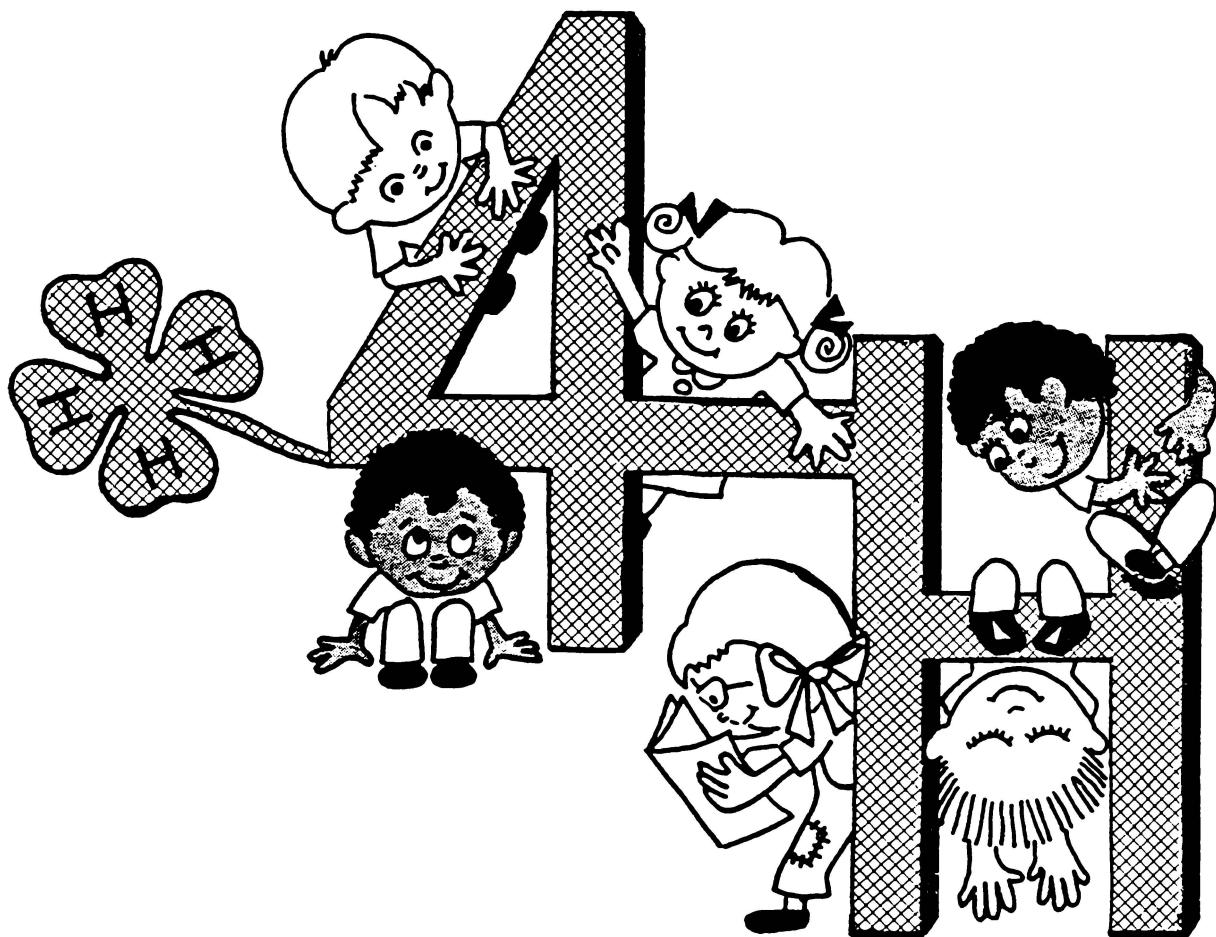


# CLOVERBUD

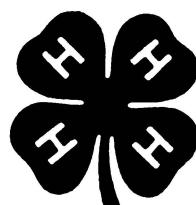
## 4-H Program

### Leader's Guide



Virginia Cooperative Extension  
Virginia Tech and Virginia State  
Virginia's Land-grant Universities

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The Virginia 4-H Cloverbud curriculum will be updated periodically; therefore lesson guides are not bound.

Acknowledgment: Materials for this Cloverbud Leader's Guide were gathered from Virginia and other states (Colorado, Florida, Kansas, New Jersey, New York, Washington, and Wisconsin) and compiled by: Karlyn Chafee, Suzanne Van Rijn, Bonnie Tazewell, Kathy Miller, Janet Higgins, Dan Wyffels, Marcia Meador, J. David Barrett, Evangeline Swain, Penny Risdon, Valya Vincell, and Kim Reda-Wilson.

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## **VIRGINIA 4-H CLOVERBUD PROGRAM**

As a 4-H volunteer leading a group of 4-H Cloverbuds, you will be helping boys and girls grow, develop, and learn. This role will probably be both challenging and fun. The 4-H Cloverbud program is for boys and girls 5 through 8 years of age. It will give young children an introduction to 4-H through special activities designed for their interests, and learning levels. Family support will be imperative, and parents/adult partners of members will be encouraged to enroll as 4-H volunteers and become involved in Cloverbud activities.

The first part of this curriculum is written to help you understand the policies and purposes of 4-H Cloverbuds; and to increase your knowledge of the needs, interests, and behavior of young children. It also includes suggestions for 4-H Cloverbud Clubs, ways to involve parents and teens, and 4-H information.

The second part of the curriculum is a selection of lessons appropriate for this age group.

## **POLICIES FOR THE 4-H CLOVERBUD PROGRAM**

Small, out of school, adult-volunteer-led clubs  
Non-competitive  
Each child progresses and develops at her/his own speed  
Hands-on, learn by doing curriculum  
Parental/Guardian involvement/support

## **PURPOSES OF THE 4-H CLOVERBUD PROGRAM**

To help children develop skills for successful living.  
To help children and parents/guardians develop stronger family relations.  
To promote continued 4-H enrollment of children and parents.

## SKILLS FOR SUCCESSFUL LIVING

4-H is the comprehensive youth development educational program of the Virginia Cooperative Extension Service 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 Virginia's Land-grant Universities and from public and private agencies and organizations. The Virginia 4-H Program utilizes experiential learning opportunities to teach the latest research-based subject matter knowledge while facilitating the development of skills for successful living. These life skills are:

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

- Understanding likes & dislikes
- Understanding strengths & weaknesses
- Handling success & failure
- Managing stress
- Assuming responsibility
- Assessing role in family and society
- Awareness of cultural heritage
- Exploring career options

**Communicating and Relating to Others** --

Giving, receiving, and exchanging information and interacting with others in a positive manner.

- Listening effectively
- Communicating non-verbally
- Expressing beliefs clearly
- Sharing ideas
- Defining terms
- Giving directions
- Documenting
- Keeping records & reporting
- Personal appearance
- Participating in discussions
- Speaking before a group
- Developing teaching skills

**Acquiring, Analyzing, and Using Information**

-- Developing an inquiring mind, knowing how to acquire, analyze, and use knowledge.

- Asking questions
- Participating in learning experiences
- Accumulating information
- Synthesizing information
- Utilizing information
- Constructive risk-taking

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

- Assessing needs and interests
- Generating & selecting alternatives
- Setting goals
- Motivation, taking initiative
- Implementing actions to reach goals
- Adapting to change

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

- Planning and setting goals
- Setting priorities
- Identifying resources
- Evaluating resources
- Budgeting resources
- Taking initiative

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

- Understanding group process
- Awareness of parliamentary procedures
- Networking
- Involvement in community affairs
- Determining group interest & needs
- Understanding group decision-making
- Influencing behavior
- Team building
- Planning programs
- Coordinating resources
- Delegating responsibility
- Conducting group meetings
- Managing conflict

## **4-H CLOVERBUD CLUBS**

### **Suggestions**

Club size - 5 to 8 children per adult volunteer - keep the group small.

Meetings - 2 per month, 1 hour each - informal, relaxed, lots of activity.

Where to meet - homes - yours or members, community buildings, etc.

Projects -encourage members to take the results of their work home to show their parents and to repeat and practice new skills at home.

Helpers -involve family members and older 4-H'ers to help with activities during club meetings and/or at home.

Be flexible, use available resources and your own creative ideas.

## **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 on 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 the children in your group ways to obtain needed supplies. The most appropriate method will vary from group to group. They may be donated by families involved, secured from local businesses, donations may be secured from civic organizations to buy needed items, or participants may pay. Don't allow the means of securing supplies restrict 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.

## **WHY DO YOUNG CHILDREN BEHAVE AS THEY DO?**

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 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 at the same 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 failures minimized. It is the fun of doing something, not the product, that is important for them. They are able to carry out short-term projects with some degree of independence. They are developing fundamental skills in reading, writing, and calculation. They are interested in activity that results in products.

During this period, 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 pals again 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 will 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

mud, wading in puddles, building dams, wagons, or airplanes, playing in the snow, and climbing trees.

This is a time for collecting things. Pockets appear to be miniature museums. "Collecting-type" activities are appealing. Pets, too, become important to children. They are learning that animals, like humans, need care.

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.

## IMPLICATIONS FOR 4-H VOLUNTEERS

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 success for members. A balance of tasks should be planned to encourage development of all abilities.

## **POSITIVE GUIDANCE**

Positive guidance is the single most effective tool in motivating youth, but it is not easy to practice or maintain. The leader must have a good self-concept and confidence in order to be positive in group meetings. Positive guidance needs to be practiced and shared equally among all group members by noticing each child in some way at each meeting.

Positive guidance comes in two forms: verbal and non-verbal. It is important to remember to be specific and sincere with youth. When giving positive guidance, let children know that they're receiving it; mean what you say. Don't say, "Johnny, you've done a good job." Say specifically what he did. "Johnny, you did a very good job of making your leaf collection. You have several different kinds and they look good." Being too general with positive guidance may appear artificial or phony. Positive guidance is also very important in discipline. Youth need constant reinforcement of their positive activities.

It is difficult for most leaders to provide positive guidance because it is easier to be critical. Negative statements are much easier to make than positive ones. To overcome this, focus on the strengths and successes (even small ones). Help children accept themselves so that they can accept others in the group on positive terms.

### **Ways to show positive guidance:**

- a pat of the shoulder;
- nodding;
- specific verbal praise;
- certificates;
- writing a note home about the progress of the group member;
- saying "thank you";
- letting a group member make a decision;
- asking a group member a question;
- asking a group member to demonstrate skill to the rest of the group;
- providing an opportunity for the group to share their skills and projects with the community through a fair or special exhibit;
- smiling;
- giving enthusiastic and encouraging comment concerning a person's work;
- allowing group members to plan and lead group activities.

There are thousands of ways to show positive guidance. The effective volunteer must always be aware of the importance of positive guidance and practice it as much as possible.

## **PARENTS ARE IMPORTANT**

Parents are a vital part of 4-H. Their cooperation is essential for a successful Cloverbud program. Often, it is the 4-H volunteer who gets parent and child working together on a project, linked with each other in a new sharing experience. This is one of the biggest favors volunteers can do for young people.

### **Volunteers can help parents:**

- appreciate the goals of 4-H;
- support 4-H activities by practicing skills learned at home;
- learn how to help their children accept success and defeat;
- become involved with clubs;
- assist with transportation; and
- have roles in special events.

According to recent research studies, parents are willing to volunteer to help. "Nobody asked me" is the most frequent response given by people who do not volunteer. Ask parents to become involved. Get both fathers and mothers interested and active.

When you talk with parents, you learn many things about your 4-H members. Parents also like to know about the activities of their children. Parents are a good resource; however, your attitude in soliciting help is important. 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.

### **How to interest and inform parents:**

- involve parents 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.

### **Why it is important to involve parents:**

- 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.

## STEPS FOR SUCCESSFUL PARENT RECRUITMENT

1. The first rule of recruiting is to be **friendly** and **sincere**.
2. A forthright recruiter always reveals the **purpose** of a call or visit.
3. The **worthiness** of the proposition must be proved before the prospect will take desired action.
4. Prospective volunteers need to see some **challenge** in the task if they are to undertake it.
5. How the proposition will **benefit** them, their family, their community, etc., is a key point in recruiting.
6. The prospective recruit needs to be assured that the task is **achievable**.
7. Before a recruit is fully committed, she/he should know **what** is expected and **when**.
8. Review the training and help that will be available.
9. When the facts are in, get the commitment.
10. Enroll the volunteer on the 4-H enrollment card. Explain the benefits of enrollment.
11. As soon as the recruit has agreed to undertake the task, you should review the immediate responsibilities of the new 4-H volunteer.
12. The final and continuing step is to say **Thank You** and continue to give support.

If people feel it is your organization and not theirs, they will feel no obligation to volunteer. Let them know you are there to help them help themselves -- not to do their jobs for them.





## **OUTLINE FOR A 4-H CLOVERBUD MEETING**

One hour is a good time span for Cloverbuds. Allow time at the beginning to greet all members and make them feel welcome. Open the meeting with the 4-H pledge and an action song.

Talk about and do the lesson activity. Remember, "lesson activity" does not necessarily mean that the 4-H member will have a finished product. An outdoor project, for example, would teach the members about "their own backyard". The member will have gained understanding and awareness of the environment but would not have made a finished product. Because Cloverbuds have short attention spans, be sure to keep the activity simple and have plenty of "adult hands" to help members.

Refreshments and a short time for play and games should be part of the meeting. Before going home, the Cloverbud 4-H'ers should help clean up and put away any clutter that was made.

### **Example of a 4-H Cloverbud club meeting:**

- 3:30 - 3:35    4-H Pledge, explanation of what will be covered that day.
- 3:35 - 3:45    Quiet activity (to get Cloverbuds in the mood for the lesson activity).
- 3:45 - 4:00    Lesson activity.
- 4:00 - 4:05    Clean-up.
- 4:05 - 4:15    Snack -- encourage host to let children help with preparation.
- 4:15 - 4:30    Game, drama, or role playing. Celebrate what was accomplished today. Announcements.

## **4-H CLOVERBUD LESSON PLAN**

LOCATION: \_\_\_\_\_ DATE \_\_\_\_\_ TIME \_\_\_\_\_

OBJECTIVE OF THE EDUCATIONAL SESSION \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EDUCATIONAL ACTIVITY \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

MATERIALS NEEDED \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WHO DOES WHAT/IS RESPONSIBLE FOR ... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SNACK TO BE PREPARED \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

FOOD LESSON TO BE DISCUSSED \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

RECREATIONAL ACTIVITY \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EVALUATION (COMMENTS ON SUCCESS OF ACTIVITIES PLANNED):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NUMBER OF PARTICIPANTS \_\_\_\_\_

## **CLOVERBUD 4-H CLUB**

## Membership List

## **PLANNING A TRIP**

A field trip is a good way to get your club members enthusiastic about a particular learning objective. It provides children with an opportunity to explore an area of interest in greater depth. It also provides some practical hands-on experience. Before taking a field trip a leader must carefully plan everything.

Here are some hints for a successful field trip:

### **Plan the trip carefully.**

Call in advance the appropriate person at the site you plan to visit. Arrange for the time, date, cost, and method of payment. Ask if there will be a guided tour provided for your group or if you will be expected to explore on your own.

Arrange for transportation. Who will drive? Perhaps some of the parents will drive and also act as chaperons for the trip. Be sure the 4-H office has prior knowledge of your trip for insurance purposes, and all drivers are registered volunteers. We suggest one adult for every 4 children.

### **Trial run.**

You will probably want to visit the site ahead of time. Find out exactly where the site is located, how long it takes to get there, where the bathrooms are located, etc. This will help make your field trip run more smoothly, and more meaningful to the participants.

### **Don't make trips too long.**

Remember, young children have short attention spans. They cannot stay interested in any one activity for very long. Make the trip long enough so that it is fun for the youngsters, but not so long that they lose interest.

### **Expect good behavior.**

Tell the children beforehand that you expect them to be on their best behavior, and be sure all understand the type of behavior expected. If any of the children misbehave, remind them of your discussion prior to the field trip. Do not threaten any punishment you are not prepared to carry out!

### **Stop for a snack.**

To make the trip even more exciting for the children, stop for a snack along the way. You can even choose a snack that is related to the trip (for example: on the way home from a dairy farm, stop for ice cream).

### **At a later date, discuss the trip.**

Encourage the youngsters to discuss their feelings about the trip. Things they liked ... things they didn't like ... what they learned.

### **Write a thank-you note.**

As a group, write and send a thank-you note to the farmer, tour guide or organization, etc.

Most of all, have a good time and keep in mind that the trip you have planned will be a valuable learning experience for the youngsters.

### **Checklist of suggested trips.**

Farm	Skating
Local SPCA	Plant nursery
State park	Library
Local industry	Planetarium
Seafood labs	Space Center
Bakery	Nature center
Newspaper	Zoo
TV & Radio station	Dairy
Museum	Fire station
City hall	Police station
Jail	Nursing home
Capitol	Hospital
Beach	Bowling
Local park	Mini golf
Amusement park	Post office
Grocery store	Bank



## **4-H FOUNDATIONS**

### **VIRGINIA 4-H MISSION**

4-H is the youth-development educational program of the Virginia Cooperative Extension Service. The mission of 4-H is to assist youth, and adults working with those youth, to gain additional knowledge, life skills, and attitudes that will further their development as self-directing, contributing, and productive members of society.

4-H is an informal educational program based on the needs of youth. This learn-by-doing program should be:

**COMMUNITY CENTERED** — Youth and adults of the community join together in 4-H clubs and groups, conduct individual projects, join group activities, and conduct community services. 4-H is open to all youth of the community ages 5 to 19.

**VOLUNTEER LED** — Volunteer adults and teens provide leadership for educational projects and activities.

**HOME AND FAMILY ORIENTED** — 4-H provides opportunities for parents and other adults to join together with youth in worthwhile activities. Many 4-H projects have practical applications for the home.

**RESPONSIVE TO CHANGE** — The 4-H program is responsive to change in social, technological, political, economic, and environmental conditions.

**RESEARCH BASED** — The subject matter for individual projects and the educational methods of 4-H are based upon research by the land-grant university system and other sources.

**EXTENSION STAFF SUPERVISED** — Professionally trained extension staff members of the land-grant universities (Virginia Polytechnic Institute and State University and Virginia State University) located at state, district, and local (county and city) levels are responsible for the management of 4-H programs.

**PUBLIC AND PRIVATE FUNDED** — State, local, and federal governments jointly fund 4-H in a unique partnership. That partnership is both complemented and supplemented by private support at all levels.

## **THE 4-H MOTTO**

To Make The Best Better

## THE 4-H EMBLEM

The 4-H emblem is a four-leaf clover with an "H" in each leaf. The letters in the emblem stand for **HEAD**, **HEART**, **HANDS**, and **HEALTH** -- the foundation of all 4-H programs. As a leader you'll help members develop ...

**HEAD** Learning to think, making decisions, understanding the "whys", gaining new and valuable knowledge.

**HEART** Being concerned with the welfare of others, accepting responsibilities of citizenship, determining values and attitudes by which to live, learning how to work with others.

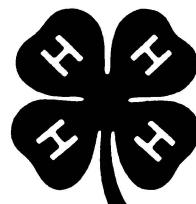
**HANDS** Learning new skills, perfecting skills already known, developing pride in work and respect for it.

**HEALTH** Practicing healthful living, protecting the well-being of self and others, making constructive use of leisure time.

## THE 4-H COLORS

Green: Nature's most common color is emblematic of springtime, life, and youth.

White: Symbolizes purity and high ideals.



## THE 4-H CREED

I believe in 4-H club work for the opportunity it will give me to become a useful citizen.

I believe in the training of my **HEAD** for the power it will give me to think, to plan, and to reason.

I believe in the training of my **HEART** for the nobleness it will give me to become kind, sympathetic, and true.

I believe in the training of my **HANDS** for the dignity it will give me to be helpful, useful, and skillful.

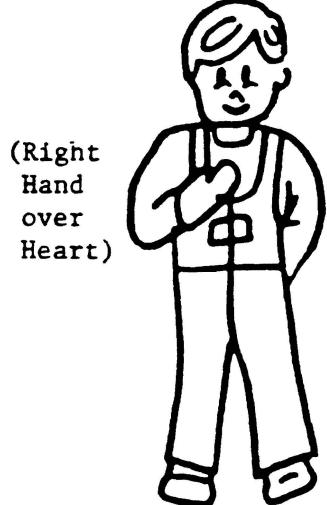
I believe in the training of my **HEALTH** for the strength it will give me to enjoy life, to resist disease, and to work efficiently.

I believe in my country, my state, my community, and in my responsibility for their development.

In all these things I believe, and I am willing to dedicate my efforts to their fulfillment.

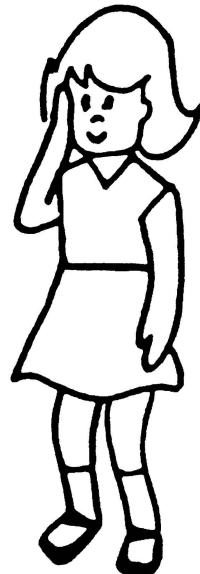
## 4-H PLEDGE

I Pledge:



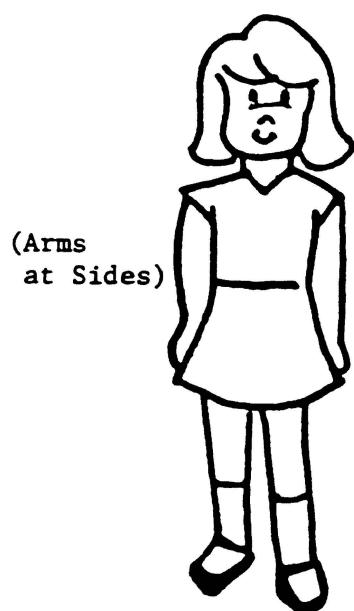
(Right  
Hand  
over  
Heart)

**My Head to Clearer Thinking,**



(Right  
Hand  
Points  
to  
Forehead)

**My Heart to Greater Loyalty,**



(Arms  
at Sides)

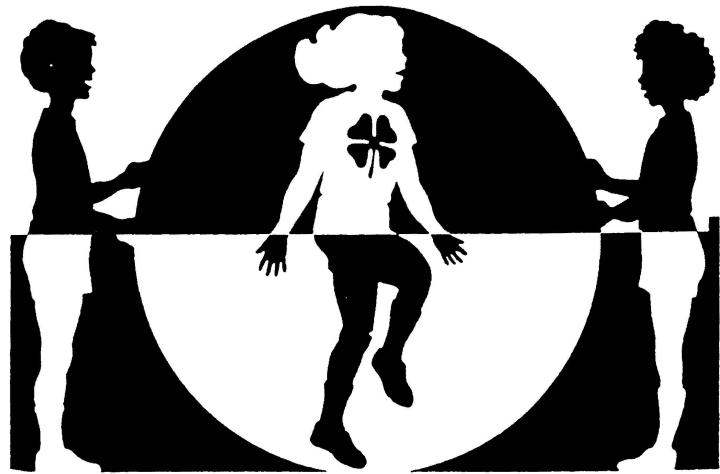
**My Hands to Larger Service**



(Arms  
Slightly  
Bent  
Palms Up)

**and My Health to Better Living,**

**For My Club, My Community, My Country, and My World.**



## 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.

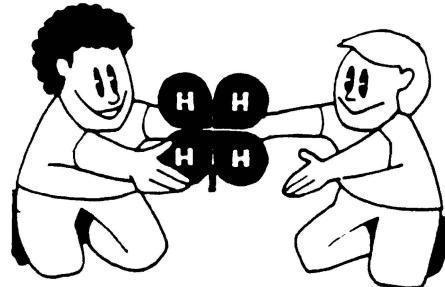
The climax is important. Stop the activities at the height of enthusiasm. There should be a feeling that the closing game or event was just the thing to top off the fun.

## CLOVERBUD 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.

## **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.

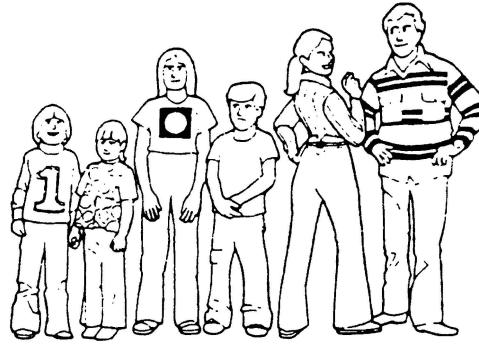
1. Draw a house.
2. Draw a lake near the house.
3. Go back to the house and draw a door.
4. Go back to the lake and put in a boat.
5. Go back to the house and put on a chimney.

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-

ers. One team represents the "cranes" and the other team the "crows".

When the leader calls "Cr-r-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 "touch-down" 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.

### **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 "fam-ilies". 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.

### **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!!!



### **Still Pond, No More Moving**

Number of players: 10 or more

One player is blindfolded and placed in the center of a group of players. They rush away while the blindfolded player counts out loud to ten as fast as he can. Then shouts, "Still pond! No more moving!" and they must stand still. After this the players may take three steps each to avoid being caught.

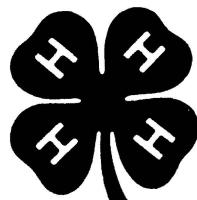
The first player to be caught becomes IT.

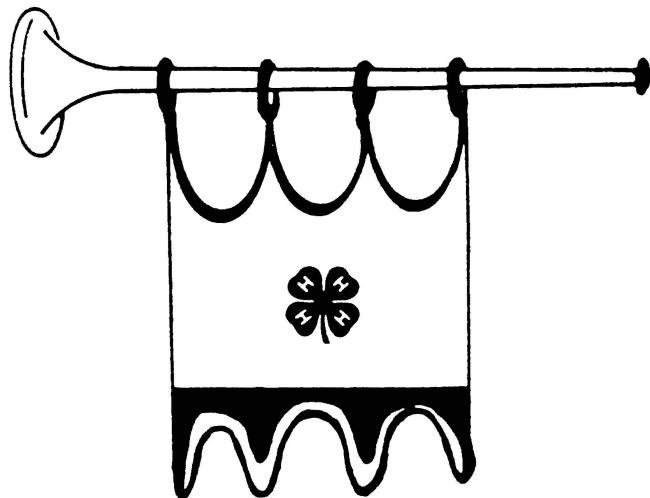
**Variation:** The blindfolded player must identify the player he has caught.

### **Imaginary I Spy**

Number of players: 2 or more

One player thinks of an object in a special location--a particular vase on the mantel, a figure on a what-not, a picture on the wall, a magazine in the rack, a knob on a door, a tassel on a shade, etc. The other players try to discover what it is by asking questions that can be answered by yes or no.





## **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!

## 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.

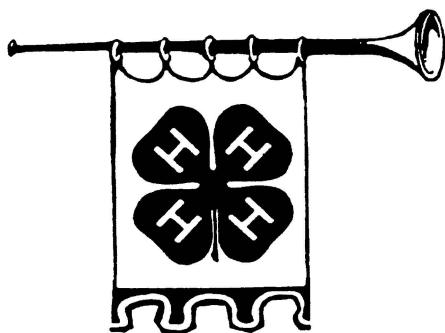
### Do Your Ears Hang Low?

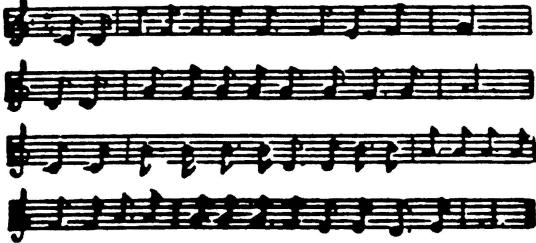
Do your ears hang low?  
Do they wobble to and fro?  
Can you tie them in a knot?  
Can you tie them in a bow?  
Can you throw them o'er your shoulder?  
Like a continental soldier?  
Do your ears hang low?

### 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)





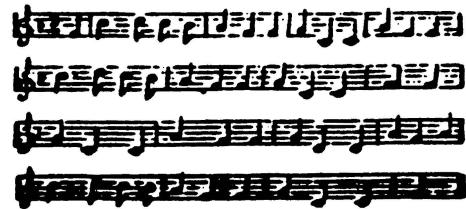
## If You're Happy And You Know It

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 moun-tain, She'll be comin' 'round the  
mountain, She'll be com-in' '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.
6. "Scratch!scratch!"--scratch twice with right hand.
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.

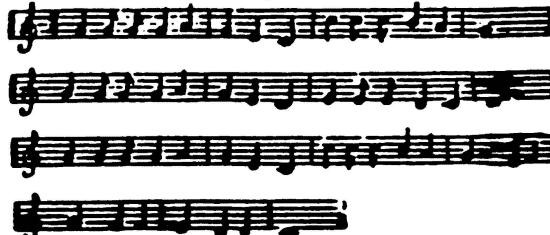


### Six Little Ducks

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, 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.

## 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:

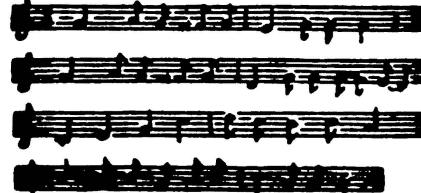
With a 4-H here,  
And a 4-H there,  
Here a 4, there an H,  
Everywhere 4-H,  
(City/County) has the one  
4-H club for me.

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



### Head, Shoulders, Knees, 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:

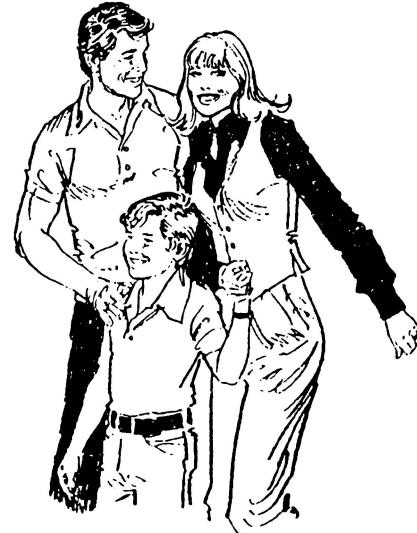
As the song is sung, the hands are placed first upon the head, then shoulders, then knees, then toes. At "We All Clap Hands", all clap hands. Change the words around-- such as knees, toes, shoulders, head and-- change the tempo as you see fit.

## 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

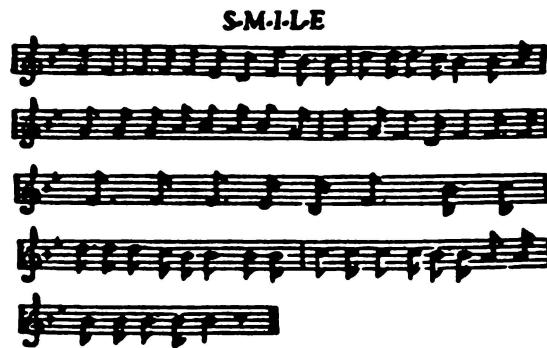
(Tune: Jingle Bells)

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.



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". When the first verse is repeated, don't sing the word smile, just smile instead!

## **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  
De-da-da-da-da-da”.

### **ROUNDS**

#### **Are You Sleeping**



#### **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, 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”.

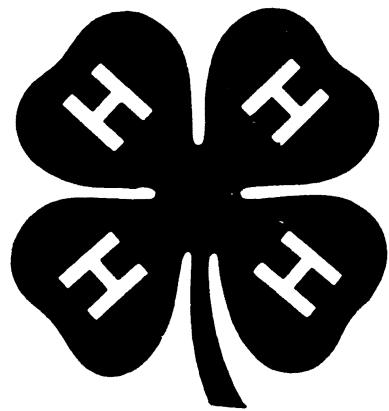
Second section: Repeat over and over, “ump-pah-pah”.

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”).

**TODAY'S YOUTH**



**TOMORROW'S LEADERS**