

Recommendations and Resources for Cloverbud Leaders

Increase Opportunities as Members Mature

Earlier in this book you were advised to plan a yearly program that balanced learning experiences with opportunities for community service and social/recreational activities. Much was said about the learning activities and a list of 4-H educational resources has been provided beginning on page 30. As you begin to work with your new club most activities should be conducted at your regular meeting site. Young cloverbuds need the security of a familiar place that is close to home and a predictable routine. Once they become comfortable with you and each other and begin to expand their interests and skills, your club should begin to participate in community and countywide events and activities. Most 4-H events are open to cloverbud members but this age group may participate as a subgroup with its own set of program guidelines. 4-H leaders will receive information about up-coming events from the 4-H office. While each county has its own unique schedule of 4-H events and activities, two that are recommended for all 4-H clubs are community service and public presentation. Many counties also provide opportunities for cloverbuds to participate in the county fair or other exhibitions in a manner appropriate for their developmental level.

Community service - Everyone needs to feel needed, therefore helping others also build ones own self-esteem. 4-H emphasizes community service to foster both personal development and participatory citizenship. To be truly meaningful, community service activities must meet a real need that exists in your community. Your members must be able to understand that need *and* how their actions can help to meet it. In general, the younger the child, the “closer to home” the “need situation” must be to be understood. Most clubs plan their own service activities or participate in special service events planned by other community groups. Some counties organize countywide 4-H service activities such as a food drive.

When planning community service activities for your club keep in mind that five to eight year olds are just beginning to explore their communities and to recognize how other people and families are similar to, or different from, their own. They are still in the process of broadening their circle of security beyond boundaries of the home. Since much of their thinking and activity is still very home-centered, community service activities that help families or other children would be most appropriate. They could put a Thanksgiving basket together for a poor family, collect toys for an orphanage at holiday time or adopt a grandmother, for example. Recently, a number of volunteer organizations have introduced family volunteer programs in which whole families perform a service together. This is an excellent way to introduce cloverbuds to community service.

Public Presentations - The 4-H Public Presentation Program introduces young people to public speaking. Starting with a simple “show-and-tell,” members progress to demonstrations, illustrated talks and other forms of presentation. This experience helps them to put thought and action together and to express themselves clearly, accurately and confidently.

The youngest cloverbuds (five and six year-olds) participate in an informal self-expression experience designed to help them feel comfortable speaking to a small group of peers and adults. This takes place at the club level and sometimes at a community 4-H event. Seven and eight year olds may be introduced to some of the

elements of a more structured demonstration. The objective is to get them on their feet and behind a table before they reach the highly self-conscious pre-adolescence



phase of development. They are *not* expected to do a “polished job.” An adult or teen will consult with them about their presentations; they may be given a comment sheet but no rating is made - the presentation is not “judged.” Participation certificates are usually presented.

Fairs and Exhibitions - The County Fair and other exhibitions provide opportunities for 4-H members to display the results of their 4-H activities and be recognized for their accomplishments. When club leaders and parents feel their cloverbuds are ready to participate in a fair, they should inquire about opportunities that are specifically targeted for the five to eight year olds. Often cloverbud clubs are encouraged to create a display that highlights the club’s activities and exhibits both the individual and cooperative products of the members’ work. Cloverbuds may also be invited to help in the 4-H building by greeting visitors or offering a show-n-tell about something they have learned through their participation in the 4-H Youth Development Program during the year.

Non-animal cloverbud exhibit classes are usually quite inclusive but may specify a limit on the number of items that an individual member can display. Cloverbuds may be permitted to participate in “exhibition only” classes with animals as defined in the New York State 4-H Animal Science Cloverbud Policy and Procedure and the New York State 4-H Horse Program Cloverbud Policy and Procedure. Each county must ultimately decide if they have the resources to support programs for the cloverbud age group since “exhibition only” experiences have special requirements to fit the cloverbud age group.

In any cloverbud exhibition, the members are participating for experience only and will receive a standard award not based on performance. Remember that for the cloverbud age group, the process is more important than the product. While cloverbuds may speak with an evaluator about what they did and what they learned their products will not be “judged.” The evaluator will offer positive feedback and a standard award will be given to each cloverbud exhibitor (for example, rainbow colored participation ribbons are very popular), regardless of the item entered. This process accommodates the considerable variation in developmental level that is typical among children within the cloverbud age group.

Enrich Your Program with People

The importance of involving parents in planning and club activities was discussed earlier in this handbook. However there are many other people who could enrich the experience of your 4-H members: grandparents and other seniors, older siblings, college students, members of community groups such as a gardening club or hobby group, volunteer fire fighter etc. Match people’s skills and interests to your planned club activities.

Because these community people have not been through the 4-H volunteer screening process they

cannot work alone with the children. But, they can lead activities in the company of an enrolled volunteer (all enrolled volunteers are screened). That does not have to be you. Those parents who are involved in club activities on a regular basis should be enrolled as either project or activity leaders. Any of these leaders can work with a casual volunteer.

There is one special group of people that is an exceptionally good resource for cloverbud clubs - **Junior Leaders** (or “Teen Leaders”). Junior Leaders are 4-H teens that partner with adults to provide leadership for 4-H clubs and countywide 4-H activities. Depending on age and experience a junior leader can serve as a general assistant, teach a project, mentor individual members, coordinate activities or assume almost any other 4-H leadership role under the supervision of an adult.

Involving junior leaders in your club program not only “lightens the load” for you, it also adds a spark of energy and enthusiasm, provides role models for your members and gives the teens a valuable opportunity to practice their leadership skills.

To identify teens that would like a leadership experience contact one of the teen club leaders or a 4-H staff member. When you find a teen that will be able to work with your group consult with him/her in much the same way as you would with a parent. Ask about time availability, interests and personal goals for the leadership experience. Then work out a plan together.

Use Community Resources

Your local government, school district, organizations, museums, nature preserves, parks, religious groups and businesses have facilities and programs that can be assets for your 4-H club. Check the community calendar in your local newspaper, the library bulletin board and the village, town and county recreation departments for upcoming events. Think of ways your members might get involved either as a club group or with their own families. Discuss the possibilities with your members and their parents.

Some stores provide discounts for leaders of youth groups. Carry your 4-H Leader card available from your local 4-H office and ask. Some 4-H activities require materials that are routinely discarded by stores and businesses (gallon jars for terrariums, cardboard boxes for puppet stages, etc.). They are usually willing to save these items for you for a short time - again, ask.

Organize your 4-H Materials and Information

There are four kinds of things that you will need to store and keep track of:

- 4-H educational materials and activity ideas from other sources
- Club records, program plans and other organizational materials
- This handbook, 4-H Newsletters and mailings about up-coming 4-H events
- Supplies for member activities

Before things start to pile up or get intermingled with things from other organizations or just family “stuff” set up a 4-H file (cardboard file boxes available from an office supply store would be perfect) for printed materials and designate a storage spot for supplies that are for 4-H use only.

Communication - an Important Two-way Street

You will be receiving both regularly scheduled communications (such as a 4-H newsletter) and special mailing from the 4-H office. Often they will contain registration instructions for up-coming events. Occasionally they will request information needed by 4-H staff for reporting purposes. The information you provide is important and submitting it on time eliminates the need for duplicate mailings or phone calls that needlessly waste time and money.

Given the busy world we live in, it is very tempting to let our paperwork pile up until we have some “down time” (Does it ever come?). In the end it is usually a lot easier to take it one paper at a time. So please reply to 4-H mailings as soon after they arrive as possible. The following two suggestions will also help to facilitate communications.

1. **Note deadlines.** When you find a form in a 4-H mailing, immediately look for the deadline date and mark a day **at least two business days earlier** on your calendar. If you will need to gather information from members or parents and you will be having a club meeting before the deadline, it may be easiest to put this paperwork on the meeting agenda. If not, decide right away when and how you will collect the information you need.
2. **Please call us.** If you are not sure you understand a question on a form or exactly how the information should be recorded, call **the person who sent you the form**. This is not being “pestering” - it is being helpful. Chances are that you are not the only person who is perplexed. Your call alerts the sender that there is a communication problem and provides an opportunity to clear it up for everyone. **Be aware of the schedule.** Certain information will be requested from you at the same time every year and 4-H events that require registration also take place at about the same time each year. Anticipating the arrival of these mailings will help you to gather the needed information in advance. Also, checking up on the whereabouts of a mailing you were expecting to receive but did not, may help you avoid missing an opportunity. Things really do “get lost in the mail” sometimes! The two busiest times for paperwork are the beginning of the school year and the end of the 4-H program year. Be on the look out for:
 - a. **Annual reenrollment packets** - While the reenrollment process and local deadline dates may vary from county to county, **all New York State** 4-H volunteers and members must reenroll each year to continue participation into the next 4-H club year. Your county may have an enrollment deadline for new members.
 - b. **Project completion (or enrollment, or member participation) reports** Regardless of what it is called in your county, you will be asked to report the activities and programs in which your members participated. It is recommended that you create a member participation list and update it monthly, so that you will have all the information you need when the form arrives.
 - c. **Seal of Achievement application** - Information about the 4-H Club Seal of Achievement and the required form can be found on pages 1 and 2 of the **4-H Club Secretary’s Handbook**. While the application will not come in the mail, the 4-H office may request that it be submitted with other year-end forms. So, look for any mention of it in year-end mailings.

Become Familiar with Safety and Risk Management Procedures

Cloverbuds are anxious to try new activities, learn, and prove their knowledge, but lack the judgment and skills to be safe. Volunteers must provide close supervision in environments that not only ensure children’s well being, but also allow them to realize their learning potential. Youth in grades K-three can have tremendous variability in their physical, emotional and intellectual abilities. Therefore adult leaders must understand and accommodate that variability. The [Safety Guidelines for Working with Cloverbuds](#) (beginning on page 24) provides recommendations for specific programs. Treat these as minimum requirements and use increased caution with members who are less mature than their club mates.

Regardless of how cautious we are there is always some risk that a child might get hurt while participating in a 4-H activity. Cornell Cooperative Extension provides accident insurance for all **enrolled** 4-H members and volunteers. This insurance acts as excess coverage (i.e., a volunteer’s or

parent's personal medical insurance coverage pays first for expenses incurred in a 4-H accident). Cornell Cooperative Extension's liability insurance also provides excess coverage for volunteers.

It is important for parents to know the exact nature of all activities in which their children participate including any risks that may be involved. Cornell Cooperative Extension uses two types of forms to inform parents:

- **Permission/Medical Release Forms** serve two purposes: they indicate the parent/guardian's consent to allow their children to participate in an Extension-sponsored event and indicate the parent/guardian's permission to have their children receive medical treatment in the event of an accident or injury.
- **Acknowledgement of Risk Forms** are used for activities that pose definable hazards (e.g. equitation, water sports, etc.). The parent/guardian acknowledges that he/she has been advised that there is some risk and they are still permitting their child to participate in the event or activity.

If your club will be conducting or participating in any special activities away from the usual meeting site or that pose more than usual risks contact a 4-H staff member to find out if and how either of these forms should be used.

At times companies that provide activities for 4-H clubs (e.g., canoe trips, ropes courses, horse instruction) request parents/guardians to sign Waivers and Release of Liability forms in order for the children to participate in their activities. These forms may be in violation of New York law. Vendors who cannot produce liability insurance coverage to cover their liability without a waiver or release should not be used.

Safety Guidelines for Working with Cloverbuds

Adult/youth ratios - New York State Law requires that a *minimum* of **two adults** be present at all 4-H meetings and activities. (In case of an accident or emergency one adult can supervise the children while the other deals with the problem. This also offers protection for youth and adults.) Additional supervision is required when working with cloverbuds. For groups of five to eight year olds a third adult is required if the group exceeds twelve children. When using tools or equipment a 1:1 ratio should be maintained with five and six year-olds, a 1:3 ratio with seven and eight year-olds **who have demonstrated their ability to work safely in a less structured environment**.

Animal Science - The purpose of animal science projects for young cloverbuds is to provide educational experiences that inspire both an understanding of, and a respect for, animal life. Direct contact with live animals is an indispensable aspect of these experiences. Such contact not only has a direct teaching role, but is also a powerful motivator that stimulates young people to ask questions and drives them to learn more about domestic animals and themselves. The guidelines pertaining to specific animals shown on the following pages seek to optimize both the education and safety of these children. Even the best guidelines are no substitute for sound judgment. Activities that endanger a child or an animal in any situation must be recognized and prevented by responsible adult supervisors. Therefore, when working with live animals of any size a one-to-one adult to youth ratio is recommended for most situations. More details are provided in the NYS 4-H Animal Science Cloverbud Policy and Procedure and the NYS 4-H Horse Program Cloverbud Policy and Procedure available from your 4-H Extension Educator. These recommendations are located in the NYS 4-H Club Management Notebook for Staff.

Ownership and Exhibition of animals require responsibility, skills, and experience. Full responsibility

for an animal should be preceded by a period of learning about the animal and closely supervised direct contact so the child can become acquainted with both the animal and how it should be handled. The Cloverbud years are ideal for this type of learning.

Cloverbuds may be permitted to participate in “exhibition only” classes with animals as defined in the New York State 4-H Animal Science Cloverbud Policy and Procedure and the New York State 4-H Horse Program Cloverbud Policy and Procedure. Each county must ultimately decide if they have the resources to support programs for the cloverbud age group since “exhibition only” experiences have special requirements to fit the cloverbud age group.

Cattle - Cloverbud activities must be closely supervised. Feeding, watering, and some grooming are appropriate for this age because they involve measuring, physical activity, and stimulate immediate positive responses from the animal that members can enjoy and remember. Sole responsibility for cattle ownership, training, grooming, milking, and showing is inappropriate for cloverbuds. A cloverbud may share the responsibility for raising calves.

Equine- A 1:6 adult to youth ratio is recommended when cloverbuds are in a club setting. When working with Equines, a 1:1 ratio of adult to youth is recommended for most situations.

Riding Equine - Cloverbud youth may ride in lead line, longe line, and walk/trot or jog situations, when they have adequately demonstrated the "on the ground" skills (safely and cautiously, lead, groom, move around the animal) necessary to work safely with equines and show respect for the equine, due to the potential danger the youth could be in if they do not demonstrate these skills. The NYS 4-H Horse Program Cloverbud Policy and Procedure including the “On the Ground Skills” Evaluation Form and the “Riding Level” Evaluation Form is available from your 4-H Extension Educator for volunteers willing to be trained in the use of the forms. These forms are located in the NYS 4-H Club Management Notebook for Staff. These documents provide more details about working with cloverbud members and horses.

Lead line and longe line - generally appropriate for children in grades K or one.

Walk/trot or jog - generally appropriate for children in grades two and three.

Cantering and loping - ***not appropriate*** for cloverbud children.

Driving - ***not appropriate*** for a cloverbud child, ***except*** as a passenger in a cart with a knowledgeable adult who is over eighteen years of age. Driving horses requires much hand and eye coordination, quick reflexes, keen judgment, and decision-making skills that are beyond the capacity of this audience.

Ground rail - Any over fences activities would generally be inappropriate for cloverbuds, with the exception of ground rail classes. Ground rail classes are not cross rail classes. Make sure that those working with this audience know the difference.

Showmanship at Halter, Trail, Drill/Parade, Draft Equines, Bareback - ***not appropriate*** for cloverbuds.

Small stock: sheep, goats, feeder pigs and llamas - In addition to the feeding, grooming, and other activities suggested as part of supervised contact experience with the larger domestic animals (see cattle and equines), cloverbuds can begin with a very young lamb, goat kid, or piglet and can raise and train these animals under the supervision of their parents, guardians, and leaders. Since these animals are smaller than the children at the beginning, the children can establish dominance and allow their animal handling skills to grow with the animal. The sole

responsibility for animal ownership, training, grooming and showing of mature breeding animals (rams, ewes, does, bucks, sows, and boars) is inappropriate for cloverbuds in any setting. A cloverbud may share the responsibility for raising llamas or young market (sheep, goats, and feeder pig) animals.

Rabbits/cavies and other small pets - Cloverbud activities may be designed that provide children with closely supervised contact. Feeding, watering, handling and some grooming, are appropriate for 5-8 year olds because they involve measuring, physical activity, and stimulate immediate positive responses from the animal that students can enjoy and remember. In addition, cloverbuds may own, raise and train these animals under the supervision of their parent, guardians and leaders. Since these animals are smaller than children, the children can establish dominance and allow their animal handling skills to grow. The sole responsibility for animal ownership, training, grooming and showing of any animals that can escape from a child's grasp are inappropriate for cloverbuds. A cloverbud may share the responsibility for raising rabbits, cavies, and other small pets.

Poultry - Cloverbud activities may be designed that provide children with closely supervised contact. Feeding, watering, handling and some grooming, are appropriate for 5-8 year olds because they involve measuring, physical activity, and stimulate immediate positive responses from the animal that students can enjoy and remember. In addition, cloverbuds can begin with very young birds (bantams, broilers or layers) and raise and train these animals under the supervision of their parents, guardians and leaders. Since these animals are smaller than the children, the children can establish dominance and allow their animal handling skills to grow with the animal. The sole responsibility for animal ownership, training, grooming and showing of large mature breeding animals (roosters, hens, ducks, geese, turkeys, etc.) that can escape from a child's grasp are inappropriate for cloverbuds. Activities involving larger breeds (such as Ostrich and Emu) are inappropriate for cloverbuds in any setting. A cloverbud may share the responsibility for raising poultry animals.

Dogs -Cloverbud activities may be designed that provide children with closely supervised contact. Feeding, watering, handling and some grooming, are appropriate for 5-8 year olds because they involve measuring, physical activity, and stimulate immediate positive responses from the animal that students can enjoy and remember. In addition, cloverbuds can learn to give dogs simple basic obedience commands. However, because dogs come in many shapes, sizes and temperaments, the sole responsibility for animal ownership, obedience training, grooming and showing of dogs are inappropriate for cloverbuds. Although puppies are small, they are difficult to handle, even for adults. The primary responsibility for training a puppy should be reserved for children ages 8 and older. Even then, special care should be taken to ensure that the child is matched with an animal of

appropriate size, temperament and physical ability. A cloverbud may share the responsibility for raising dogs.

Special care should be taken to ensure that the child is matched with animals that are appropriate for the size, strength, and maturity of that child. With these small animals, attention must be paid to both the child's safety and the well-being of the animal. Improperly handled dogs can nip, rabbits can scratch, and poultry can peck or pull hair. Cloverbuds are still learning how living things differ from toys that move and still need help learning to be gentle and cautious with all animals.



Animals are excellent for all ages, especially adults, but for cloverbuds they represent the opportunity to learn how to be responsible for all aspects of caring for another. Such lessons can be the first step in learning to care for larger animals and other people.

Bicycle Safety - Youth in grades K-three are beginning to explore their world by tricycles, scooters, and bicycles. They generally ride along sidewalks and in driveways at relatively slow speeds. They have no concept of traffic or hazards. The most common type of crash with a motor vehicle occurs as a result of an unexpected conflict with traffic, such as riding out into the street from a driveway or sidewalk.

Cloverbuds should be developing basic handling skills such as balancing, stopping, and starting a bicycle. Basic concepts such as why it is important to obey traffic laws, a bicycle is a vehicle, stop before entering traffic, and wearing a helmet at all times should be addressed at this grade level. Videos and project materials that can be adapted for this program are available.

Horticulture - Follow the recommendations given in **Gardening with Children, Step by Step**, available through the Horticulture Department of Cornell University. Cloverbuds should not sharpen tools or handle fertilizer. Use smaller tools that are tailored for children's small hands. Do rototilling in the absence of the children.

Nutritional Sciences - Safety Guidelines for Cloverbuds Involved in Food Preparation:

Independent use - Cloverbuds can use tools without sharp edges such as:

- measuring cups/spoons
- spoons for mixing
- wire whip for mixing
- hand rotary beater for mixing
- tight-fitting jar as a blender
- rolling pin
- potato masher/pastry blender

- hand juicer
- hand food grinder

Progress toward independent use - 1:1 adult/youth supervision ratio, can progress toward independent use (second and third grades). Some sharp edges and small appliances.

- serrated plastic knives for cutting
- hand grater
- vegetable peeler
- can opener
- apple corer
- toaster
- electric popcorn popper

Close supervision at all times - 1:1 adult/youth supervision ratio

- sharp knife
- electric mixer
- blender
- food processor
- toaster oven
- electric skillet
- electric/gas oven
- electric/gas burners
- microwave oven

Textiles and Apparel - Children in grades 2-3 can be introduced to embroidery with blunt needles and hand sewing under 1:5 (instructor:children) supervision. Many are ready to learn beginning sewing machine skills with parental permission and 1:1 supervision. Activities that involve electric scissors, hot cutters, or irons are not appropriate for this age.

Woodworking - An item appropriate for construction by cloverbuds should be simple enough to ensure that they can complete it and feel good about the experience. They should be encouraged to help each other, especially when assembling parts. This is an excellent time to stress safety, not only for themselves but also for others. **Use of safety glasses** is required and is an excellent way to foster the development of a “safety mind-set.” Skills for the younger Cloverbuds (K through grade one) should be limited to sanding, gluing, and applying simple finishes to kits. Activities for older cloverbuds in **grades two to three** might include, with adequate **supervision in a 1:1 ratio**, some simple cutting, drilling, and hammering. Some examples would be:

Cutting boards of various designs
Napkin holder kit

Trivet
Simple games
Key holder

Become Familiar with a Variety of 4-H Cloverbud Resources

4-H cloverbud program materials are available from county, state and national sources. These materials may be called “manuals”, “guides”, “curricula”, etc.; most contain a combination of background information and activity plans. A partial list follows. Some of these will be available at your 4-H office for either purchase or loan. Two major sources are noted in parentheses as follows:

CCS - Cooperative Curriculum System - can be ordered through National 4-H Council's *Source Book* or through the web at: www.n4hccs.org

NCC - National Curriculum Collection - Most of these materials were developed by Cooperative Extension people in various state (some by outside groups) and then submitted to a national jury that recommended them for use in 4-H throughout the nation. See note below.

Note: New York's 4-H materials are listed on our 4-H Youth Development website: www.cce.cornell.edu/4h/. From there you can link to national resources. To get the listing, click on resources at the bottom of the homepage. Next click on National Curriculum across the top of the resource page, and finally select the link for National 4-H Curriculum Collection.

You can find most state's 4-H Youth Development websites by searching for 4-H followed by the name of the state (ex. 4-H California). Then look for publications, or catalog, or resource list or volunteer support. The 2003 Sourcebook Catalog from National 4-H Council is available from your local 4-H office or downloadable on the web at: <http://www.4-hmall.org/>.



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Cloverbud Activity Materials & Resources
Listed by National 4-H Curriculum Classifications

A - Citizenship and Civic Education

A Perfect Fit - 4-H Involvement for Youth with Disabilities, Purdue University, Indiana

Different and the Same: *helping children identify and prevent prejudice* (NCC), Family Communications, Inc.

Just Outside My Door - Kaleidoscope and Family Celebrations, Michigan State University - multiple subject matters

Project Grow (NCC), Purdue University, Indiana

Public Adventures (CCS), for grades K - 6

B - Communications and Expressive Arts

Arts & Crafts - A Palette of Fun (CCS), for grades K - 6

Theater Arts Adventures Series, Level 1 - Journey into the Imagination (CCS)

C - Consumer and Family Science

Fun with Clothes (NCC), University of Florida

Sew, Read! The Boy and the Quilt (NCC), Michigan State University

D - Environmental Education and Earth Sciences

Earth Connections, Level 1 (NCC), University of Florida

Entomology - (NCC), MN

4-H Recycling Adventures (NCC), University of Florida

Mud Muck & Other Wonderful Things (NCC), National 4-H Council

Nature Scope by National Wildlife Federation (Insects, wetlands, weather, trees)

New Jersey 4-H Science Discovery Series (NCC), Rutgers

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E - Healthy Lifestyle Education

Health...It's Your Choice Series, Level 1- Discovering Myself, (CCS)

It's In the Bag! (NCC), Cornell University - family food science experiments; also available in Spanish

Our Heritage Foods (NCC), University of Illinois

Snackin' Healthy, Michigan State University

Talking with T.J., Series 1 - Teamwork (NCC), National 4-H Council

F - Personal Development and Leadership

Adventures in Learning (NCC), North Carolina State University - multiple subject matters

Gifts of Gold (CCS), multiple subject matters introduced and integrated around the theme of corn

Kid on the Grow!, Level 1 - On My Own (CCS)

Cloverbud Activities Package Member Guide: *100 Activities for Children Requiring Little or No Supplies*, University of Minnesota

Cloverbud Curriculum Instructional Materials (NCC), Ohio State University - multiple subject matters

Cloverbuds a 4-H Discovery Program, Activity Sheets for Six to Eight Year Olds, University of Minnesota

R.I.S.E. (Respect and Integrity through Skills and Education) (NCC), University of Connecticut

WOW! Wild Over Work (CCS)

G - Plants and Animals

Agriculture in the Classroom - Grades K-3, Cornell University

Skills for Life Series, Exploring Farm Animals (CCS)

Project LEAP - Grades K-2, Cornell University

Explore the World of Small Animals, Grades K-3, Washington State University, (2003 Sourcebook Catalog from National 4-H Council)

H - Science and Technology

Achieving High Goals (NCC), NASA

Aerospace Adventure Series, Level 1 - Pre-Flight (CCS)

Bicycle Adventures, Level 1 (CCS)

Fabric Flight Connection (NCC), Cornell University

Fishy Science - (NCC) Ohio State University

4-H Youth Experiences in Science (YES), (NCC), University of California

Insectaganza of Excitement Series, Level 1 - Creepy Crawlies (CCS)

Kitchen Science for Kids (NCC), Cornell University

References

Cloverbud Leader Orientation Guide, Cornell Cooperative Extension of Tompkins County, 2000

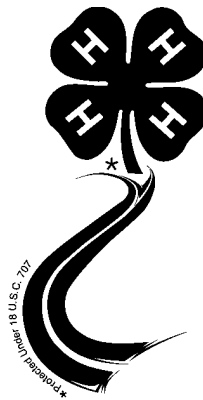
Jefferson County Cloverbud Guide, Cornell Cooperative Extension of Jefferson County, 2001

K-3 Youth in 4-H: Guidelines for Programming, National K-3 Curriculum Task Force, 1993

Meeting the Needs of Youth: *Tips for Adults Working with Youth*, Iowa State University, August 1999

Moving Ahead Together, Cooperative Curriculum System, 2000

New York State Cloverbud Guide, Cornell Cooperative Extension State 4-H Youth Development, 1995



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