

# CLOVERBUD PROGRAM

## PROJECT LEADERS



### What is a Project Leader?

A project leader is a **Very Important Person** in the world of 4-H. A young child doesn't need a subject expert or even an expert in 4-H. They need you to create a safe and supportive experience. They need you to be a guide for exploring new things and having fun. You can do this by noticing each youth's abilities, cheering them on when they try new things, encouraging them, and giving guidance when they are stuck.

As the leader, you help connect them to all 4-H has to offer. It's an opportunity and responsibility to talk with youth and families and encourage them to get involved.



### Purpose and Goals of the Cloverbud Program

The main purpose of the Wisconsin 4-H Cloverbud program is to provide a welcoming and safe environment that promotes youths' healthy development—mentally, emotionally, socially, and physically. These are represented in the four H's: **head, heart, hands, and health**. To do this, create opportunities for youth to:

#### Experience the joy of learning

4-H has many activities to try. These activities are a chance for youth to try new things and begin building skills that will make them successful in life.

#### Develop positive relationships with others

As youth become more social, the people around them can be a positive influence. Caring adults, older youth leaders, and peers introduce new information, skills, and points of view.

#### Explore 4-H

New members and families want to learn more about 4-H. Through the Cloverbud project, they see how they can grow and learn through participation.



## A Welcoming Environment for All

Cloverbud programs may be the first experience youth and families have with Wisconsin 4-H. Use these important strategies to make sure new participants and families feel welcome.

### Make everyone feel they're part of the group.

- Say hello to all youth and family members at each meeting.
- Slow down and take time to answer questions. Schedule time before or after each meeting for additional questions.
- Make sure all members know they have a role in making the club a fun and welcoming place to be.

### Hold a new member and family orientation before or after one of your regular meetings.

- Tell them about ways to get involved.
- Share and explain upcoming activities.
- Ask about their expectations and interests. You'll get new ideas to keep your club fun and interesting for all youth.

### Include "get-acquainted" activities frequently at your 4-H meetings.

- Icebreakers and warm-up activities help members and families get to know each other. They even help members who know each other.

### Check in.

- At the end of each meeting, ask new participants about their questions or concerns.
- Invite parents and guardians to help!

### Encourage parents and guardians to help and support their youth's club involvement.

- Give them options for how to get involved in and learn more about the 4-H club.

Youth leaders also play an important role in project meetings. They can help with planning, teaching, and/or assisting other members.

At the end of the project year, celebrate members' accomplishments: new skills learned, goals reached, etc. Then, encourage youth to set new project goals for the upcoming year.

## Build a Safe and Positive Experience

When designing a learning experience, focus on the experience of the youth. Activities and projects are tools to involve young people in learning. The focus of the experience should be positive youth development.

Make sure that **belonging, mastery, independence,** and **generosity** are present (see **Essential Elements for Cloverbud Leaders**). Learn about the **developmental characteristics of this age group** and understand how to lead Cloverbud programs.

## Youth-Adult Partnerships

### Tips for Adults

- Create a welcoming and safe space for respectful dialogue, problem-solving, and conflict resolution. You could start with a fun name game or activity.
- Cloverbud meetings may be run differently than meetings for older youth. Don't be afraid to get down at eye level, do the activity with them, and help them learn about 4-H.
- Set clear, age-appropriate expectations for the Cloverbuds. Display for the group to see, and go over them during each meeting.
- Ask for Cloverbuds to be special helpers. Assign them tasks. Create a task chart with their names.
- Leave plenty of time for Cloverbuds to clean-up and reflect on their project or experience. Remember, their attention span is usually shorter than older youth.

## Connect with the Community

- Plan field trips and connect with local businesses.
- Invite guest presenters. Give your Cloverbud youth options for guest presenters. Then, have youth vote for who they would like to hear from.
- Keep your County Extension Committees engaged with your program. Invite them to join you for programs so they can be involved.
- Partner with local libraries to hold programs. Many libraries have summer reading programs, which are great opportunities to connect Cloverbuds with the libraries.
- Think about age-appropriate community service projects to engage Cloverbuds in. They could visit the nursing home to make special occasion cards or play bingo, or they could safely pick up trash at a local playground or park.



## Tips for Working with Cloverbuds

Youth this age are fun and energetic! Below are some things to keep in mind as you lead Cloverbud activities. Check out more information about policies related to Cloverbuds at <https://fyi.extension.wisc.edu/4h-ext/resources/wisconsin-4-h-policies/>.

### Be Friendly

- Keep in mind how important you are to youth.
- Greet youth and families with a smile. Find something positive to say to each one at each meeting.

### Help Them Make Friends

- Youth this age are learning social skills but haven't mastered them.
- Small group activities help them learn how to make friends and be social but still give you time to pay individual attention to youth.
- Encourage youth to work with and talk to each other.
- Sharing their work should be fun and is an important part of the learning experience. Use bulletin boards, window displays, or events to display work.

### Keep Rules Simple

- Rules should focus on safety and well-being.
- If corrections are needed, the best practice is to start with getting the youth's attention by using their name, restate your expectations, and give a specific instruction about how they can correct their behavior.

### Make Directions Clear and Short

- Make sure youth understand your expectations and what they should be doing.
- Break activities into small segments.
- Youth are able to give you about one minute of attention for every year of age. For example, a six-year-old can focus for about six minutes, which means you should be giving next steps or new directions about every five to seven minutes.

### Be Prepared

- Plan activities and have materials prepared ahead of time.
- Avoid idle time when youth can easily become distracted.

## Focus on the Experience

- It's about the process.
- Youth at this age are trying to please you.
- They take criticism personally, so it is important to express positive encouragement.
- Even if the activity doesn't turn out how you expect, emphasize your appreciation of their effort.

## Stop while it's still fun!

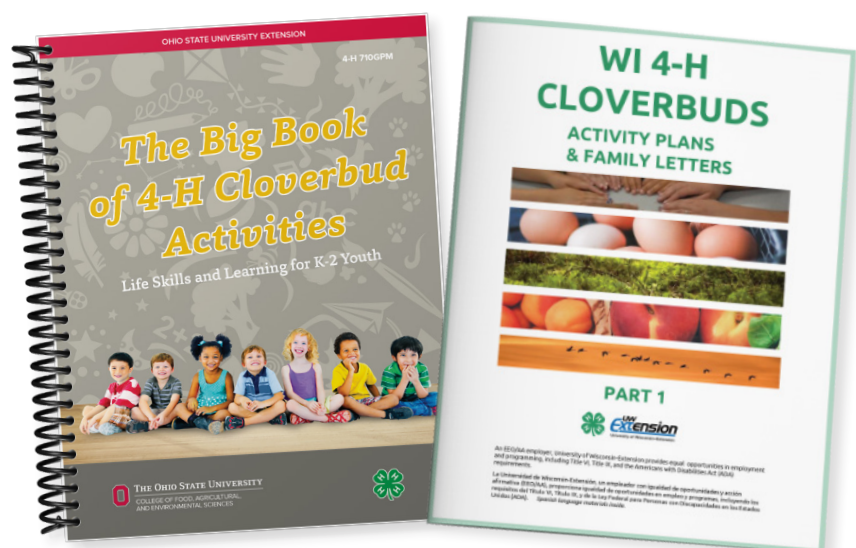
## Record Keeping

Check with your local 4-H Educator to find out if county-specific Cloverbud record keeping resources are available.

## Resources

When choosing resources to support project learning, please consider items that are age-appropriate, align with Wisconsin 4-H policies, incorporate all steps of the experiential learning model (do, reflect, and apply), and promote diversity and inclusion of all youth participants. The following resources are recommended for use because they contain all of these elements.

- Check with your local 4-H Educator to see if they have resources available for you to borrow.
- Wisconsin 4-H Cloverbud Activity Plans & Family Letters (WI): <https://fyi.extension.wisc.edu/4h-ext/4h-resources/cloverbud-activity-plans-and-family-letters/>
- The Ohio State *Big Book of Cloverbud Activities* (OH)
  - From Ohio State: <https://extensionpubs.osu.edu/the-big-book-of-4-h-cloverbud-activities/>
  - From Shop 4-H: [www.shop4-H.org](http://www.shop4-H.org)





## Planning Your Path

A committee of 4-H staff members from around Wisconsin chose a variety of suggested activities from the **Wisconsin 4-H Cloverbud Activity Plans (WI)** and The Ohio State **Big Book of Cloverbud Activities (OH)**. Three to four activities from these resources have been highlighted under each project heading with the title of the activity, where to find the activity, a short description, and the life skills youth can learn.

### ANIMAL SCIENCE

#### Paper Bag Pet Parade

WI • Year 1

Most youth are fascinated by animals. Help them develop this into an attitude of responsibility and caring for their pets. Youth will make a paper bag pet and teach it some tricks, then share their tricks during a special paper bag pet parade.

*Life skills: Decision-making, group discussions*

#### Our Feathered Friends

OH • Pg. 212

Help youth become familiar with local birds and develop an attitude of caring toward them. Youth will have the opportunity to explore bird identification, make a cardinal, create a bird nest and bird feeder and more.

*Life skills: Decision-making, social skills*

#### Incredible Egg: Chick Embryology

OH • Pg. 237

Youth will explore the egg-citing world of eggs through hands-on activities, such as egg coloring, math skills through counting eggs, incubating eggs, and writing and talking about eggs.

*Life skills: Communication, learning to learn, planning and organizing*

### ARTS & COMMUNICATION

#### Cloverbud: One-Act Play

OH • Pg. 43

Encourage an attitude of responsibility, respect, and caring for the environment by producing and directing a one-act play with Cloverbuds. Help them learn the value of educating the public about important issues while working together as a team. Invite parents, grandparents, friends, and neighbors to see the children perform. To reach a bigger audience, ask local community groups or organizers of a local festival or fair if they would be interested in hosting a performance by local Cloverbud talent.

*Life skills: Decision-making, fine motor skills, large motor skills, social skills*

#### Be the Story Solver

WI • Year 3

Join us for a look at a book and the challenges the characters face. Can you help the characters solve the problems in their story? Youth will use science and other skills to help solve characters' problems.

*Life skills: Critical thinking, problem-solving*

#### The Science of Sound

WI • Year 3

Youth will learn about sound waves and how even though we cannot see them, we know they are there. They will also look at a basic musical instrument and how there is science behind the notes and sounds that it makes.

*Life skills: Critical thinking, self responsibility*

## COMMUNITY INVOLVEMENT .....

### Pop-up Greetings

WI • Year 1

Youth will get to practice their fine motor skills, and learn the value of community service by making pop-up Valentine's for a senior living center.

*Life skills: Communication, concern for others*

### The Superhero in You

WI • Year 2

Cloverbuds will learn how they can use their own personal talents to help make the world a better place and to help others! They will make superhero wrist cuffs and a symbol to show their super power.

*Life skills: Responsible citizenship, self-esteem*

### Let's Cut the Pie

OH • Pg. 172

Youth will talk about the importance of voting, making decisions for a group of people, and how to give fair shares to all. By eating and sharing pie, Cloverbuds will learn more about voting and how their decision can impact others. Who knew eating pie could be educational?

*Life skills: Decision-making, social skills*

## CULTURAL PROJECTS .....

### I'm a Thumb-body, You're a Thumb-body

WI • Year 2

Cloverbuds will create two self-portraits, or pictures of themselves. One how they see themselves now, and another how they think they will be in the future.

*Life skills: Accepting differences, communication*

### Celebrations Around the World

OH • Pgs. 136-139

Cloverbuds will learn about holidays and celebrations in various countries. Youth will become aware of other cultures, customs, and diversity in other countries.

There are many different activities for youth to try: creating Chinese New Year drums; trying stamping process to make Japanese cherry blossom picture; make an Olympic flag garland; learn about and practice Ghana cultural paper weaving; papier mâché a friendship sharing tree; design a club flag and much more.

*Life skills: Accepting differences, social skills*

### Cloverbud Display

OH • Pgs. 40-42

Youth will create a display that teaches the public about the Cloverbud project. Cloverbuds will create drawings, make a poster, and gather items to design and set up their display. They will develop their pride in being a Cloverbud.

*Life skills: Decision-making, planning and organizing*

### Home Hobbies

OH • Pgs. 48-50

Cloverbuds will explore leisure time activities, while developing fine motor skills working with wood, beads, paints, and crayons. Many activities for youth to choose from: making a woodworking project from a kit; exploring art styles by different famous artists and creating their own masterpiece; sharing with others a collection of their own; and trying their hands at cup gardening.

*Life skills: Fine motor skills, social skills*

## FAMILY, HOME & HEALTH .....

### Build a Snack Mix

WI • Year 1

Cloverbuds will learn the importance of decision-making and working together to make a decision as a group. This activity gives youth the opportunity to work together by creating a snack the whole group enjoys.

*Life skills: Citizenship*

### Saving for What?

WI • Year 3

It is never too early to talk with youth about saving money and keeping money safe! This activity helps youth to talk about money, while making a simple duct tape wallet!

*Life skills: Goal setting, managing resources, planning and organizing*

### Relaxation Garden

WI • Year 2

Nature can help us to feel calm inside. Youth will use their senses to explore objects from nature. Then they will each create their own relaxation garden from the objects they like best.

*Life skills: Healthy lifestyle choices, managing feelings, managing stress*



## PERSONAL DEVELOPMENT & LEADERSHIP

### Our Bodies Talk

WI • Year 3

Youth will use pictures to understand the body language of animals, and they will play a game with the bee waggle dance. Through these activities they will learn how people use both words and body language to share how they feel.

*Life skills:* Communication, critical thinking, self awareness

### Experiencing Disabilities

OH • Pgs. 125-131

Cloverbuds will develop a positive attitude towards individuals with disabilities. Youth will have the option to participate in many different activities from experiencing blindness, to learning about braille, to exploring their sense of smell, to learning about invisible disabilities, to experiencing what it is like to use a wheelchair and what wheelchair accessibility really means. Through these activities youth will appreciate what it is like to have a disability.

*Life skills:* Decision-making, social skills

### Building Character

OH • Pgs. 144-147

Cloverbuds will learn about respect, trust, and building other character traits. Youth will participate in activities to focus their listening skills; learn about how they can learn from mistakes; create a list of respectful and disrespectful behaviors and learn consequences; make a poster of people they trust and why; and more. Through these activities youth will learn what it means to be a person of character.

*Life skills:* Responsibility, self-esteem

### Valuing Family

OH • Pgs. 140-143

Cloverbuds will recognize the many different types of families and they are all special. Youth can participate in many different activities such as: creating a flower to explore differences; making a collage of families to explore how they define family; sharing family traditions with others; creating a picture frame for a family tree; making a thumbprint family tree. Through these activities, youth will learn more about their own family and what makes them special.

*Life skills:* Nurturing relationships, social skills



## PLANT & SOIL SCIENCE

### Make a Mini-Greenhouse

WI • Year 1

Cloverbuds will learn about seeds by making a mini-greenhouse from a recycled CD case.

*Life skills:* Critical thinking, record keeping, responsible citizenship

### Super Seed Fun

OH • Pgs. 217-221

Guide the youth through activities and help them learn all about seeds: what kinds of things grow from them, what they need to grow, how they travel, and the kinds of seeds we can eat. Activities include making seed mosaics, identifying and naming parts of a plant, singing some songs about seeds, exploring how seeds are distributed, and much more!

*Life skills:* Communication, decision-making, teamwork

### Have You Eaten a Flower Today?

OH • Pgs. 233-236

Youth will learn to appreciate and try new fruits and vegetables. By getting them to think about the parts of the plants we eat, we can have fun eating roots, flowers, and leaves. Members will be talking about plant parts, arts and crafts that help explain the importance of fruits and vegetables, talking about the parts of a plant we eat and much more!

*Life skills:* Decision-making, healthy lifestyle choices

## STEM (Science, Technology, Engineering, and Math)

### Better Bubbles

WI • Year 1

This interactive activity helps the Cloverbuds develop social interaction, hand-eye coordination, and fine motor skills while learning about how air makes bubbles using two different solutions.

*Life Skills: Cooperation, critical thinking*

### The Wonder of Water-Making Flubber

OH • Pg. 28

Cloverbuds will have fun making flubber, and also learn more about water! This activity helps youth develop social skills and social understanding, while giving them a fun way to practice their hand-eye coordination to learn about the properties of water.

*Life skills: Decision-making, social skills, teamwork*

### Be an Egg-splorer

WI • Year 2

Cloverbuds will conduct simple scientific experiments to learn about the parts of an egg, holes in the shells, and different egg sizes.

*Life skills: Communication, critical thinking, record keeping*

## OUTDOOR EDUCATION (Natural Sciences)

### Nature Fun

OH • Pg. 85

Help youth become better acquainted with the great outdoors! Give them an opportunity to get involved in hands-on nature experiences, making things from natural items, and playing games outside. Roll up your sleeves and plan on having fun!

*Life skills: Critical thinking, decision-making*

### See the Wind

WI • Year 1

This activity will give youth a chance to explore meteorology and make a windsock so they can see the wind around them! Cloverbuds will learn about the world around them while using critical thinking skills.

*Life skills: Critical thinking, learning to learn*

### The Problem with Pollution

OH • Pgs. 92-95

Air and water pollution are serious problems. Youth can participate in different activities such as: defining and naming different types of pollution; creating a model of the rain cycle; discovering the effects of pollution on leaves; conducting a clean air test; making an environmental diorama; and more. Completing these activities will help youth understand what pollution is, what causes it, and what they can do about it.

*Life skills: Decision-making, social skills*





# WELCOME Cloverbuds



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