

# Washburn County 4-H Cloverbud Activity Record Book Year C 2022-2023



Materials adapted by Beth Rank, October 2019 and August 2022, from resources originally created by Kim Drolshagen, Michelle Grimm, and Michelle Schroeder, 2011

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# Washburn County 4-H Cloverbud Project

The 4-H Cloverbud Project is open to all youth in 5-year-old Kindergarten through 2nd grade. Youth in 3rd grade or higher are encouraged to join 4-H as a 4-H member. For more details contact your local Extension Office or call Beth Rank directly at 608-347-6994.

Cloverbud projects are designed for the member to explore and discover project areas. Safety is the primary concern of the 4-H Cloverbud Project. Please communicate with your club leader and/or project leader to let them know of any known food allergies or special accommodations needed to ensure participation to the fullest extent.

This book contains activities that will be used throughout this 4-H year October 2022 - September 2023. Each year a new book will be distributed by the Extension Office to all registered 4-H Cloverbuds.

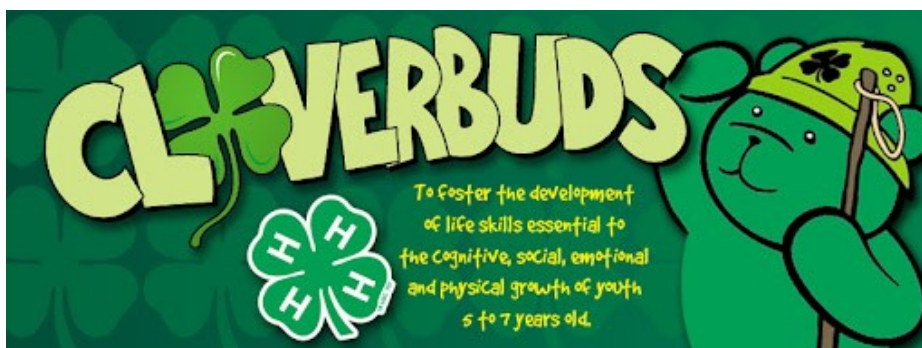
The 4-H Cloverbud Project is a program of your county 4-H Program which is coordinated through UW-Madison, Division of Extension. The 4-H Cloverbud Project, your county 4-H program, UW-Madison Division of Extension and their partners do not discriminate against anyone for reasons of race, color, gender/sex, gender identity, creed, disability, religion, national origin, ancestry, age, sexual orientation, pregnancy, marital or parental status, arrest or conviction record or veteran status.

**In order for Cloverbud project members to receive the Outstanding Cloverbud Award and achieve in this project, they must complete a minimum of six (6) activity pages in this book and turn it in to their club leader before the Record Book deadline. Activities can be completed either at the monthly club meeting, if available, or at home.**

## Washburn County 4-H Cloverbud Meetings

4-H clubs individually select how they are able to best support our youngest 4-Hers, known as Cloverbuds, either by leading Cloverbud activities at monthly meetings or encouraging youth to complete activities independently and attend the county-wide Cloverbud Day Camps, when offered.

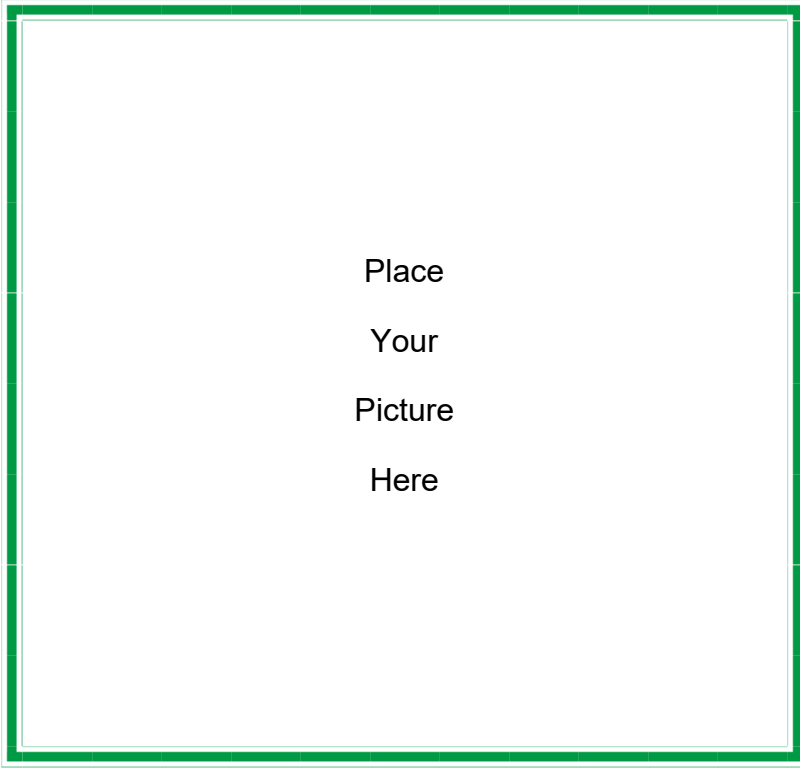
Read emails blasted regularly through 4-HOnline to learn more about upcoming Cloverbud Day Camps including themes, locations, and the registration process. Day Camps will be open to current and perspective Cloverbuds.



**Have questions? Call your local Extension Office.**



# A Little Bit About Me



Place  
Your  
Picture  
Here

Name: \_\_\_\_\_

Age: \_\_\_\_\_ Grade: \_\_\_\_\_

My family members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My favorite activities: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- ☐ The information in this Cloverbud Record Book is true and of my own work.

Member signature: \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_



# My 4-H Club



4-H club name: \_\_\_\_\_

4-H club leader's name: \_\_\_\_\_

Phone number: \_\_\_\_\_

Email address: \_\_\_\_\_

4-H club leader's name: \_\_\_\_\_

Phone number: \_\_\_\_\_

Email address: \_\_\_\_\_

4-H club president's name: \_\_\_\_\_

Phone number: \_\_\_\_\_

Email address: \_\_\_\_\_

4-H youth development educator's name: Beth Rank

Phone number: 608-347-6994

Email address: beth.rank@wisc.edu



## 4-H Emblem

The official emblem is a four leaf clover with the letter "H" on each leaf which stands for head, heart, hands, and health. The colors of the emblem are green and white.

## 4-H Motto

The 4-H motto is "TO MAKE THE BEST BETTER." This motto challenges everyone involved in 4-H to do the very best job they can.

## 4-H Slogan

The 4-H Slogan is  
"LEARN BY DOING"





# My 4-H Cloverbud Story

My name is \_\_\_\_\_

This is my \_\_\_\_\_ year in Cloverbuds. I also went to \_\_\_\_\_ 4-H club meetings and \_\_\_\_\_ county-wide Cloverbud meetings. I have done activities like \_\_\_\_\_ and \_\_\_\_\_

This year, my favorite thing to do at 4-H was \_\_\_\_\_

I liked it because \_\_\_\_\_

My favorite project I showed at the fair was \_\_\_\_\_

When I was working on my project, the hardest thing was \_\_\_\_\_

I liked being a Cloverbud this year because \_\_\_\_\_

Parent /Guardian Comments:



# 4-H Activities

May include pictures of Cloverbud at various 4-H activities.  
Use the optional photo section in the back of this book.

Planned

Accomplished

## Club Activities

Demonstrations

☐

☐

Talks

☐

☐

Judging

☐

☐

Recreation

☐

☐

Club Music Performance

☐

☐

Club Drama Performance

☐

☐

Picnic

☐

☐

Lead Reciting of Pledges

☐

☐

Attend Cloverbud Project Meeting

☐

☐

Other:

☐

☐

Other:

☐

☐

Other:

☐

☐

Other:

☐

☐

Other:

☐

☐

## County Activities

Music Contest

☐

☐

Cultural Arts Festival/Drama Contest

☐

☐

4-H Promotion at June Dairy Breakfast

☐

☐

County Trip

☐

☐

Washburn County Fair Entry

☐

☐

4-H Food Stand at Washburn County Fair

☐

☐

Project Day

☐

☐

Cloverbud Day Camp

☐

☐

4-H Promotions (4-H Week)

☐

☐

Achievement Celebration

☐

☐

Other:

☐

☐

Other:

☐

☐

## State Activities

State Fair Demonstrations

☐

☐

State Fair Exhibitor with Your Club

☐

☐

Other:

☐

☐

Other:

☐

☐



# **Pledge of Allegiance**

(Place right hand over heart.)

I pledge allegiance to  
the Flag of the United  
States of America,  
and to the Republic for  
which it stands,  
one Nation under God,  
indivisible,  
with liberty and justice  
for all.

# 4-H Pledge

I pledge

my **HEART** to  
greater loyalty,



*(Right hand over heart)*

my **HEAD** to  
clearer thinking,



*(Right hand points  
to forehead)*

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**.

# Excerpt Washburn County Fair Junior Division Entry Book 2022-2023



## CLOVERBUDS & EXPLORING DEPARTMENT 017

### CLOVERBUDS

**Grades: Kindergarten and 1<sup>st</sup>**

EACH EXHIBIT WILL BE CONFERENCE JUDGED. Each child will bring all of his or her exhibits to the judge to be placed at one time. **All posters to be 14" x 22".**

#### CLASS A – CLOVERBUDS

Open to 4-H members Kindergarten through 1st grade enrolled in Cloverbud Project 10351 or youth doing similar work in another youth organization.

Participation Ribbons and \$1.50 premium for up to 4 exhibits. **No best of show given.**

#### Literature Items:

Items listed below are from project literature (given by Extension Office in a Cloverbud folder).

#### Lot Number

- 001. Poster on kitchen safety
- 002. Poster showing biking hand signals
- 003. Poster showing ways your family helps the environment
- 004. Poster showing your family tree
- 005. Poster showing job you would like to have
- 006. Create-a-critter or sculpture
- 007. Birds, 4 pictures, correctly identified
- 008. Tree leaves, 4 pressed, mounted and correctly identified
- 009. Four cut flowers, grown by exhibitor from seed
- 010. A potted plant started from seed and grown by exhibitor
- 011. Drawn picture of flower with 4 parts identified
- 012. Drawing by exhibitor showing different textures
- 013. Favorite photo taken by exhibitor
- 014. Poster showing Fun & Fitness chart
- 015. Stitch'n Time project
- 016. Kite you made
- 017. Poster showing Weather Log
- 018. Poster describing your community
- 019. Exhibit on the American flag
- 020. Poster showing how livestock animals with complex stomach

digest their food

- 021. Kool Cat sewing activating
- 022. Poster on safety rules for the home
- 023. Exhibit of bark rubbings from four different tree species, correctly identified
- 024. Exhibit on healthy snacks
- 025. Exhibit showing the different steps in clothing care
- 026. Poster on how to care for a house pet

#### Other Items

- 050. Model horse put in a scene
- 051. Poster of aerospace careers
- 052. Homemade space helmet
- 053. Paper Airplane
- 054. Poster of common woodworking tools
- 055. Poster of important woodworking safety practices
- 056. Display of different nails and screws
- 057. Display of helmet types
- 058. Poster of bike safety check
- 059. Exhibit of highway signs
- 060. Display on choosing safe places to ride
- 061. Bike scrapbook
- 062. Pop-up card
- 063. Scrapbook page
- 064. Homemade book
- 065. Cut paper designs
- 066. Charcoal drawing
- 067. Drawing of an imaginary creature
- 068. Drawing of figures in action
- 069. Finger painting
- 070. Painting in watercolor, tempera, or acrylic
- 071. Painting using various materials for brushes
- 072. Paper mache item
- 073. Sculpture
- 074. Sponge print
- 075. Stencil print (original stencil)
- 076. Printing on cards, t-shirts, fabric, etc.
- 077. Woven bookmark
- 078. Collage of fabrics and textures
- 079. Rain stick
- 080. Mural design
- 081. Scrapbook of weaving pictures

- 082. Birthday paper crown
- 083. Exhibit on traditional Latino folk songs
- 084. Exhibit on foods used in Latino celebrations
- 085. LEGO article, from a kit
- 086. LEGO article, original design, not from a kit
- 100. Any other project related exhibit, excluding all animals

**Each project item  
will be limited to a  
maximum of 3 foot  
by 3 foot in size.**



# Excerpt Washburn County Fair Junior Division Entry Book 2022-2023



## EXPLORING

**Grade: 2<sup>nd</sup>**

EACH EXHIBIT WILL BE CONFERENCE JUDGED. Each child will bring all of his or her exhibits to the judge to be placed at one time. **All posters to be 14" x 22".**

### CLASS B - EXPLORING

Open to 4-H members enrolled in Exploring Project 10301 or youth doing similar work in another youth organization.

#### Premiums:

**Blue: \$1.75 Red: \$1.50**

**White: \$1.25 Pink: \$1.00**

#### Lot Number

- 001. Small animal pet: canary, hamster, fish, turtle, etc. to be taken home after judging
- 002. An animal story, tell with words and pictures about one animal (size, color, what it eats, noises, etc.)
- 003. Incredible Edible (fruits/vegetables)
- 004. Garden entry – vegetable (bring 1 of a kind, i.e., carrots) of the number specified in Dept. 014, Class E, Vegetables
- 005. Garden entry – fruit (bring 1 of a kind, i.e., apples) of the number specified in Dept. 014, Class D, Fruits
- 006. A terrarium (not a dish garden)
- 007. Six cut flowers, grown by exhibitor
- 008. Plant started this year from slips, cutting or seeds
- 009. Exhibit identifying the parts of a plant and what they do
- 010. Newsy Pot (made from newspaper)
- 011. Item made from recycled materials
- 012. Compass
- 013. Wildflowers, 6 pressed flowers, correctly identified
- 014. Insects, 6 specimens, correctly identified
- 015. Birds, 6 pictures, correctly identified
- 016. Rocks, 6 kinds, correctly identified
- 017. Tree leaves, 6 pressed, mounted and correctly identified
- 018. Six items found on a nature hike, mounted and identified
- 019. Collection of 4 adult insects, mounted and identified
- 020. Jewelry item
- 021. Painted ceramic item
- 022. A drawing of any subject

- 023. A painting of any subject
- 024. Item made from homemade modeling compound
- 025. A simple art or craft item
- 026. Safety poster
- 027. A creative creature or sculpture
- 028. A homemade toy or musical instrument
- 029. A group of 4 photographs taken and mounted with captions
- 030. Woodworking article made with hand tools
- 031. Simple switch
- 032. Granola bars, 3
- 033. Food item made in the kitchen, (unfrosted) - brownies, cupcakes, muffins, etc.
- 034. Decorated food item
- 035. Cloth lunch bag or tote bag
- 036. Homemade puppet with life story
- 037. A simple article sewn by exhibitor
- 038. An item made to help learn the 4-H Pledge
- 050. Any Other project related item excluding animals

# Sample Fair Entry for Cloverbuds

## EXHIBIT ENTRY FORM

BURNETT COUNTY AGRICULTURAL SOCIETY FAIR, Grantsburg, WI

August 25-28, 2022, August ????

Name \_\_\_\_\_ Parent's Name \_\_\_\_\_ Div \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ St \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Club \_\_\_\_\_ (If Club Name, Scouts, Etc.)

Grade Level (as of Jan 1, of exhibit year) \_\_\_\_\_ Age \_\_\_\_\_ (Jr Div. Only)

Farm Premise ID Number \_\_\_\_\_ (For all animals except cats, dogs, rabbits)

Only one entry per Lot# is allowed

*This column is  
NOT in the Fair  
Book*



Dept.	Class	Lot #	Description (As listed in Fair Book)	Activity Title (in Cloverbud Book)
17	A	11	Art exhibit	Nature Rubbings OR Straw-Blown Painting
17	A	16	Homemade puppet	Stick Scarecrow Puppet
17	A	18	Any other holiday item	Holiday Ornament
17	A	28	Homemade musical instrument	Music Time
17	A	26	Crafty Creation with explanation	Quilt Square
17	A	68	Poster showing science experiment	What Seeds Need OR Operation Espionage OR Sound Vibrations (need to explain what makes it a science experiment)
17	A	39	Houseplant started this year	Growing with Groundwater if it's a houseplant
17	A	63	Homemade treat for animal or bird with recipe	Feathered Friends
17	A	2	Mounted photograph taken by exhibitor	Explore on a Nature Hike

Send Entry Form to; Burnett Co Ag Society Fair, 13100 Carl Berg Rd Grantsburg, WI 54840

Entry Deadline is 2 weeks before start. Facebook; burnettcountyagfair, Website; burnettcoagfair.com



# Story of MY 4-H Year

If you participated in any club or countywide 4-H contests or events, please show a picture and then tell us what you did and something you learned from that experience. You can include newsletter or newspaper clippings, photos, drawings, and other items to show your involvement. Add pages behind this one as needed. One page minimum.

# Be the Story Solver

Let's look at a book and the challenges the characters face. Can you help the characters solve the problems in their story? In every good story, there are a few common parts: a setting, one or more characters, a problem the character faces, and a solution. Did you know that when an author wants to write a successful book, they put their characters in different situations and write the story to get them out of the problem? They "engineer" a solution!

What was the last book you read?

---

Who was the main character?

---

What was the problem in the story?

---

---

How did the character overcome the problem?

---

---

Read/listen to the Three Little Pigs story below.

## THREE LITTLE PIGS

Once upon a time there were three little pigs who lived in a village with their mother and father. The time soon came for them to move out.

The first pig decided to build a house for herself made out of straw. Soon, a wolf came by walking by when he saw the first pig.

"Little pig, little pig, let me in," he said. "Not by the hair on my chinny chin chin!" replied the pig.

"Then I'll huff and I'll puff and I'll blow your house down!" growled the wolf, and he began to blow so hard that the straw house blew away!

The next pig built his house out of sticks. As he was building, the same wolf came by. "Little pig, little pig, let me in."

"Not by the hair of my chinny chin chin!" replied the second pig.

"Then I'll huff and I'll puff and I'll blow your house in!" said the wolf, and he began to blow so hard that the house of sticks blew away!

The third pig saw what happened to his brother and sister, and didn't want that big bad wolf to blow over his house!

***The third little pig needs your help - can you help him make a house that will stand up to the huff and puff of the big bad wolf?? Turn the page for challenge directions.***

### 4-H Connection

There is not just one, single way to take part in 4-H. Youth can be part of a year-round club or a short-term project exploration. They could attend an event or participate in so many other opportunities. Youth and their families get to design and engineer their own experiences. 4-H has a place for everyone, and Extension educators are available to help engineer each youth's best experience. Reach out to your 4-H Educator (608-349-6994) today to get connected!

## To make a Big Bad Wolf-proof house...

Gather any of the following materials:

- Index cards
- Pipe cleaners
- Straws
- Craft sticks
- Tape, glue, or mailing labels
- Paper clips
- Plastic/paper cups
- Miscellaneous supplies you have available (pom-poms, beads, blocks, LEGOS, etc.)

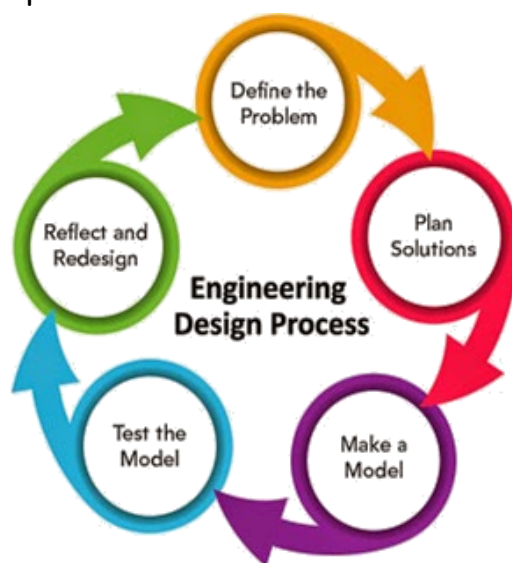


Instructions:

1. Using any and all the supplies gathered from the list on the left, spend about 15 minutes designing (see Process below) then constructing a "wolf-proof" house that is at least 4-5 inches high (pretend that the pig in the story is 3 inches tall. We wouldn't want him to bump his head inside his house!) and 4-5 inches on each side (he should be able to lay down in his house, right!)
2. Share your creation with others, make sure to take a picture and/or video of you explaining why you used the materials you used and made the house the way that you did.
3. Test your creation's ability to withstand the huffing and puffing of the big bad wolf by fanning a piece of cardstock or cardboard to see if the walls will stay upright.
4. If the house falls down, reflect and redesign then retest until it withstands the huffing and puffing!
5. Reflect on your experience.

5. What changes do I need to make in order to make this house "wolf-proof?"

1. What is the problem/challenge?



2. How can I solve it?

3. What supplies will I use and what style of home will I build for the pig?

4. What happened when I fanned the pig's house with cardstock/cardboard?

# Be the Story Solver

What was your favorite part of making the 'wolf-proof" house for the pig?

What is one thing you learned from this activity?

What would you do differently if you did it again?

Are there any materials you wished you had used?

Draw a picture or attach a photo of you with your "wolf-proof" house.

# Thunder's Hair

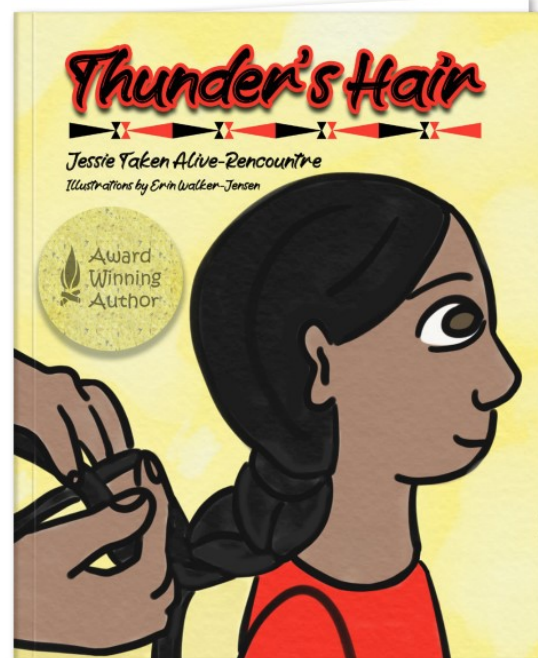
This activity promotes the understanding of the beauty and importance of braided hair for Native Americans. It also encourages participants to appreciate the essence of mind, body and spirit in each braided strand of hair. Bullying is the central conflict in this story about a boy with long braided hair. Readers are taken through the experience of what to do and how to advocate for themselves when they are being bullied.

Begin by reading the story. Ask the reflection questions and engage in conversation with those around you about the questions.

Complete the braiding activity on the next page including the reflection questions on the page after that.

October is National Bully Prevention Month

Bullying is very hurtful and can make youth feel really sad. It can affect them later in life. Learn more about bullying, how to stop it, stand against it, and get support from adults. For more information, visit <https://www.stopbullying.gov/kids>



November is Native American Heritage Month!

It's a time to celebrate the rich histories, diverse cultures and important contributions of our nation's first people. For more information, visit <https://nativeamericanheritagemonth.gov/>

The book that this activity centers around can be purchased through Amazon or [jessierencountre.com](http://jessierencountre.com).

Curriculum developed by Sofie Teller-Cloud, Leslie Teller, Dr. Candy Villagomez. Reviewed by UW-Madison Extension Positive Youth Development Review Committee. Story by Jessie Taken Alive-Rencountre

## 4-H Connection

An inclusive environment is one that creates a sense of belonging, encourages, and supports its members with positive and specific feedback. Youth need to feel included in a meaningful way, regardless of their gender, race, ethnicity, country of origin, religion, age, language, sexual orientations, socioeconomic status, or ability. Creating opportunities for youth to belong requires adults to remain open to learning, asking questions, and thinking about how the setting—for example, meeting spaces, workshops, events, or communications – may create barriers to participation. Consider what may make an individual youth feel excluded—such as language, culture, ability, background or other factors.



# Thunder's Hair

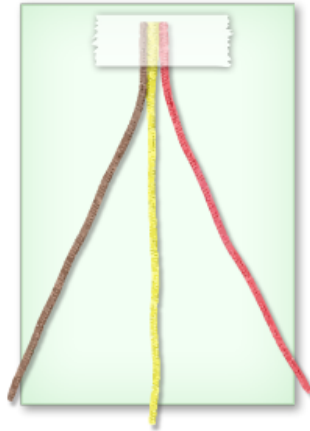
ARTS, FAMILY,  
& COMMUNICATION

## Thunder's Hair • Braiding Activity

### Materials

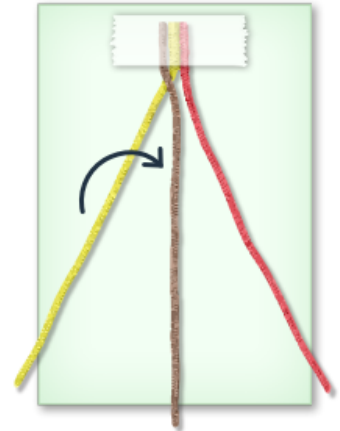
- Yarn (black, brown, red, yellow)
- Tape
- Small rubber bands
- Scissors
- Construction paper
- Glue
- Markers

1



Cut 3 even strands of yarn to the size of paper and tape down at the top. Allow participants to choose their own yarn color to match their hair if they wish.

2



Begin by crossing the yarn over to the other side from left to right so each side meets in the middle.

3



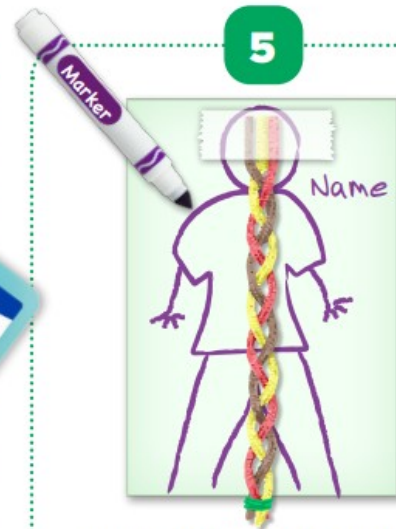
Continue steps until you reach the bottom and tie with a rubber band. Keep yarn flat on the paper and do not allow it to twist when braiding.

4



Glue down the braid to secure it to the paper.

5



Using markers, begin drawing a person to go with the braid. Review words from the story and make sure they write their name at the top.

Have fun!

# Thunder's Hair

Thunder met people who made fun of him for his hair. Why do you think that is?

Why didn't Thunder want to tell anyone he was being bullied?

In what way were people helpful to Thunder? Adults who helped him were grandma, principal and a friend.

How did his grandma help him?

How did his principal help him?

How did his friend help him?

How would you support Thunder while he was being bullied about his hair?

Draw a picture or attach a photo of you with your braided hair activity.

# Pop-up Greeting Cards

Thank a helper with your own 3-D creation! Identify helpers in your community and create a unique 3-D card to thank them. You can also make holiday greeting cards this way too.

The earliest pop-up books were not made for children. The oldest identified book with a moving element was made in the 13th century by a Catalan philosopher who added a revolving disk to one of his books. After that, books with moving parts were used to teach anatomy, create secret codes and tell fortunes.

It wasn't until the late 1800s when these types of books were made for children. Each moving part was made by hand so pictures would move along with the story. In the 1930s, Blue Ribbon Publishing of New York was the first company to call these "pop-up" books.

## 4-H Connection

Community service is an important part of 4-H. As children learn new skills in 4-H activities, we want to encourage them to share these skills with others to make our community better.

When you send your pop-up cards to community helpers, you are using your talents to thank them for keeping you safe, happy, and healthy.

We are going to thank some community helpers by making pop-up cards for them. You get to decide who you will make your cards for. Make two cards (one to give away and one to keep to enter into the Cultural Arts Fest and/or the County Fair).

## Materials:

- Examples of pop-up books or greeting cards
- Plain white paper
- Pencils and crayons, colored pencils, or markers
- At least one piece of heavy cardstock per child for the outside of the card
- Selection of construction paper, scrapbooking paper, wrapping paper, etc.
- Stickers, jewels, ribbon, embellishments etc.
- Scissors
- Glue sticks

## Directions:

1. Fold cardstock in half, short sides together.
2. Cut two equal slits in the folded edge.
3. Push the section between slits out so it folds in and "pops up" when opened. Cut out and glue one element that you want to "pop up" at the card recipient to the bottom part of the popped out fold. See picture above for an example. If the car were attached to the fold, it couldn't "pop up" and the card wouldn't open correctly.
4. Fold a piece of construction paper in half, short sides together, for the outer cover. It looks best if the outside is slightly larger than the inside "pop up" section. (See the border around the white card above as an example).
5. Glue the pop-up card inside the construction paper cover.
6. Decorate your card. Cut out paper shapes and glue to the pop-up. Add drawings and thank you messages to the community helpers.



Source: Pop-Up Book, TIME Magazine; A Concise History of Pop-Up and Movable Books, Ann Montanaro.

Adapted by: Brianna Stapleton Welch, 4-H Youth Development Educator, UW-Extension Washington County



# Pop-up Greeting Cards

Who are some people who help your community stay safe? (Police, firefighters, EMTs, people who answer 911 calls, etc. )

How do they help us?

How do you like to be thanked when you help someone?

Now that you know how to make greeting cards that pop-up, please share what you learned while completing this paper craft.

What was your favorite part of making your greeting card?

What was the most difficult part of this activity?

If you could make another card, what would you make and who would you send it to?

This Pop-up Greeting Card can be entered in the 4-H Cultural Arts Fest under Arts & Crafts. If you enter this in the Cultural Arts Fest and/or the County Fair, please write what placing you received (blue ribbon/first place, red ribbon/second place, etc.).

Draw a picture or attach a photo of you with your pop-up greeting card.

# Our Feathered Friends

Whether you are looking to attract more birds to your backyard or give these bird treats to someone as a gift so they can feed/watch the birds, these two recipes for birdseed cakes are simple to make and provide a wintertime treat to our feathered friends.

Birds enjoy special treats, particularly in the winter when food is not as plentiful as other times of the year. Both of the following recipes help provide nourishment necessary for winter survival.

Depending on your available resources, choose one recipe and see how many and what type of birds you attract. If time and resources allow, make both recipes and compare which one the birds prefer.

## 4-H Connection

Just like you need to center the twine in your birdseed cake so it hangs properly, we strive to find a balance within our 4-H club meetings between business, educational programs, and recreation. All three parts should be present in some form at each meeting. An icebreaker that gets youth up and active, can serve as but education and recreation if the participants are learning names and being active.

## Heating Required Birdseed Treat Recipe

### Materials:

- 12" to 18" length of twine, string, or ribbon
- Empty tuna/cat food can (sharp edges should be taped to avoid cuts)
- 2 cups ground white beef suet from the butcher or grocery meat department
- 1 cup peanut butter (make sure no one has a peanut allergy before opening jar)
- 2 cups yellow cornmeal
- 2 cups fine cracked corn from a feed store

### Procedure:

1. Measure the suet and place in a large saucepan over medium heat or in a microwave-safe dish.
  2. Measure the peanut butter and place in saucepan or microwave dish with the suet.
  3. While suet and peanut butter are melting, arrange 4-6 empty tuna/cat food cans onto an area that has been covered with newspaper, paper towels, a tablecloth, etc. for easy clean up in case there are spills while filling the cans.
  4. Measure the cornmeal and add it to the suet and peanut butter mixture once it has melted.
  5. Measure the cracked corn and add that to the mixture.
  6. Stir thoroughly.
  7. Before the fat starts to cool, spoon the mixture into the cans you set up in step 3.
  8. Allow mixture to cool at room temperature or place in the refrigerator or freezer to speed up the process.
  9. Set the treat on a bird feeder or near the base of a tree. Step away and see how long it takes for the birds to find the treat.
1. (Recipe from page 214 of Ohio State University Extension's *The Big Book of 4-H Cloverbud Activities* National publication #4-H 710GPM)

# Our Feathered Friends

## No Heating Required Birdseed Treat Recipe

### Materials:

- Large Pinecone and/or empty toilet paper tubes
- String/twine approximately 10" long
- 1 cup peanut butter (make sure no one has a peanut allergy before opening the jar)
- Plastic knife
- Mixed birdseed for wild birds in a container large enough for the pinecone or toilet paper tube can fully fit in to)

### Procedure:

1. Optional: Cover the work surface with a disposable tablecloth or old newspapers for easier clean up.
2. Tie a string/twine securely around the pinecone or through the hole in the toilet paper tube.
3. Using the plastic knife, spread an even layer of peanut butter all over the pinecone or toilet paper tube.
4. Roll the peanut butter covered pinecone or toilet paper tube in bird seed and press the seeds into the peanut butter. This can get messy.
5. If the mixture falls off right away, consider freezing the seed covered pinecone and using peanut butter as a "glue" to layer peanut butter and birdseed. Freeze between adding layers.
6. Hang the treat in a tree where you see some bird activity. Activity can include seeing feathers, birds flying to/from, bird nests or cracked seeds/nuts under the tree.
7. Step away and see how long it takes for the birds to find the treat.

# Our Feathered Friends

Now that you know how to make birdseed treats, please share what you learned while completing this activity.

Which recipe did you make: heated, unheated, or both?

What was your favorite part of making your birdseed cake?

What was the most difficult part of this activity?

If you could make another birdseed cake would you change anything? If yes, what?

Find a place to hang your birdseed treats. Using the internet visit the Wisconsin Department of Natural Resources Environmental Education for Kids website to identify Wisconsin's Favorite Winter Birds <https://www.eekwi.org/winter-birds>.

Draw a picture or attach a photo of you with your birdseed treats.

# Thumb Print Family Tree

Family trees are a fun way to learn about our family members. This is a great multigenerational activity for families to do together and may spur more conversations about what makes each family and family member unique and different.

Diversity simply means differences. Some ways we might be different are in what we like or don't like, the shape of our body, what we want to do when we get older, the color of our skin, hair and eyes, or how we dress.

Accepting each other's differences means we see and celebrate what is special about each of us, even if we don't always agree.

Look at your thumbprint with a magnifying glass then look at someone else's thumb with the magnifying glass. Is your thumbprint the same or different than theirs?

Each of us has different fingerprints from everyone else. Fingerprints are just one way we are each special and unique. Families can be just as different or similar as our fingerprints. Two people may both have an arch in their fingerprint, or a swirl. They may not have anything the same in their fingerprints.

## 4-H Connection

In Wisconsin 4-H we value: Being Yourself, Belonging Together, Building Connections, Discovering Skills, Exploring New Opportunities, and Giving Back to Your Community. This activity focuses on Belonging Together. This value is about recognizing, understanding, respecting and appreciating each other.

**We are going to make family trees.** The trunk of the tree is where you can write your family's last name. Then make one branch for each family member. To add leaves you can use paint, markers, or stamp pads to add "thumbprint leaves" with one quality about each person that you appreciate and enjoy.

Examples of good qualities: positive, patient, loving, calm hardworking, happy, kind, good cook, great teacher, good snuggler, nice smile, beautiful laugh, organized, consistent

## Materials:

- White cardstock or construction paper
- Brown construction paper
- Green ink pad, paint or washable markers
- Black markers to write names and qualities

## Directions:

1. To make the trunk and branches of your tree: Count how many people live with you and are considered family. Hold that many fingers up (Example: hold three fingers up if you live with two parents/guardians. Example 2: lay your hand flat on the paper if you have two parents and two siblings because that means that there are five people in your family so you get to use all five fingers). Lay your arm onto a piece of brown construction paper then using a pencil trace around your forearm and fingers. Using scissors cut around the outline of your arm and fingers.
2. Glue your tree trunk and branches to a piece of white cardstock or construction paper so there is enough room to add leaves onto each branch.
3. Using a marker, write your family's last name on the trunk of the tree then label each branch with one family member's name.
4. On the scrap brown paper brainstorm at least one positive quality for each family member. See box above.

# Thumb Print Family Tree

5. Using the green ink pad, marker, or paint, make your thumbprint green. Practice making thumbprints on a scrap of paper. Once you master this step, move on to stamping on your tree. Add at least one leaf on each branch.
6. After the green thumbprint dries, use the black marker to write one quality on each green leaf that relates to that family member. Example: sister is kind; brother is happy; etc.
7. Share your family tree with others and share the positive quality you identified with each member of your family.

## **Reflection:**

Now that you know how to make a family tree, please share what you learned while completing this activity.

What was your favorite part of making your thumb print family tree?

What was the most difficult part of this activity?

Everyone is unique and special in their own way. What are two things that make you special?

1.

2.

Draw a picture or attach a photo of you with your family tree

# Scrumptious Sundaes with Awesome Granola

We all have our favorite snacks. Snacks can serve an important role in our diet. They provide energy for us to do our daily activities between meals. Ideally our snacks can also help us maintain a balanced diet.

## Granola Ingredients:

- 3 cups oatmeal (uncooked)
- 1/2 cup coconut (shredded or flaked)
- 1 cup pecans (chopped, walnuts or peanuts)
- 1/4 cup honey
- 1/4 cup margarine (liquid)
- 1 1/2 teaspoons cinnamon
- 2/3 cup raisins (or other dried fruit)

## Supplies:

- Measuring cups
- Measuring spoons
- Mixing bowl Spoon or rubber spatula
- Microwave-safe 11x7 glass pan
- Airtight container to store extra granola

## 4-H Connection

The fourth of the four H's is "health," which includes things like good sleep habits, choosing nutritious foods, getting exercise, and making other choices that support our well-being. In 4-H, youth can explore a wide range of projects where they can learn about health, including: child development; fun and fitness; foods and nutrition—from growing or raising their own food to cooking; safety; lots of different outdoor activities like hiking, canoeing, camping, and more. Over time, they may become a youth leader in health projects they love.

Directions (choose either conventional oven, skillet, or microwave) for Granola

Wash your hands with warm running water and soap. Also check that the surface you are making your snack on is clean and dry.

### \* Conventional Oven:

1. Heat oven to 350° F. Combine all ingredients in a large bowl, except raisins, mix well.
2. Bake in 13x9 inch baking pan at 350°F for 25- 30 minutes or until golden brown. Stir every 5 minutes.
3. Stir in raisins. Cool thoroughly. Store in tightly covered container.

### \* Electric Skillet:

1. Combine all ingredients except raisins in a large bowl; mix well.
2. Set electric skillet at 300° F. Add mixture to skillet and stir constantly until lightly browned.
3. Place mixture back in the large bowl and stir in raisins. Cool thoroughly.
4. Store in tightly covered container.

### \* Microwave:

1. Combine all ingredients, except raisins in a large microwave safe bowl; mix well.
2. Place in large glass baking dish.
3. Cook at HIGH about 8 minutes or until golden brown, stirring after every 2 minutes of cooking; stir in raisins.
4. Place onto ungreased cookie sheet or aluminum foil to cool. Cool thoroughly. Store in a tightly covered container.



# Scrumptious Sundaes with Awesome Granola

## Scrumptious Sundae Ingredients:

- 1/2 cup low-fat flavored yogurt
- 2 tablespoons granola
- 1/2 banana or 1/2 cup other fruit like fresh berries or canned fruit

## Supplies:

- Measuring cups
- Measuring spoons
- Plastic knife, if using bananas or to cut fruit into bite size pieces.
- Small plate or cutting board
- Small bowl
- Spoon



## Directions for sundae:

1. Wash your hands with warm running water and soap. Also check that the surface you are making your snack on is clean and dry.
2. Measure 1/2 cup of yogurt in a measuring cup using the spoon. Then empty half of the yogurt in to the bottom of the bowl.
3. Peel and slice the banana (if using) with the plastic knife on the cutting board or small plate. Place sliced banana (or other fruit) pieces on top of the sundae.
4. Measure 1 tablespoon granola and sprinkle on top of yogurt.
5. Repeat steps 2-4 until ingredients are used up.
6. Enjoy your yummy snack that contains three different food groups (dairy, fruit, and grains)





# Scrumptious Sundaes with Awesome Granola

Now that you know how to make a scrumptious sundae, please share what you learned while completing this activity.

What was your favorite part of making your sundae?

If you could make this recipe again, would you change anything?

The scrumptious sundae snack had three different food groups. What are they?

If you chose to make a poster of two healthy snack options to enter in the County Fairs, was there anything hard about making a poster? Did you receive a ribbon?

If you enjoy thinking about healthy snacks and meals, check out MyPlate Kid's Place for fun nutrition related activities. If allowed, and with adult supervision, go to <https://www.choosemyplate.gov/kids>.

Draw a picture or attach a photo of you with your scrumptious sundae.

# Better Bubbles

Bubbles are simply air trapped inside a liquid. The surface of a liquid, like water, has a "surface tension" which makes the surface behave like a stretchy, rubber sheet.

Soap allows the surface of water to stretch more and keeps bubbles from breaking. Adding glycerin to water prevents bubbles from drying out quickly.

You can vary the ingredients to change the characteristics of bubbles. Soap allows for bigger bubbles. Glycerin makes stronger, longer-lasting bubbles.

Scientists ask questions and try different ways to answer them by doing experiments. We are going to do our own experiment...with bubbles!

Let's investigate the ingredients in bubbles and the types of bubbles that different solutions make.

Basic bubble solutions are made of three different ingredients—water, soap and glycerin. \*Glycerin is a natural by-product in soap and is used as a moisturizer in personal care products. You can find 100% glycerin in most pharmacies or supermarkets. Corn syrup can be substituted but it may leave surfaces slightly sticky.

**Mix** the following solutions the day before you plan to do the activity. Bubble solutions improve with age. Shallow containers with labels (#1 and #2) work best for blowing bubbles.

**Next**, make homemade bubble wands from pipe cleaners, string, craft wire, straws, etc. Experiment with which material makes better, consistent bubbles.

Experiment with both bubble solutions and remember which solution made bigger bubbles and which one made stronger bubbles.

## 4-H Connection

Whether children participate in the full club meeting or just for a part of it, it is important that they begin to know what to expect at club meetings and how they can be involved. Talk about how they help make decisions about what to do in the club (business), learn new things (education), and make friends and have fun (recreation).



### Bubble Solution #1—More Soap

#### (Bigger Bubbles)

4 cups water

1/3 cup dish soap (Dawn Pro recommended)

2 1/2 teaspoons glycerin\*

### Bubble Solution #2—More Glycerin

#### (Stronger Bubbles)

4 cups water

1/4 cup dish soap (Dawn Pro recommended)

1/2 cup glycerin

If you want to turn this into a formal science experiment, you could enter Department 17 make a Poster of a Science Experiment. Make sure to include the recipe for each solution, results (including how many inches across the biggest bubble was from each bubble solution and how many seconds the strongest bubble was from each of the bubble solutions).

Sources: Bubble Mania, Deborah Curry and Jodi Mills, Ohio State Cloverbud Curriculum; explOra-torium.edu. Adapted by: JulieAnn Stawicki, 4-H Youth Development Specialist, UW-Extension

# Better Bubbles

Now that you know how to make homemade bubbles and wands, please share what you learned while completing this activity.

What was your favorite part of today's activity?

If you could make homemade bubbles which solution would you use?

Both homemade bubble solutions had three ingredients. What are they?

If you chose to make a poster of a Science Experiment, was there anything hard about making a poster? Did you receive a ribbon?

Draw a picture or attach a photo of you blowing bubbles.

# Beautiful Butterflies



Many plants, animals, and insects begin a new life cycle in springtime. To learn about the life cycle of one beautiful insect, read the book *The Very Hungry Caterpillar* by Eric Carle. Although real caterpillars do not eat holes through ice cream cones or pizza, they do go through four distinct stages. This activity includes making a poster that can be entered in the County Fair under Department 17.

## Materials:

- 14"X22" poster board
- Paper plate
- Scissors
- Markers
- Glue
- Small pom poms
- Scrap of green construction paper
- 4" piece of pipe cleaner
- Pieces of dried medium shell shaped pasta
- Words and pictures for poster

## Procedure:

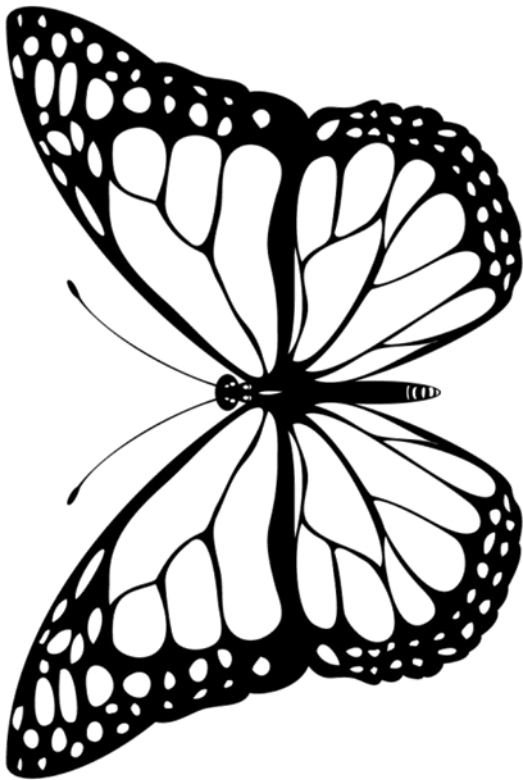
1. Divide the paper plate into four equal spaces by drawing a line horizontally then turning the plate then make another line vertically across the middle of the plate. When done, it will look like you have a plus (+) sign on your paper plate.
2. Glue one stage card (on the next page) in each of the four spaces ( egg, caterpillar, chrysalis, and butterfly).
3. Glue the Egg card to one of the four places. Cut out a leaf shape from the green construction paper and glue a few pom poms onto the leaf with glue.
4. Glue the Caterpillar card to the space next to the egg. Wind the pipe cleaner around a pencil or pen. Remove the pencil or pen and glue the pipe cleaner to the paper plate.
5. Glue the Chrysalis card to the space next to the caterpillar. Glue a few pieces of dried medium shell shaped pasta to the paper plate.
6. Glue the butterfly card to the space next to the chrysalis and egg. Cut out and color the beautiful butterfly on the next page.
7. Cut out and glue the title of your poster onto the top of the poster board. Alternatively, you could neatly write the words.
8. Glue the paper plate with the four life stages onto the center of the poster.

Eggs

Caterpillar

Chrysalis

Butterfly



Directions: Cut out all words and around the butterfly. Use these pieces to create your Life Cycle of a Butterfly poster.

Life Cycle of a

Butterfly

Page intentionally left blank

# Beautiful Butterflies

Now that you know how to make a poster about the four stages of a butterfly's life cycle, please share what you learned while completing this activity.

What was your favorite part of today's activity?

Was it easy or difficult for you to put together this poster about butterflies?

What was challenging about this activity?

If you could make another poster, would you change anything? If yes, what?

Your Beautiful Butterflies Poster can be entered in the County Fair. It must be made from poster board that is 14" x 22". This can be entered under Department 17 Cloverbuds Class A Lot 50 Display poster showing the life cycle of an insect. If you entered your poster in the County Fair, please write what ribbon you received.

Draw a picture or attach a photo of your Beautiful Butterflies poster plate and/or poster.

# Balloon Rockets

A rocket is a type of spacecraft that is powered by gases that are forced out of one end. Let's use our aerospace skills to make a balloon rocket!

## Materials:

- 12 feet of string
- 4 inch piece of drinking straw
- 2 chairs
- 9 inch round balloon
- Spring clothespin
- Transparent tape
- Measuring tape

## 4-H Connection

4-H creates a safe space where youth can take what they know, develop an idea (or hypothesis) and test it out. It doesn't matter if their idea does or doesn't work. It doesn't matter if their hypothesis was or wasn't right. What does matter is the exploration of their ideas, trying something new, and knowing it is okay to fail sometimes. That's when the learning happens.

## Procedure:

1. Thread the string through the straw and tie both ends of the string to the backs of the chairs.
2. Position the chairs so the string between them is very tight.
3. Inflate the balloon and twist the open end of the balloon and secure it with the clothespin (DO NOT TIE THE BALLOON END IN A KNOT).
4. Move the straw to one end of the string.
5. Tape the inflated balloon to the straw.
6. Time for takeoff! Carefully remove the clothespin from the balloon.
7. Measure how many inches your balloon traveled.

Now, let's do a science experiment using your balloon rocket

1. We are going to guess how far you think the rocket will travel
2. Measure how big around your balloon is at the biggest part.
3. Test how far the balloon rocket really did travel.
4. Write down the results in the chart on the next page.
5. Then you get to repeat the same trials three times for accuracy.





# Balloon Rocket Experiment

How far did they fly?	Test 1 Balloon inflated to 15 inches	Test 2 Balloon inflated to 15 inches	Test 3 Balloon inflated to 15 inches	Test 1 Balloon inflated to 20 inches	Test 2 Balloon inflated to 20 inches	Test 3 Balloon inflated to 20 inches
I think it will fly...						
The balloon rocket really flew...						

Did your balloon rocket go a longer or shorter distance than you guessed?

---

What happened when you tried the bigger balloon?

---

The bigger balloon had more air than the smaller balloon, did that make a difference?

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If you enjoyed this science experiment and want to learn more about rockets and how the balloon rocket worked, ask an adult to help you search the internet for "balloon rockets" and learn about thrust.

You can also enter this activity in the County Fair if there is a category for science experiments or a poster showing results of an experiment. Write the procedures from the previous page, add pictures to help explain what you did and copy the chart above onto poster board. Don't forget to add a title to your poster!

# Outdoor Mindful Minis

We will have fun together outside, noticing our surroundings in new ways, exploring and letting nature remind us of other things in our lives.

Practicing mindfulness helps us—both adults and youth—to reduce stress and anxiety. It helps us learn to pay attention and to feel more kindness and compassion for ourselves and others.

So what is mindfulness? Mindfulness means being aware of what is happening right now without judging ourselves or the experience. It often, but not always, helps people feel calm. Youth who learn mindfulness tend to feel better overall, feel less anxious, and show better behavior.

Take a big breath in through your nose and breathe out slowly through their mouth. Think calm thoughts and take two more deep big breaths.

Have you ever just listened to the world around you?

## 4-H Connection

Being mindful is a way of paying attention to our thoughts, emotions and experiences. When we pay attention, it is easier to focus on things like reflection, or thinking about our experience. In 4-H, we give ourselves time to reflect, which can help us to learn from our mistakes and successes.

---

What do you usually hear?

---

What are our five senses?

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Go outside with an adult, find what you would consider nature, wherever that is for you, it could be a wooded area by your house, it could be one of the many county owned areas around our county or a National Forest. Walk along a trail and try to find the following things while using your five senses. Invite an adult to read you the following prompts one at a time with enough pause between prompts to really experience nature.

- Touch/Feel Prompt—"While your eyes are closed, think about what you feel in your body. What is your body feeling? How do your feet feel on the ground? How does the sun feel on your skin? You may also not feel anything, and that is okay."
- Hear Prompt—"While your eyes are closed, think about what you hear. Do you hear birds, crickets, wind, or voices."
- Smell Prompt—"While your eyes are closed, think about what you smell. Do you smell pine trees or a scent in the air?"
- Taste Prompt—"While your eyes are closed, think about what you taste. Does your tongue taste like anything? What about your breath, the air, or something you ate earlier?"
- Sight Prompt—"Now very quietly, slowly opening your eyes and think about what you see. Think about what you notice."

# Outdoor Mindful Minis

**CREATE:** Create a special notebook or simply staple a few sheets of paper together to make a small booklet. This can serve as a Mindful Journal. One top of a new page write each prompt once

- "I notice..."
- "I wonder..."
- "This reminds me of..."

Go outside, with an adult, and using the following prompts either have a back and forth conversation about what you both notice, wonder about, or are reminded of. OR sit quietly and write or color what comes to mind from each of the prompts.

## **"I notice..."**

For example, "I notice the sun is warm." "I notice the tree is green." "I notice the grass is wet."

Keep saying "I notice" until you feel like you are done with this prompt. Then sit quietly for a minute to be silent in nature. Feel free to move on to the next prompt or save it for another mini mindful moment in nature.

## **"I wonder..."**

For example, "I wonder why that nest is empty." "I wonder why that rock has moss."

Keep saying "I wonder..." until you feel like you are done with this prompt. Then sit quietly for a minute to be silent in nature. Feel free to move on to the next prompt or save it for another mini mindful moment in nature.

## **"This reminds me of..."**

"This reminds me of..." about things in nature that remind them of other things in their lives.

For example, "This reminds me of a tree at my dad's apartment." "This reminds me of my family going hunting."

Keep saying "This reminds me..." until you feel like you are done with this prompt. Then sit quietly for a minute to be silent in nature. Feel free to move on to the next prompt or save it for another mini mindful moment in nature.

Mindfulness is a personal health habit you can create. To enter this activity into a County Fair, Cloverbuds need to create a poster display showing personal health habits. This could include explaining how using a mindful journal helped them be calm, how mindfulness works, how using their senses to be present in the moment has helped them be healthy, etc. This entry would go under Department 17 Class A Cloverbuds Lot 61.

# Outdoor Mindful Minis Mindfulness Tip Sheets for Adult and Youth Leaders

## What is Mindfulness?

To be mindful simply means to pay attention on purpose without judging whatever happens. Everyone's mind wanders. Everyone fidgets at times. Everyone's surroundings are distracting. By paying attention, we train our brains to watch when those distractions happen, to be kind to ourselves, and to start over.

For children, mindfulness can be a helpful tool to use when they need it most, such as when they have strong emotions. Mindfulness helps them learn new ways to deal with those emotions, which can help them calm themselves and focus. This can also improve their problem solving and healthy decision making.

## Preparing Yourself to Lead a Mindfulness Activity

If you are new to mindfulness, here are a few tips to help you get comfortable and better lead the activity.

1. Practice mindfulness yourself. That way, you know what to expect, and it's easier to support youth when they try it.
2. You don't need to be "good" at it. What is important is the practice of bringing your attention back when your mind wanders.
3. Start small. Try mindfulness at least 3-5 times. You might start with 2 intentional breaths a few times a day. Then, when you're ready, if you want, try using a guided practice for 3 minutes or 5. One of these free apps can help.
  - Headspace (<https://www.headspace.com/>)
  - Stop, Breathe & Think (<https://www.stopbreathethink.com/>)

## Tips for Leading Outdoor Mindful Minis (and other Mindfulness activities)

- Pace yourself. Practice reading the script at a pace that will give youth time to fully experience your guidance. Note: If you're not sure how fast to speak, listen to the voices on the apps above, or try leading the activity with one or more willing adult participants and ask them for feedback.
- Encourage group participation. If everyone takes part, it's easier for the youth to show their interest and excitement. If adults choose not to participate, it may be better to ask them to leave the space to avoid distracting participants.
- Have fun. Be flexible. Try to let go of strict expectations about how the activity should go. Show them you understand when they have the wiggles. Smile when they smile, laugh when they laugh, and then gently, kindly, move the activity along.
- Make it comfortable. Give participants a choice to softly close their eyes if that feels safe or to look down at their laps if they prefer. Consider different kinds of seats - chairs, mats on the floor or other options - to accommodate different physical abilities.

**Thank you for being a part of young people's lives,  
and thank you for giving them the experience of mindfulness!**

# Outdoor Mindful Minis

What did you notice about each of the five senses?

Which prompt (I notice, I wonder, and this reminds me of) did you spend the most time exploring?

Any ideas why this prompt gave you so much to explore? Are you naturally curious, observant, or thoughtful?

If you chose to make a poster about mindfulness, was there anything hard about making a poster? Did you receive a ribbon?

Draw a picture or attach a photo of something you noticed, wonder about, or that reminds you of something else in your life or something you noticed with one of your five senses.

# Explore Your Own Project

What is the title of your activity? \_\_\_\_\_

What project area do you want to learn more about?

\_\_\_\_\_

Materials:

- 
- 
- 
- 
- 
- 
- 

## 4-H Connection

How does what you learned from this activity relate to 4-H?

Procedure:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Now what? How can you share what you have learned during this activity with others?

\_\_\_\_\_  
\_\_\_\_\_

Could you enter something related to this project area or activity in a 4-H contest or the fair?  
If yes, what?

\_\_\_\_\_  
\_\_\_\_\_

If you entered it in a contest or the fair. What ribbon/placing did you get?

\_\_\_\_\_

# Explore Your Own Project

Now that you completed an activity of your own design, please answer some reflection questions.

What was your favorite part of today's activity?

Was it easy for you?

What was challenging about this activity?

If you could design another project, what would it be about?

Draw a picture or attach a photo of you creating your own activity.