personality.

SIGNS

Signs made of wood are easy to do. Pencil in what you'd like to say - plan the colors you'll say it with. Using felt tip markers, letter in the words. Erase the pencil lines with a gum eraser.