

Ohio 4-H Cloverbud Connections

For 4-H Cloverbud Volunteers Working with Grades K—2

April - June 2014 Issue

Cloverbud Day Camp: Benefits and What Kids Learn

By Nancy Snook, 4-H Youth Development Educator, Noble County (OSU Extension)



The primary goal of the 4-H Cloverbud program is to promote children's healthy development – mentally, physically, socially and emotionally. What better way to experience these developmental concepts than through participating in a Cloverbud Day Camp upon which these concepts are focused.

4-H camping programs provide developmentally appropriate learning experiences where they learn new skills. Cloverbud Day Camps emphasize experiential, hands-on learning in small group settings. Additionally, campers get to participate in physical play through swimming, canoeing, fishing,

hiking and other activities. However, these activities will depend on what the Cloverbud Camp has to offer and the facilities that are available.

Social interaction is fostered at Cloverbud Day Camps through group activities. Many campers come away from the day having made a new friend or two. Campers are also engaged in positive relationships with caring teen and adult 4-H volunteers. At Cloverbud camps the smaller ratios of staff to campers provide youth with the special attention and care they need. Camp also allows campers to become more independent and able to take care of themselves. 4-H camping provides youth with many opportunities to make choices and decisions about free time activities, classes, and other aspects of camp.

Cloverbud Day Camps can also be used as a recruitment tool. Some counties allow non 4-H members to attend camp. By allowing non 4-H'ers to attend, these youth get the opportunity to experience what it is like to be a Cloverbud. A positive experience at the camp might lead to that youth wanting to join 4-H. It is also a recruitment tool for the county's regular 4-H Camp. Cloverbud's can get a taste of what some of the activities at 4-H Camp such as crafts, games, and team-building will be like.

The benefits of Cloverbud Day Camps are many and can be beneficial to all involved. Encourage a Cloverbud to attend Day Camp and watch what happens!



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

Click it, Print it, Do it!



www.go.osu.edu/click

Lego Craft

Looking for easy to teach resources for your next meeting? Check out the most recent Click it, Print it, Do it activity for your Cloverbuds!

OSUE2U: Cloverbud 100 Years Challenge

By Sally McClaskey, Program Coordinator 4-H Youth Development, Licking County (OSU Extension) and
Demetria Woods, 4-H Youth Development Educator, Miami County (OSU Extension)

Ohio 4-H members (ages 8-18) working as individuals or in teams of up to four will have an opportunity to create a short video focused on the future of 4-H and/or Ohio State University Extension through the OSUE2U: Extension Video Contest. Since most 4-H youth have a greater connection to 4-H (as opposed to Extension), **OSUE2U** will serve as the catchphrase for the contest with the following explanation:

Everyone in Ohio knows what it means to be a Buckeye, but did you know that OSU got its start as a land-grant university? Way back in 1862, it was decided that every state should have a college that focused on agriculture, so OSU began in 1870. Fast forward to 1914 - 4-H was already nine years old and that year Cooperative Extension was born. Its goal was to extend the knowledge of the land-grant colleges throughout the state. Today, OSU Extension includes agriculture, family and consumer sciences, community development and 4-H. The year 2014 is our centennial year – happy 100th birthday to us!

Cloverbuds can join in the fun by doing a “100 Years Project”. The OSUE2U: Cloverbud 100 Years Challenge is to encourage our youngest 4-H’ers to put on their “thinking caps” and create a display or conduct an activity that either incorporates the number 100 or uses 100 items. The 100th day of school is generally celebrated in elementary schools. We’re sure they will be brimming with ideas. After the project is completed, take a photo to send to your local Extension Office. Cloverbuds may participate individually or in groups. Photos should be submitted by June 1, 2014. Each member will receive a special award for their participation.

Here are a few ideas to begin your brainstorming session:

- * 100 items representing Extension/4-H
- * “Celebrating 100 Years” Paper Hats
- * “100 Years” Service Project
- * Picture of Cloverbuds Forming the Number 100
- * “History of 4-H/Extension Over 100 Years” Poster



Looking for a listing of books to share as background before the activity, or to send home in a letter to parents discussing the activity after the meeting, try:



Centipede's One Hundred Shoes
by Tony Ross



100th Day Worries
by Margery Cuyler



One Hundred Hungry Ants
by Elinor J. Pinczes



The Night Before the 100th Day of School
by Natasha Wing

Plan Transition Activities to Create a Winning Program

*By Beverly Kelbaugh, PhD South Central Regional Director, Associate Chair (OSU Extension) and
Penne Smith, 4-H Youth Development Educator, South Central Regional Office (OSU Extension)*

Building youth camping and multi-session programming to allow for easy transitions from one major event to the next is often not considered by Educators and those that practice youth development as a profession. Thus, training on understanding transitions has not been provided to volunteers. Transitions are difficult for many youth as they are ending one activity and moving to the next. Programming can feel disjointed and the attention and momentum of good programs can be lost if a sense of chaos or last minute set up causes youth to have to sit and wait while providers/planners prepare the next activity. Youth waiting and not involved in focused activities are much more likely to engage in risky or socially inappropriate behaviors during unplanned transition time.

Studies related to transitions are most often related to younger children in classroom settings. One of these studies by Kounin investigated disruptive pupil behavior (time off-task) during teacher-initiated transition time. Expectation of disruption during transitions was based upon Kounin's notions of classroom activity flow which related to smoothness momentum of the transition from one activity to the next. The notion of time flow centered about teachers' use of techniques to steer children effectively and gauge the timing of activity shifts. Expectations were confirmed that transitions disrupt time flow and that disruptive pupil behaviors increase during unstructured transitions.

Utilizing effective transitions in the classroom helps teachers minimize disruptions and behavior problems, maximize instructional time, and maintain optimal learning conditions (Arlin, 1979; Cangelosi, 2000; Sainato, 1990; Smith, Pol-loway, Patton, & Dowdy, 2001; Vartuli & Phelps, 1980). They also serve to provide students with indirect feedback on the pace at which they are each working (Arlin, 1979). The key to successful transitions is for teachers to use a variety of structured approaches (Smith, 1985).

Transitions are opportunities for teaching small mini-lessons, reviewing with the children what they have learned in the previous activity, preparing the youth for the next activity by setting parameters for the participants or letting them know what the expectations are for their behavior or what they will likely learn or accomplish in the next activity. The transition time is ideal for giving the youth a preview of upcoming events and allowing them to prepare their parts or gather the resources they might need to participate. The transition could be used for changes in clothing if the next activity requires more, less, or different protection. Games, team building activities and singing all work well to help youth move from one activity to the next. Learning a new song that might be incorporated into a later program, or singing old favorites is a way to help youth transition from one activity to the next.



Transitions begin with giving advance notice that the current activity is about to end. Ample time to finish a project, clean up and prepare for the next scheduled activity is important to youth. The transition time is a good time to do activities that require movement and concentration especially if the next activity will require them to be seated and ready to listen. Consider too, an evaluation process with the leaders, using immediate feedback from participants, about what is or isn't working well, and what meets the learning needs so effective adaptations to the planned activities can be made.

If the program includes teens as activity leaders and camp counselors, be sure their training includes teaching them the skills to manage transitions in the programs they manage for younger boys and girls. As one team is finishing an event, the next team can be ready to provide activities that bridge the gap, continue the learning and fun, and assure the safety and positive direction of the total program. This kind of planning, not just of one event, but the transition to the next event, will better insure we provide programming that covers all aspects of youth development: socio-emotional, physical development including small and large motor activities, and cognitive learning. Planning for whole child learning will meet the needs of all children regardless of their learning styles, special abilities, or limitations.

Sources: <http://aer.sagepub.com/content/16/1/42.short>; <http://education.odu.edu/esse/docs/transitions>.

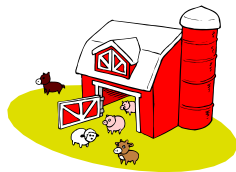
Themed Cloverbud Day Camps

By Sheila Meyer, 4-H Program Assistant and Joyce Shriner, 4-H Youth Development Educator, Hocking County (OSU Extension)

Since there are three years during which 4-H members can be Cloverbuds, we rotate between three themed summer day camps. This strategy makes programming, shopping, ordering t-shirts, decorating, inviting educational presenters, games, crafts, etc. more efficient.

The three themes we use are: "Down on The Farm," "Crockett's Island" and "Space." All of our themed camps are held from 9:00 AM – 3:00 PM at Crockett's Run – a local tourist destination. Camp programming includes the 4-H and American pledges, songs, a hike, crafts, games, an educational program, a morning snack and lunch. Campers receive a theme related participation certificate and an 8x10 group photo at the end of the day.

Crafts for the **"Down on The Farm"** camp have included coloring a paper scare crow, glueing it to a craft stick and placing it in a cup filled with soil and grass seed and painting ceramic piggy banks. 4-H volunteers bring baby farm animals for Cloverbuds to pet. Examples of educational programming include a beekeeper who brought honey bees and talked about how bees pollinate farmer's crops and a Soil and Water Conservation District educator who described how "Dirt Made My Lunch." Trail mix is served as the morning snack. It consists of animal crackers, gold fish crackers, candy coated chocolates and pretzels.



The **"Crockett's Island"** theme includes crafts (making leis, parrot puppets and pirate hats), an educational program about snakes along with an opportunity to pet and hold a snake, treasure hunts, visits from a talking parrot, and learning about poi spinning. A favorite Cloverbud activity is doing the limbo.

"Space" camp includes making Big Dipper telescopes and planet mobiles, coloring sheets of a spacesuit and space ship, viewing a space planetarium, and building a rocket and launching it.



Campus Connections

By Scott Scheer, Ph.D., State Extension Specialist, 4-H Youth Development (The Ohio State University)

Hello again! Great to make this 4-H Cloverbud Connection with you!

Good news! 4-H Cloverbuds will now have their own event at the Ohio State Fair – the first annual 4-H Cloverbud Day Camp. Registration is over at this time, but we wanted to let you know about it so you can keep this educational opportunity in mind for next year.



The day camp will provide 4-H Cloverbuds an enjoyable and educational event of their own to look forward to at the state fair. Objectives for this year's camp are Science, Technology, Engineering, and Math centered and participants will be able to meet new friends to develop social and learning skills. We are looking forward to this new annual opportunity for 4-H Cloverbuds which promises to be an educational and fun event!

Thanks for your commitment to the 4-H Cloverbud program as we enhance the healthy development of children throughout the state!



Cloverbud Connections is published four times annually by OSU Extension in Monroe and Hocking Counties, providing volunteers and teachers working with kindergarten through second grade access to unbiased, research-based information.

Editors: Bruce P. Zimmer, Extension Educator, 4-H Youth Development, Monroe County, 101 North Main Street, Room 17, Woodsfield, Ohio 43793, Phone - (740) 472-0810, E-mail – zimmer.2@osu.edu; Joyce A. Shriner, Extension Educator, 4-H Youth Development, Hocking County, 150 North Homer Avenue, Logan, Ohio, 43138-1730, Phone – (740)385-3222, E-mail – shriner.3@osu.edu.

Design & Production: Jennie Shaw, Extension Support Staff, OSU Extension, Monroe County.

CFAES provides research and related educational programs to clientele on a nondiscriminatory basis at: <http://go.osu.edu/cfaesdiversity>