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The hope of each person who has given support to the development of this curriculum, whether it has been writing, reading or testing, is that the special needs of five to eight years olds and their families will be partially met through this effort.

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John Jacob Jingleheimer Schmidt

John Jacob Jingleheimer Schmidt,  
His name is my name too.  
Whenever we go out  
The people always shout,  
"There goes John Jacob Jingleheimer Schmidt  

Are you sleeping?  

Are you sleeping, Are you sleeping,  
Brother John, Brother John?  
Morning bells are ringing, Morning bells are ringing, Ding, ding, dong, Ding, ding, dong.

Actions:  

Try singing "Are You Sleeping", "Row, Row, Row Your Boat" and "Three Blind Mice", together as a round. Harmony will not be perfect, but it will prove to be fun nevertheless.

Row, Row, Row Your Boat

Row, row, row your boat, gent-ly down the stream  
Merrily, merrily, merrily, merrily, life is but a dream.

Actions  
While singing the first line of the song, move hands and arms back and forth to represent rowing motion. When singing second line, stand up, put right hand on top of head and turn around. Sit down and repeat song. This works well as a round.

Calliope Song

Ump-pah-pah Ump-sst-sst Ump tweed-le-dee  

Actions:  
This is a musical novelty that can be used at banquets or large gatherings where the group can be divided into sections. Rehearse each of the sections separately, then put them together.

First section: Sing "The more we get together".  
Second section: Repeat over and over, "ump-pah-pah".  
Third section: Repeat over and over, "ump-sst-sst".  
Fourth section: Repeat over and over, "ump-tweed-le-dee".  
(Use high voice for "tweed-le-dee".)
FUN SONGS

Bunny

(Tune: My Bonnie Lies Over the Ocean)

All rabbits have shiny noses
I'm telling you now as a friend.
The reason they have shiny noses
Their powder puff's on the wrong end.
(repeat)

Ginger Up

(Tune: Jingle Bells)

Ginger up, ginger up,
Never pull a frown.
Trot your mile and wear a smile
And help the chap that's down.
Ginger up, ginger up,
Always face the foe.
Never fear, but raise the cheer
Wherever you may go.

Jobs

(Tune: Smiles)

There are jobs that make us grumpy,
There are jobs that make us gray,
There are jobs that steal away the minutes
While they add no pleasure to the day.
But the job that sets our hearts to singing,
One that grows more joyful every day,
Is the job of building for the future
In work the 4-H way.

Smile

It isn't any trouble just to smile, Oh it isn't any trouble just to smile. If you smile when you're in trouble, it will vanish like a bubble, if you'll only take the trouble just to smile.

Actions:

Repeat, using "Laugh, "Grin grin", and "Ha-ha-ha-ha-ha". When the first verse is repeated, don't sing the word smile, just smile instead!
Some 4-H Clubs

(Tune: Old MacDonald had a Farm)

_City/County_ has some clubs,
4-H clubs are we.
And in these clubs
There are no scrubs,
4-H clubs we be.

Chorus:
With a 4-H here,
And a 4-H there,
Here a 4, there an H,
Everywhere 4-H,
_City/County_ has the one
4-H club for me.

Projects make a lot of joy,
4-H clubs are we.
With fun for every girl and boy
4-H clubs are we.

Leaders tell us what to do,
4-H clubs are we.
The work is up to me and you
4-H clubs we be.

This year's work has now been done,
4-H clubs are we.
Tomorrow starts another one,
4-H clubs we be.

Head, Shoulders, Knees, and Toes

My head, my shoulders, my knees, my toes; My head, my shoulders, my knees, my toes; My head, my shoulders, my knees, my toes; We all clap hands together.

Actions:

As the song is sung, the hands are placed first upon the head, then shoulders, then knees, then toes. At “We All Clap Hands”, all clap hands. Change the words around—such as knees, toes, shoulders, head and—change the tempo as you see fit.
Six Little Ducks
Six little ducks that I once knew, fat ones, skinny ones, fair one too, But the one little duck with a feather in his back, he ruled the others with his quack, quack, quack, quack, quack, quack, He ruled the others with his quack, quack, quack, quack, quack, quack.
Down to the river they would go,
Wibble,wobble, wibble, wobble, to and fro!
But the one, etc.

Actions:
1. Show “six” by holding up six fingers. Show “fat” and “skinny” with appropriate motions with hands. Hold up one finger for “one”. Show feather by placing both hands together behind your back and moving fingers back and forth. Stand up as this is done and turn completely around. Make a quacking sound on the last six “quacks”.
2. When singing “down”, move both hands downward together and zig-zag back and forth.
3. When singing “home”, move hands towards you to represent coming back. Use previous wibble, wobble motions, then, on “ho-hum-hum”, put hand over mouth as if yawning.

This Little 4-H Light of Mine
1. This little 4-H light of mine, I’m going to let it shine.
   This little 4-H light of mine, I’m going to let it shine.
   This little 4-H light of mine, I’m going to let it shine, let it shine all the time, let it shine.
2. Sing “all around the neighborhood”, instead of “This Little 4-H Light of Mine”.
3. Sing “hide it under a bushel, no!”, instead of “This Little 4-H Light of Mine”.
4. Sing “don’t you up and (blow) it out”, instead of “This Little 4-H Light of Mine”.
5. Sing “all around the neighborhood”, instead of the first “This Little 4-H Light of Mine”.
   Sing “hide it under a bushel, no!” instead of the second “This Little 4-H Light of Mine”.
   Sing “don’t you up and (blow) it out”, instead of the third “This Little 4-H Light of Mine”.

Actions:
1. Hold up first finger of right hand to imitate a candle.
2. Move “candle” around in a circular motion.
3. Cover “candle” with left hand; take away quickly when singing “no!”
4. Do not sing “blow”, but instead blow as if actually blowing out a candle.
4-H SPIRIT

I've got the 4-H spirit up in my head, up in my head, I've got the 4-H spirit up in my head, up in my head to stay.

2. I've got the 4-H spirit deep in my heart, deep in my heart, deep in my heart, I've got the 4-H spirit deep in my heart, deep in my heart to stay.
3. I've got the 4-H spirit down in my toes, down in my toes, down in my toes, I've got the 4-H spirit down in my toes, down in my toes to stay.
4. I've got the 4-H spirit all over me, all over me, all over me, I've got the 4-H spirit all over me, all over me to stay.
5. I've got the 4-H spirit up in my head, deep in my heart, down in my toes, I've got the 4-H Spirit all over me, all over me to stay.

Actions:

1. "Up in my head" - put both hands on top of head.
2. "Deep in my heart" - put both hands over heart.
3. "Down in my toes" - touch toes.
4. "All over me" - do all-over motion with hands.

I've Been Working In 4-H Work

(Tune: I’ve Been Working on the Railroad)

I've been workin’ in 4-H work
All the live-long day.
I've been workin’ in 4-H work
Just to pass the time away.
Don’t you hear the rooster crowing?
Rise up early in the morn.
Don’t you hear the leaders singing;
“4-H’ers, blow your horn.”

4-H Clubs

(Tune: Jingle Bells)

4-H Clubs, 4-H Clubs,
Full of pep and glee.
We love to meet, we love to eat,
4-H Clubs are we.
4-H Clubs, 4-H Clubs,
Happy we can be.
We sing a song as we go along,
For 4-H Clubs are we.
If You're Happy And You Know It

1. If you're happy and you know it, clap your hands!
   If you're happy and you know it, clap your hands!
   If you're happy and you know it, and you really want
to show it, if you're happy and you know it, clap your hands!
2. If you're happy and you know it, stomp your feet.
3. If you're happy and you know it, pat your back.
4. If you're happy and you know it, shout “Hurray!”

Actions:

Clap hands together twice after singing “clap your hands”.
Stomp your feet twice after singing “stomp your feet”.
Pat neighbor’s back twice after singing “pat your back”.
Shout “hurray” once after singing “shout hurray!”

The actions can be accumulative at the end of each verse. Example: At the end of verse 4, you would sing as follows: “shout hurray!”—“pat your back”—“stomp your feet”—“clap your hands”. Do appropriate actions.

The More We Get Together

The more we get together, together, together, The more we get together, The happier we'll be. For your friends are my friends and my friends are your friends. The more we get together the happier we’ll be.

Actions

Group stands the first time the word “together” is sung, sits down when singing the next “together”, and continues alternating standing and sitting whenever “together” is sung throughout the song. The group can also stand or sit whenever the word “friends” is sung.

Group stands when the first pronoun is sung, sits down when the next pronoun is sung, and alternates standing or sitting throughout the song each time a pronoun is sung.

Have the group move hands and arms in time to the song. The movement is left hand halfway up, right hand half way up, left hand all the way up, and right hand all the way up. Then left hand half way down, right hand half way down, left hand all the way down, and right hand all the way down. This is a light-count movement and is done twice while the song is sung once.
She'll Be Coming Round The Mountain

1. She'll be comin' 'round the mountain when she comes--toot!toot!
   She'll be comin' 'round the mountain when she comes--toot!toot!
   She'll be comin' 'round the mountain, She'll be comin' 'round the mountain,
   She'll be comin' 'round the mountain when she comes--toot!toot!
2. She'll be drivin' six white horses when she comes--whoa!back!
3. We will all go out to meet her when she comes--hi babe!
4. We will kill the old red rooster when she comes--hack!hack!
5. We will all have chicken and dumplings when she comes--yum!yum!
6. She will wear her ol' red flannels when she comes--scratch!scratch!
7. She will have to sleep with Grandma when she comes--snore!snore!

Actions:

1. "Toot!toot!"--pull whistle on train with right hand.
2. "Whoa!back!"--pull back on reins as if driving horses.
3. "Hi babe!"--greet someone by waving with right hand.
4. "Hack!hack!"--hack off head of rooster by hitting right hand against left hand.
5. "Yum!yum!"--rub tummy.
7. "Snore!snore!"--make snoring sound instead of saying words.

Actions are accumulative in that the action of each verse is also repeated after the action of the verse being sung at the time. For example, the last line of verse 2 will be sung as follows: "She'll be driving six white horses when she comes--whoa!back!--toot!toot!"

My Bonnie

Bring back, bring back, bring back my Bonnie to me, to me; Bring back, bring back, O bring back my Bonnie to me.

Actions:

At start of song, outstretch arms in front with palms up. On each "bring", wiggle finger. On "back", bend elbows and touch hands on shoulders. On each "my", point to yourself. On "Bonnie", draw outline of a girl with your hands. On each "to", hold up two fingers. On "me", point to yourself. On "O", make an O with finger and thumb of each hand.
ACTION SONGS

Deep and Wide

Deep and wide, Deep and wide, There’s a fountain flowing deep and wide. Deep and wide, Deep and wide, There’s a fountain flowing deep and wide.

Actions:
Sing through with the following actions: When singing “deep”, make motion by showing depth with hands. Show “wide”, by showing width with hands. Show “fountain”, by making motion of gushing fountain, show “flowing”, by making flowing motion with hands.

Sing through once with actions. The second time, instead of singing “deep”, just do the action. When singing the following time, also leave off “wide”, and do the action. The next time, leave off “fountain”, and leave off “flowing” the last time through.

Do Your Ears Hang Low?

Do your ears hang low?
Do they wobble to and fro?
Can you tie them in a knot?
Can you tie them in a bow?
Can you throw them o’er your shoulder?
Like a continental soldier?
Do you ears hang low?

A Gymnastic Relief

Tune: (Till We Meet Again)

Smile awhile and give your face a rest,
(All smile)
Stretch awhile and elevate your chest,
(Extend arms to side)
Reach your hands up to the sky,
(Extend arms above head)
While you watch them with your eye.
(Heads up)
Jump awhile, and shake a leg there sir!
(Jump lively)
Now step forward, backward-as you were.
(Step back and forth)
Then reach out to someone near
(Shake hands with party to right)
Shake his hand and smile
(All smile)
SONGS FOR CLOVERBUD 4-H’ERS

Songs can add a spark of interest to your meeting. It is a means of individual expression, yet also of group unity.

Remember, a successful song leader’s secret is using a variety of songs. Do not use all fun songs for the entire group singing period. Overuse of action may lower the quality of singing. Cloverbud 4-H’ers should learn to enjoy singing many types of songs.

When singing action songs as the song leader, you will want to do the actions, too.

Here are a few hints to help you:

Be enthusiastic.

Be a leader, not an entertainer.

When teaching a new song-
   Know your song.
   Go over the words with the group.
   Sing the song to the group.
   If the song has actions, give directions and demonstrate actions.

Start with a familiar song or one that can be learned quickly.

Teach your Cloverbud 4-H’ers these songs--try them--and have FUN!
Give
Form groups of 6 to 10 players each. Have them stand in small circles evenly scattered throughout the room.

The leader stands in the center of the room at an equal distance from all groups. Each group selects a captain who will carry the items to the leader when he/she calls for them.

For example, the leader may call for a black shoe. The first captain to reach the leader with the shoe scores a point for his/her group. The leader now calls for another item. The group getting the most points is the winner.

Electric Shock
This involves telling the group what to do so the “victim” has to be taken out of hearing distance.

Choose a leader and place a number of objects on the floor. The leader selects one object and shows it to the group.

When the “victim” comes back, he/she is asked to point out the object that has been selected and told that the right object has been so charged with electricity that he/she will know when he/she touches it. When he/she finally touches the right object, everyone yells at once—and he/she gets the electric shock!!!
**Corn Toss-Up**
You need a bag of unpopped corn and an empty, quart sized fruit jar. Place the jar on the floor in the center of the room. Give each player 10 kernels of the corn. Taking turns each player stands on a line 5 feet away from the jar, tries to toss each kernel of corn into the jar. He must stand straight all the time. The one getting the most of his 10 kernels in the jar wins. And you might award him a popcorn ball as a prize.

**Sack Race**
Give each team a sack. Players line up and take turns putting both feet in the sacks. They hop to the goal and return. The object of the game is to see which team finishes first.

**Sore Toe Race**
Divide the group into teams. Each player, in turn, must hold his/her right foot behind him/her and hop to a designated point and back to his/her place in line.

**The Family Takes a Walk**
The whole group is divided into equal teams, or “families”. Each team is composed of a “father”, a “mother”, and as many “children” as are left for equal teams.

The first player of each team, the “father”, starts walking as fast as he can up to, and around, a designated goal. He returns to the starting line, takes the “mother’s” hand, and walks with her around the goal. They return to the starting line and one of the “children” joins them, linking hands with the “mother”. The trip to the goal and back continues until the whole family is walking.

The object of the game is to see which team is quickest in getting around the goal.

**Over and Under**
Give each team a ball.

On a signal “go”, first person in line hands the ball over his/her head to the person in back of him. Second person passes on to the third, etc., to the last person in line. The last person, when he/she receives the ball, runs to the front of his/her team and passes the ball back. This continues until the first person who started the race runs to the front of his/her team.

**Balloon-Breaking Relay**
Divide the group into teams. Provide each player with a balloon.

Have the teams line up at a given distance from the base, which is a chair for each team.

The object of the game is for each participant to run to the chair, blow up the balloon, sit on it, break it, and then run back to his/her place in line.

This gets to be a hilarious game when participants have trouble breaking the balloons.

**OTHER CLOVERBUD GAMES**

**Partners Get-Up**
Tell the group to pair off. Have the partners stand back-to-back and then lock elbows. Have them sit down in this position. The object is to try to stand up in this same position. The first pair up wins.

**Duck Bar**
Two people hold a stick or broom handle, and the players pass under the bar. The player’s feet must go under the bar first, and his/her head last. If he/she falls, or any part of his/her body besides his/her feet touches the ground, he/she is eliminated. Lower the bar for each new attempt.
ers. One team represents the "cranes" and the other team the "crows".

When the leader calls "Cr-r-r-r-anes", the cranes must run for their base line. The crows try to catch them, and each crane tagged becomes a crow. Then the leader calls "Cr-r-r-r-ows", the crows must run to their base line. The cranes try to catch them and each crow tagged must become a crane.

**Squirrel and Nuts**

Arrange chairs into rows. Have the players sit with their heads bowed on their arms as though they were asleep. Ask each one to extend his/her right hand, palm up.

One player, the "squirrel", carries a nut or other small object. He/she runs on tiptoe, between the chairs, and drops the nut into one of the waiting hands. The player who gets the nut jumps up and chases the "squirrel" who is safe only when he/she reaches the "nest" or seat that has been left empty.

If the "squirrel" is caught before he/she reaches the "nest", he/she must be "squirrel" for a second time. If he/she gets to the nest safely, the player who took the nut becomes the next "squirrel". The other players should "wake up" to watch the chase.

**Human Tic-Tac-Toe**

Nine chairs or pieces of paper are lined up in a square formation, three each way, between the two opposing teams. The object of the game is for one team to get three of its own players in a straight line before the other team does--just as in the old pencil and paper tic-tac-toe. Each team has a captain who calls out the next players and, of course, there should be no coaching on either side.

**Balloon Batting**

Divide the players into two teams. Have the teams sit 4 feet apart, facing each other. Each player must hold the edge of his chair seat with one hand throughout the game.

Toss a balloon between the two teams. Both teams try to bat it over the heads of their opponents so that it touches the floor behind the opposite team. Each "touchdown" scores a point. A scorekeeper behind each team also acts as a retriever.

When putting the balloon into play, toss it in at alternate ends of the line to keep the action from concentrating among a few players.

Use two balloons for larger groups.

**CLOVERBUD RACES**

**Backward Race**

Divide the group into teams. Tell the players each one is to run or walk BACKWARD to a given line.

**Box Race**

Divide the group into teams. Provide each team with two cardboard boxes. Each player must, in turn, put his/her feet into the boxes and advance to a given point and return to his/her place in line.

**Kangaroo Race**

Divide the group into teams. Provide each team with a rubber ball.

Each player, in turn, places the ball between his/her knees, hops to a given point, and returns to his/her place in line.

If the ball falls to the floor, he/she must start over again.
Artist in the Dark

Have the players sit in a circle.

Give each one paper and pencil and tell them they are to draw a picture in the dark.

Turn out the lights or blindfold and ask one player to draw the first item. After it is completed, move on to the next player.

1. Draw a house.
2. Draw a lake near the house.
3. Go back to the house and draw a door.
4. Go back to the lake and put in a boat.
5. Go back to the house and put on a chimney.

After the picture is completed, turn on the lights or take blindfold off and have them admire their artwork.

For more laughs, pass the picture(s) around.

Follow the Leader

This game permits almost limitless variation. The players form a line and follow accurately the movements and the course of the leader. Exchange leaders to allow each member the chance to lead the group. These movements may be: (a) walk backwards, sideways, on heels, on toes, on all fours; hop, skip, jump; (b) walk with a limp, stiff-legged; (c) walk with arms extended in all directions.

Coordination

Have everyone repeat the following verse or do the actions as you read it. Repeat it two or three times, increasing speed with each repetition.

Hands on your hips, hands on your knees, Put them behind, if you please. touch your shoulders, touch your nose, touch your ears, touch your toes. Raise your hands high in the air, At your sides, on your hair, Raise your hands as before, While you clap one, two, three, four.

My hands upon my head I place, On my shoulders, on my face. Then I raise them up on high And make my fingers quickly fly. Then I put them in front of me. And gently clap them one, two, three.

Circle Stride Ball

Have the players stand in a circle with their feet wide apart, touching the feet of their neighbors. IT stands in the center.

IT tries to get a volleyball outside the ring by rolling it between the feet of the players. The circle players attempt to stop this with their hands, but must not move their feet in doing so. If anyone moves his feet, he must go into the center in place of IT.

Whenever IT gets the ball outside the circle, all face outward and IT tries to send the ball back into the circle as before.
**Fruit Basket**

Have the players sit in a circle with IT in the center.

Give each person the name of some fruit. When IT names two fruits, they must exchange places and IT tries to get a seat. The signal for all to change is “Fruit basket upset”, whereupon all change and IT tries to get a seat. The person who does not get a seat is IT for the next time.

**Stand Up, Sit Down**

This is an action song to be sung to the chorus of “My Bonnie Lies Over the Ocean”. Ask everyone to stand and sit as they sing the words:

Stand up, sit down,
Stand up, sit down, stand up, sit down;
Stand up, sit down,
Stand up, sit down, stand up.

**Cat and Rat**

Number of players: 10 or more.

Players hold hands in a circle. One player stands outside. He/she is the cat. Another stands inside the circle. He/she is the rat.

The cat tries to catch the rat. The circle players try to protect the rat by allowing him/her to get in and out of the circle easily and by trying to keep the cat away from him/her. If the cat seems to have too hard a time however, the circle players may favor him/her. When the rat is caught, a new cat and rat are chosen.

**Who’s the Leader?**

Have the players form a circle. One player, IT, leaves the room.

Select a leader. Have entire group begin clapping and continue until IT returns to the center of the circle. IT must discover who is leading the actions.

The leader changes from clapping, for instance, to patting his head, twirling his thumbs, jumping up and down, etc.; immediately, the entire group does the same thing.

When the leader is discovered, the game starts over again with another IT and leader chosen.

It adds to the fun if the game is played to music.

**Head, Nose, Ears, and Chin**

This is an action song sung to the tune of “Here We Go ‘Round the Mulberry Bush”.

Repeat this several times, each time increasing the speed. Then sing the first three lines backwards. (My chin, my nose, my ears, my head.)

With the hands point to the head, ears, etc., as you sing and clap the hands with the rhythm of the song on the last line.

My head, my ears, my nose, my chin,
My head, my ears, my nose, my chin,
My head, my ears, my nose, my chin,
We all clap hands together.

**CLOVERBUD LINE GAMES**

**Crows and Cranes**

Have the players form two lines standing about 3 feet apart, facing each other. Mark off a base line about 15 feet behind each team. The base lines should vary in distance according to space and age of play-
CLOVERBUD CIRCLE GAMES

Chinese Puzzle

Have the players form a circle and join hands. Tell the circle of players to scramble, mix up, and knot together to form an entangled web.

Two people, sent out of the room before the circle of people became entangled, try to unscramble the knot into one large circle.

Three Deep

Have the players form a circle, three deep, facing center. Two players, a chaser and a runner, are on the outside of the circle.

The runner may save herself/himself from being tagged by the chaser by stepping in front of one of the groups of players. The outside player must leave and the chase continues.

If the chaser tags the runner, the game starts again with two new players.

Slap Jack

Have the players stand in a circle formation.

The player who is IT runs around the outside of the circle and slaps a player on the shoulder. This player must leave his/her place and run in the opposite direction, trying to beat IT back to his place. If the player doesn't, he/she becomes IT and the game continues.

Musical Chairs

Arrange chairs in a circle facing center. Have one less chair than the number of players.

As the music begins, players march around the chairs. As the music stops, the players try to find a seat. The player without a seat drops out. Each time another chair is taken away and the game continues until there is only one chair.

Variation: Start with one chair less than the number of players. When the music stops, the one without a seat will sit in one of the chairs until the end of the game. Play until all of the chairs are occupied.

Numbers Change

Have the players seated in a circle with IT in the center. All are numbered 1, 2, 3, or 4.

IT calls out two numbers. Players whose numbers have been called must exchange seats, during which time IT tries to take one of the seats. The player without a seat is IT and the game continues.
CLOVERBUD RECREATION

Arrange recreation for 4-H'ers who arrive early.

Get the group into position before explaining the game. Be clear, brief, and enthusiastic. Use demonstrations wherever they are helpful.

Stand where you can see all of the group and where you can be seen and heard by them.

Proceed on the assumption that all persons will play. If some hesitate, tactfully interest them by finding a special need for their participation.

Remember that the leader should have:

- a thorough knowledge of the games,
- enthusiasm,
- alertness to the reactions of players,
- patience, and
- self-confidence.

Attempt to keep fair-play, sportsmanship, and playing for the fun of playing foremost in all game activities.

Play the game yourself—make it fun for everyone.

The climax is important. Stop the activities at the height of enthusiasm. There should be a feeling that the closing game or event was just the thing to top off the fun.
### CLOVERBUD 4-H CLUB

**Membership List**

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<tr>
<th>Member Name</th>
<th>Age</th>
<th>Birth Date</th>
<th>Address</th>
<th>Home Phone</th>
<th>Parent's Name(s)</th>
<th>Parent's Work Phone</th>
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PLANNING TO GO PLACES?
Field Trips, Tours, Outdoor Meetings

When planning your meetings, you should consider taking your preppies on an occasional tour or field trip. This can be fun, is easily planned, and is bound to produce interesting results.

HINTS FOR SUCCESS

PLAN WELL: Know exactly where you are going, how to get there, costs involved, and how long it will take. If possible, make the trip in advance without the children. Check the best days and times to plan a visit — inquire about the least busy times. Locate food and bathroom facilities in advance.

EXPLAIN YOUR PLANS TO THE CHILDREN: Keep it simple. Tell them where you are going, how you will get there, and what you might see. Make no promises in advance. Say instead, "We think you can," "We hope to," or "We expect to."

BE PREPARED, FRIENDLY, AND FLEXIBLE: Plan to have fun with the children. The safety of the children should be the overriding concern. Have everyone dress in comfortable clothes and shoes. If you plan to include a picnic lunch, use a large shoulder bag, durable shopping bag, knapsack, or a picnic basket.

EXPECT GOOD BEHAVIOR: Explain in advance what is expected and praise good behavior. Be positive.

GIVE INDIVIDUAL ATTENTION: If the club is large, divide it into small groups. Give each adult the responsibility for a group. A buddy system, with children in pairs, is helpful. Buddies must stick together and you can easily spot-check for pairs of youngsters. Plan to check with the children and encourage questions.

STOP WHILE IT IS STILL FUN: Generally, preppies do not have long attention spans. If a long car trip is involved, bring along a simple snack and possibly a few small toys or play a travel game.

FOLLOW THROUGH WITH TALKS ABOUT THE TRIP: Have preppies draw pictures about their experience to put in their scrapbooks. Encourage them to express their feelings about the trip — "What I liked ...", "What I disliked ..., "What I learned ...".

IMPORTANT!!! Prior to undertaking the actual group outing, be sure that each child's parents are fully informed of all details of the trip and that they have given written consent for the child to go. Should a child need medical attention it is necessary for you to have a medical authorization form from the parents. Forms are available in quantity from your County 4-H Office. For group outings insurance is a good idea. Discuss insurance with your County Extension Agent.

A CHECKLIST OF SUGGESTED TRIPS

- Skating
- Library
- Newspaper
- County Courthouse
- Amusement Park
- Dairy
- Bowling
- Plant Nursery
- Nature Center
- Museum
- Capitol
- Bank
- Fire Department
- Zoo
- Farm
- Local Industry
- Bakery
- City Hall
- Local Park
- Mini Golf
- Hospital
- State Park
- Planetarium
- TV & Radio Station
- Jail
- Grocery Store
- Police Station
- Post Office

CLOVERBUD FIELD TRIP TODAY
4-H PLEDGE

I Pledge

My Head to Clearer Thinking,

(Right Hand Points to Forehead)

My Heart to Greater Loyalty,

(Right Hand over Heart)

My Hands to Larger Service

(Arms Slightly Bent, Palms up)

and My Health to Better Living,

(Arms at Sides)

For My Club, My Community, My Country, and My World.
A POSSIBLE
4-H CLOVERBUD BUSINESS MEETING

(Use the parts that are appropriate for your age group.)

OPENING:

The meeting will please come to order. Please stand and salute the flag. __________ will lead us in the Pledge of Allegiance and the 4-H Pledge.

ROLL CALL:

Will the secretary please read the roll (at this time the treasurer may collect dues).

GUESTS:

OLD BUSINESS:

Is there any old business?
1. __________
2. __________

NEW BUSINESS:

We are now ready for new business.
1. __________
2. __________
3. __________
4. __________

If there is no more business, do I hear a motion to adjourn? __________ Second __________ All in favor __________. The meeting is adjourned. The next meeting will be held on __________________________. (date)
Practice Show & Tells
PLACE: County Extension Center
601 East Robinson (Kitchen)
We will spend this evening practicing our Show and Tells for the event on Saturday. A lot of time earlier in the year will be spent discussing this event and helping you decide what you would enjoy as a topic for your Show & Tell.

SATURDAY, FEBRUARY 25, Morning
Demonstration & Show and Tell Event
PLACE: County Extension Center
601 East Robinson

MONDAY, MARCH 27, 6:30-8:00 P.M.
Sewing Machine Project
PLACE: County Extension Center
601 East Robinson (kitchen)
It is still a toss up as to whether the guys or the ladies were better on the sewing machines last year, but this year we will have a chance to check everyone out again on a different project.

MONDAY, APRIL 3, 6:00-8:00 P.M.
Family Finale and Awards Presentation
PLACE: County Extension Center
601 East Robinson
To Be Announced

SATURDAY, APRIL 15
Spring Project Fair
PLACE: County Extension Center
601 East Robinson
The Spring Project Fair will give everyone the opportunity to display up to two of the projects they have completed during the year. It is not a competition but all entries will receive participation ribbons.
4-H CLOVER PEOPLE
SAMPLE PROGRAM PLAN

MONDAY, OCTOBER 3, 6:45-8:00 P.M.
Organizational Meeting
PLACE: Oklahoma Electric Cooperative
242 Twenty-fourth Ave. NW

MONDAY, OCTOBER 17, 6:45-8:00 P.M.
Halloween Party
For River Oaks Regional Nursing Center
PLACE: River Oaks
201 Forty-eighth Ave. SW, 366-8800
Wear your Halloween Costume!
If you forgot to bring your assigned treat to the
October 5 organizational meeting, bring it with you
to River Oaks. Also, families assigned to bring
cookies should bring them to the nursing home on
appropriate serving plates.

MONDAY, NOVEMBER 7, 5:45-8:00 P.M.
Trip to Heitz Dairy
PLACE: Meet at County Extension Center
601 East Robinson (Kitchen)
We will meet at the County Extension Center and
leave promptly at 5:45 p.m. We must be at the
dairy by 6:00 p.m. to watch the cows being milked.
We will return to the County Extension Center and
to talk about and sample some dairy snacks.

MONDAY, NOVEMBER 21, 6:45-8:00 P.M.
Woodworking & Tool Safety
PLACE: County Extension Center
601 East Robinson (Kitchen)
Chris Miller, a Corn Senior 4-H member and state
woodworking winner, will talk with us about
woodworking and tool safety. We will begin a
woodworking project which we will finish up on
December 5.

MONDAY, DECEMBER 5, 6:45-8:00 P.M.
Woodworking Continued
Christmas Crafts
PLACE: County Extension Center
601 East Robinson (Kitchen)
We will finish up our woodworking projects and
start a Christmas craft which will be perfect for
family gift giving. We will also begin plans for the
Christmas Party on December 19.

MONDAY, DECEMBER 19, 6:30-9:00 P.M.
Christmas Party & Gift Exchange
PLACE: County Extension Center
601 East Robinson (Kitchen)
Candy and treat making for our own party will
highlight the evening followed by some time to-
gether singing favorite Christmas songs and ex-
changing wrapped gifts. We have set a $2 limit on
the gifts. Be sure to select something you would
enjoy receiving and make it suitable for a boy or
girl because you will not know who will receive it.

MONDAY, JANUARY 9, 6:45-8:00 P.M.
Visit Corn Junior 4-H Club
PLACE: County Extension Center
601 East Robinson (Kitchen)
Some of us will be ready next year to start a Clover
People Junior 4-H club (ages 9 to 12) so we will
take the opportunity this evening to visit an active
Junior 4-H club and see how their club works. This
will be an evening to bring very grown-up behavior.

MONDAY, JANUARY 23, 6:45-8:00 P.M.
Eye Care & Bike Rodeo
PLACE: County Extension Center
601 East Robinson (Kitchen)
Jennifer McClure is a Corn Senior 4-H member
who has selected eye care as a part of her person-
al development project. She will share a lot of in-
teresting information with us about a very
important part of our bodies.

Jake Calvert, a Green Acres Senior 4-H member, is
planning a bike safety rodeo for us also, so wear
appropriate clothing to do your best bike riding!

MONDAY, FEBRUARY 6, 6:45-8:00 P.M.
Shirt Decorating & Needlepoint
PLACE: County Extension Center
601 East Robinson (Kitchen)
Bring a t-shirt or sweatshirt of your choice and
your best creative ideas and we will create our own
designer shirts.

We will also learn the basics of needlepoint and
begin a project which you can complete at home.

MONDAY, FEBRUARY 20, 6:45-8:00 P.M.
MONDAY, FEBRUARY 6, 7:00-8:00 P.M.
*Shirt Decorating & Needlepoint*
PLACE: County Extension Center
LEADER: Chris Purcell
ASSIST: Susan Sasso
ASSIST: 
SUPPLIES:

MONDAY, FEBRUARY 20, 7:00-8:00 P.M.
*Practice Show & Tells*
PLACE: County Extension Center
LEADER: 
ASSIST: 
ASSIST: 
ASSIST: 
SUPPLIES:

MONDAY, FEBRUARY 25, Morning
*Demonstration & Show & Tell Event*
PLACE: County Extension Center

MONDAY, MARCH 27, 6:30-8:00 P.M.
*Sewing Machine Project*
PLACE: County Extension Center
LEADER: Susan Sasso
ASSIST: Glenna Ott
ASSIST: 
ASSIST: 
SUPPLIES:

MONDAY, APRIL 3, 6:00-8:00 P.M.
*Family Finale & Awards Presentation*
PLACE: County Extension Center
LEADER: 
ASSIST: 
ASSIST: 
ASSIST: 
SUPPLIES:

SATURDAY, APRIL 15
*Spring Project Fair*
PLACE: County Extension Center
MONDAY, DECEMBER 5, 6:45-8:00 P.M.
Woodworking Continued
Christmas Crafts
PLACE: County Extension Center
LEADER: Peggy Scott
ASSIST: 
ASSIST: 
ASSIST: 
SUPPLIES:

MONDAY, DECEMBER 19, 6:30-8:00 P.M.
Christmas Party & Gift Exchange
PLACE: County Extension Center
LEADER: Sherry Miller
ASSIST: Glenna Ott
ASSIST: Susan Sasso
ASSIST: Sheila Hoover
SUPPLIES:

MONDAY, JANUARY 9, 7:00-8:00 P.M.
Visit Corn Junior 4-H Club
PLACE: County Extension Center
LEADER: Glenna Ott
SUPPLIES:

MONDAY, JANUARY 23, 7:00-8:00 P.M.
Eye Care & Bike Rodeo
PLACE: County Extension Center
LEADER: 
ASSIST: Jennifer McClure
ASSIST: Jake Calvert
SUPPLIES:
4-H CLOVER PEOPLE
SAMPLE PROGRAM PLAN WORKSHEET

MONDAY, OCTOBER 3, 7:00-8:00 P.M.
Organizational Meeting
PLACE: County Extension Center
LEADER: All Organizational Leaders

MONDAY, OCTOBER 17, 6:50-8:00 P.M.
Halloween Party
For River Oaks Regional Nursing Center
PLACE: River Oaks
LEADER: All Organizational Leaders
ASSIST: Cookie Families

SUPPLIES:
Candy, raisins and sugar-free gum

MONDAY, NOVEMBER 7, 5:45-8:00 P.M.
Field Trip to Heitz Dairy
PLACE: Meet at County Extension Center
LEADER: Glenna Ott
ASSIST: Randy Heitz, Senior 4-H Member
ASSIST: Sheila Hoover
Discussion of soy products as milk product alternatives
ASSIST: Derrick Ott (possible)
Dairy Product Show & Tell

DRIVERS:

SUPPLIES:

MONDAY, NOVEMBER 21, 7:00-8:00 P.M.
Woodworking & Tool Safety
PLACE: County Extension Center
LEADER: Glenna Ott
ASSIST: Chris Purcell

ASSIST:

SUPPLIES:
THE ORGANIZATIONAL TEAM

Most clubs find that it helps to have an organizational team rather than just one organizational volunteer leader. This is possible if the club divides the tasks for the club's operation into parts. In one club, one leader makes all the facility arrangements such as set-up plans, scheduling, and contacting the phone tree leaders. Another leader writes and duplicates the club newsletter which is an important communication tool. Another leader coordinates the club service project. The monthly lesson responsibility rotates among each family that is willing to prepare and teach a lesson.

Share the Information

After the club's tentative plan is proposed, it is a great time to share the information as you recruit members. It is usually very, very easy to recruit members when you have developed a program plan that includes exciting learning experiences.

Evaluate

It is important to listen to the children and to observe the reactions of the children as you evaluate the monthly meeting. Comments from parents, the response of the children and the general climate of the meetings can help you know what works and what can be improved at the next meeting.

Evaluation is an on going process which helps you make the Cloverbud experience the very best possible.
Allow enough time for clean up before snack time. Encourage the host to allow the children to help with the preparation if the group size permits.

Wrap the meeting up with games, drama, or role playing. Celebrate the accomplishments of the day. Allow participants to share in one another’s successes.

Most Cloverbud meetings last no more than 1 hour and 30 minutes. One hour is probably the best length of time.

The meeting format will depend on the subject of the lesson. Small groups make the meetings more manageable and give more opportunities for learning. It also means that you will need several adult or teen helpers!

**STARTING A CLOVERBUD GROUP**

The most important thing to remember in starting any project is to involve interested people in the planning. A small group of interested parents can discuss the following questions as they plan a Cloverbud group.

*Most groups find it helpful to list ideas on a sheet of newsprint or for individuals to list ideas in marker on note cards. The note cards can then be moved from one place to another.*

What attitudes would I like for my child to develop?

What skills are important for children this age?

What resource materials does the Extension Service provide?

What hobbies and interests could I or one of my friends share?

What learning experiences can the small group format of Cloverbuds nurture?

After parents discuss these questions they will be ready to list lots of ideas. The ideas can become the basis for a tentative Cloverbud Plan of Action.

**Goals**

First list the goals for the group so that each person can see. Seeing our goals helps us stay on track. It also helps each person be an important part of the planning process.

**Possible Programs**

Next list possible programs the group feels would help reach the goals. Note possible resource people. This is still at the brainstorming stage so be sure to list all of the ideas and to defer judgment until later.

**Time Schedule**

Decide how long the group will meet. Two meetings a month for six months is great for many new Cloverbud groups. On-going 4-H Clubs that plan to add Cloverbuds for younger brothers and sisters will probably want to meet at the regular meeting time. Kindergartens and schools may want to meet once a week for 6-8 weeks. Once a month for the school year is another option.

Although we should let our goals and the programs that it takes to reach those goals determine the time schedule, reality tells us that the time schedule must fit the needs and available time of the volunteers and the prospective 4-H Cloverbuds.

Remember, there is not ONE right way to develop 4-H Cloverbuds. For 4-H Cloverbuds to be a success, it must be designed with the people it will involve.

**THE YEARLY PLAN**

After the time schedule is established, it is easier to go back to the goals and possible programs and begin to develop a program plan.

It has been found that a Yearly Plan format works well for many clubs. It helps clarify who the responsible person or family is for each meeting. It also breaks down the jobs so that each family or volunteer can play an important part in the success of the club. See the following pages for one sample of a Yearly Plan.
can provide a good working area. Dad's old shirts (with short sleeves) worn backwards can certainly protect clothing.

10. GROUPS - Divide the children into smaller groups when working on projects that require a lot of hands-on participation. This can provide more adult attention for each member in the group. Having the groups rotate to various learning centers can be very helpful.

11. TAKE HOME PROJECTS - Children love to take home something they have made. A simple craft or paper project as children arrive can help reduce the chaos and can encourage the members to be prompt. It is a great time to make cards or decorations for a club citizenship project.

12. PERSONAL DEVELOPMENT - Remember that the goal of Cloverbuds is Personal Development for each boy and girl. It is more important for the children to have fun and to feel good about the learning experience than it is for the child to make a perfect project. It is the child's self concept that is important!

CLOVERBUD LESSONS

Most of the lessons in the curriculum are designed to be completed in one meeting. A few suggest involving specific resource people. All others can be easily conducted by you and your helpers.

The lessons are arranged based upon skills for successful living. Each has the potential of contributing to several life skills but has been planned for major contributions to one area.

Many lessons require supplies and equipment. Plan with the parents of children in your group ways to obtain needed supplies. The most appropriate method will vary from group to group. Supplies may be donated by families involved, or secured from local businesses. Donations may also be obtained from civic groups or from group fund raisers to purchase items, or members may pay. By all means, don't allow the means of securing supplies to restrict the involvement of lower-income youth.

Providing opportunities for hands-on learning about a variety of topics is the key to a successful Cloverbud program. As members in your group reach nine years of age, encourage them to continue in 4-H.

A TYPICAL 4-H CLOVERBUD MEETING

Most Cloverbud groups are led by a volunteer parent or older teen leader. The person conducting the meeting should always allow enough time to greet all members and make them feel welcome. The adult or teen can call the meeting to order. The first order of business is usually the 4-H Pledge. Ask the children to stand for the 4-H Pledge and Pledge to the United States Flag. Some clubs have two children respectfully hold the flags. Others have all of the children look at the flags as one member leads the pledges.

The 4-H Pledge:

I Pledge
   My Head to clearer thinking,
   My Heart to greater loyalty,
   My Hands to larger service,
   My Health to better living,
   for my club,
   for my community,
   my country, and my world.

It takes a lot of practice for the children to learn the pledges so many clubs repeat them 2 or 3 times at each meeting.

Most children love to sing, so it is always appropriate to have a group song. This is a great way to help the group settle down by burning off some energy before getting into the meat of the meeting. Singing can also be a good way to take a break from a project if attention spans get short.

Next, you might want to consider a quiet activity before beginning the lesson activity. The lesson activity should be an important part of the meeting, but should not last longer than the attention span of the group.
1. CLUB SIZE - Four to seven Cloverbuds per leader works very well. The younger the children, the more adult help is needed for true hands-on projects. (A Kindergarten class of 25 - 30 will probably need two teachers plus 3 - 4 adults working as volunteers.)

2. MEETING TIMES - Two meetings a month is great for a Cloverbud Group if they are going to meet for a 3 - 6 month period of time. Cloverbud groups sponsored by an on-going 4-H Club will probably want to meet at the same time as the club. A group that plans to meet for seven or more months will probably enjoy meeting once a month. The number of meetings should depend on the time schedules of the prospective members and leaders. We do not want to "burn out" leaders or members.

3. MEETING STYLES - Conduct meetings in an informal, relaxed manner. Cloverbuds can help "personalize" their group by selecting a name for the club. Try to include the 4-H Pledge in each meeting. The pledge is a super way to start the meeting. The children can take turns holding the flags, leading the pledges and calling the meetings to order.

4. MEETING LEADERS - It is important for each child to have the opportunity to be a leader at some Cloverbud meeting. If your club chooses to have officers they should be selected in a manner that all children are winners. One way to do this is to ask who is interested in which jobs and then to rotate the jobs, making sure that each child has at least one job during the year.

5. BRIEF MEETINGS - Cloverbud age children require brief business meetings. They need lots of activities and projects and opportunities for "hands-on" experiences.

6. INVOLVE PARENTS - It is critical to involve parents in the Cloverbud Program. Most parents are very willing to help if you ask. We feel that it is especially important to encourage Dads to be involved.

You must convince parents that you need their help. They must know that you think they are important to the success of the club program. There are several ways to interest and inform parents. You can:
- * involve them in the organization of the club;
- * phone or visit parents to talk about 4-H;
- * hold 4-H meetings in member's homes;
- * invite parents to specific meetings and events; and
- * plan special events for parents.

You may wonder why it is so important to involve parents. Here are few of the reasons:
- * parents can save 4-H leaders time and effort;
- * members like their 4-H activities better when their parents are interested;
- * parents have a feeling of contributing to the club and their community;
- * parents gain an understanding of the 4-H program; and
- * 4-H can help parents become better parents.
- * many parents begin to get "parent burn-out" by the time their kids reach the traditional club age. If recruited while their children are young, they are more likely to remain with the program.

7. RESOURCES - Use all available resources. The Cloverbud leader materials contain great ideas for club lessons. However, they are only a starting place. Watch magazines and newspapers for ideas. Use your own ideas to add spice to the meetings. Contact older 4-H members who can present short programs with special hands-on activities.

8. MEETING PLACE - The meeting place may depend on the size of the group. Some smaller Cloverbud groups rotate to various member homes. Others find that a community building may be the best place. School related Cloverbud groups have the advantage of the classroom as a meeting place.

9. PLAN AHEAD - Consider the type of meeting and plan ahead to avoid accidents and frustrations. Paper on tables is easier to clean up than peanut butter or paint! Disposable paper plates
*Doggedly independent.

GENERAL NEEDS AND INTERESTS
OF 7 & 8 YEAR OLDS

*Is busy and curious.
*Belonging to a group is important.
*Friendships change quickly.
*Is adventurous, active, and daring.
*Can give fairly clear explanations.
*Likes to play games with words.
*Family unit is still important.
*Body control is improving steadily.
*Enjoys many different activities.
*Likes to experiment.
*Is very active.

*Speak directly to the child; do not call to the child across the room.
*Try to express your request in a positive way.
*Get down to their level. Mentally and physically, too, as much as possible. A child’s attention can be maintained better if you are on their level. Eye contact works best.
*Keep your voice and facial expressions pleasant.
*Answer a child’s questions, but do not monopolize the conversation. Cloverbuds need to associate and express themselves with their peers.

DON’TS

*Put a child down.
*Offer a choice if there really isn’t one.
*Make fun of child or his/her work.
*Compare Jimmy to Johnny. This might make Jimmy dislike Johnny, and you. Kids are not all the same.
*Make a child feel guilty by saying something like, "Only bad girls hit." (Accept a child even if you don’t condone his/her actions.)
*Make a child feel inferior by saying, "You’re a big boy/girl now. You shouldn’t act like a baby."
*Be dishonest with a child by saying, "Mary didn’t mean to hurt you." (The child is probably aware that Mary meant to be hurtful.

IMPLICATIONS FOR LEADERS

1. Plan activities with a limited number of steps. Allow for repetition and variations of the activity and of instructions. Be prepared for children completing tasks at different rates.

2. Limit the number of projects in which members must cooperate with large numbers of peers.

3. Allow members to work in same-sex groups if they prefer, but encourage positive interaction with opposite-sex peers.

4. Plan activities that allow immediate successes for members. A balance of tasks should be planned to encourage development of all abilities.

5. Avoid competition for this age group. Most are not able to handle losing and will drop out if they have repeated negative experiences.

SOME TECHNIQUES FOR GUIDANCE

DO’S

*Speak in a calm, kind voice.

4-H CLOVERBUD MEETINGS IN BRIEF

The following suggestions have proven to be helpful. Remember Flexibility Is the Key!
are true of most children of this age. It is important, however, to remember that each child develops at his or her own pace and all characteristics will not be observed in all children at the same age or stage of development. Each person is unique. They may not all be good group members, and some may have little group loyalty.

Children of this age are still pretty much wrapped up in themselves, but they are gradually discovering that they get their own way more often by considering the wishes of others. They need help in developing a sense of "group". One of your first tasks should be to help members feel comfortable with their group. They are beginning to seek the approval of adults other than their parents. They are willing to please adults, but often for selfish reasons. They do not understand delayed gratification or waiting for results. At this age, children like to play but find it especially hard to lose. Their egos are not yet ready to take many blows.

Success is very important to younger children. Success, however small, should be emphasized and failure should be minimized. It is the fun of doing something, not the product, that is important for a small child. They are able to carry out short term or small projects with some degree of independence. They are developing fundamental skills in reading, writing, and calculation. They are interested in activities that result in products.

During the early years, boys and girls are content to play together. Their feelings of success or failure depend more upon the esteem of peers than that of adults, even their parents. As they learn more about friends and group living, there are many "fights" and misunderstandings. Yet children who fight in the morning will often be best of friends in the afternoon. Choice of play involves simple games, with individual activity. At this stage, children need to perform tasks in small groups of three or four, but also enjoy play in groups of six or eight. They need an older leader to satisfy their demands for individual attention. They recognize the importance of rules in a game, but they are hard losers.

They want to be involved with peers in small groups, but many pursue planned activities only for a brief period of time. They have short attention spans unless they are doing something in which they have strong personal interests. They can spend hours playing in the mud, wading in puddles, building dams, wagons, or airplanes, playing in the snow, and climbing trees.

This is a time for collecting things. Pockets of miniature museums. "Collecting type" activities are appealing. Pets, too, become important to children. They are learning that animals, like humans, need care. The loss of a pet might be a child's first experience with death and might be difficult.

A child's dramatic play reveals his/her inner life at this time. It centers around playing the roles of mother, father, teacher, doctor, or nurse. Youngsters enjoy playing cops and robbers, or astronauts, and can recreate movie and television shows while imitating their favorite stars.

As children get to know each other and feel comfortable and accepted within the group, consider other approaches, such as dramatics and other group activities. These approaches provide appropriate activities for boys and girls in early and middle childhood.

At this age, we see children stepping into a new environment, extending their interests beyond the home and into the community. During this time, adults can provide opportunities for the child to develop special interests and become good at something.

GENERAL NEEDS AND INTERESTS OF 5 & 6 YEAR OLDS

*Asks endless questions.
*Play is the big business of life.
*Imitates grown-ups and role plays extensively.
*Accepts the principle of taking turns.
*Likes slapstick humor.
*Wants to be "good".
*Needs to be praised.
*Likes to be near home, family is important.
*Loves rough and tumble games.
*Shows off, giggles, and acts silly.
Welcome to the growing ranks of 4-H volunteer leadership. Four-H Cloverbuds is for boys and girls 5, 6, 7, and 8 years of age. As a Cloverbud leader, you will be helping boys and girls grow, develop and learn. Your job will be both challenging and fun. The County Extension Staff is eager to help if you have questions or want to explore new project areas.

WHY 4-H CLOVERBUD GROUPS?

The 4-H Cloverbud Program involves children in a fun informal group situation. As a Cloverbud Volunteer Leader, you will help boys and girls "learn by doing" as they develop new skills and interests.

THE 4-H CLOVERBUD GOALS

The 4-H Cloverbud Program is a noncompetitive program. There is no individual judging. In general, children of this age find it especially hard to lose. The emphasis of Cloverbuds is to help each child grow and develop at his or her own pace.

The Cloverbud Program, like all other 4-H projects is a comprehensive youth development program, which endeavors to assist youth in becoming self-directing, contributing, and productive members of an interdependent global community. The concerns and needs of youth and their families are addressed by educational programs resulting from a collaboration of resources from Oklahoma's Land-grant Universities and from the public and private agencies and organizations. The Oklahoma 4-H Program through the Cloverbud Program utilizes experiential learning opportunities to teach the latest research based subject matter knowledge while facilitating the development of skills for successful living. These Skills are:

Understanding Self -- Understanding and developing a positive attitude toward self and the pursuit of personal potential.

Communicating and Relating to Others -- Giving, receiving, and exchanging information and interacting with others in a positive manner.

Acquiring, Analyzing and Using Information -- Developing an inquiring mind, knowing how to acquire, analyze, and use knowledge.

Problem Solving & Decision Making -- Involves the ability to examine a situation, generate alternatives, and make intelligent decisions.

Managing Resources -- The identification, planning, organization, and allocation of resources to meet goals.

Working with Others -- Increasing leadership capabilities, being able to work with others in a group to accomplish group goals.

The group learning experiences can help each child develop skills that will enhance his or her membership in the traditional 4-H program at age nine. Four-H Cloverbuds will also help strengthen the family unit by allowing the family to:

* Explore many new subjects.
* Develop an attitude of helping others.
* Learn new subject knowledge and skills.
* Become aware of opportunities in the on-going 4-H Program.
* Discover new family Interests.
* Spend "Quality Time" together.
* Strengthen individual relationships.
* Better understand the resources and programs of the Oklahoma Cooperative Extension Service.

WHAT ARE THE SPECIAL NEEDS OF FIVE TO EIGHT YEAR OLDS?

All people, children and adults, share some basic needs that must be met if they are to enjoy a smooth progression through life. These include the need to:

- have a satisfactory self-concept;
- experience success in achievement;
- become increasingly independent;
- give and receive affection;
- experience adventure;
- be accepted by one's peers and elders;
- and
- develop and accept one's own sex role.

Being aware of special needs and interests of young children is the key to understanding their behavior. There are general characteristics that