



# 4-H Ontario Cloverbud At Home Experience

## Welcome to 4-H Ontario's 2020 Cloverbud At Home Experience

Are you a Cloverbud participant and want to complete a Cloverbud experience while club activities are suspended due to COVID-19? Or are you someone between the ages of 6 and 8 who is interested in seeing what the 4-H Cloverbud Program is all about? Welcome! Here's what you can do!

### Step 1. Enroll with 4-H Ontario (if you haven't already)

Ensure that you have registered with your local 4-H Association. If you haven't already done so, here's who you can talk to:

- Visit your 4-H Association website to find your Membership Coordinator information (start here: <https://www.4-hontario.ca/4h-in-my-area/>) or
- Reach out to the Coordinator, Volunteer Support for your Region
  - Region 1: [region1@4-hontario.ca](mailto:region1@4-hontario.ca)
  - Region 2: [region2@4-hontario.ca](mailto:region2@4-hontario.ca)
  - Region 3: [region3@4-hontario.ca](mailto:region3@4-hontario.ca)
  - Region 4: [region4@4-hontario.ca](mailto:region4@4-hontario.ca)
  - Region 5: [region5@4-hontario.ca](mailto:region5@4-hontario.ca)
  - Region 6: [region6@4-hontario.ca](mailto:region6@4-hontario.ca)
- Having your login and password for the 4-H Ontario website will be beneficial, but not required, so that you are able to access the unit information, if you want to, that correspond to the activities for the project work. Contact [database@4-hontario.ca](mailto:database@4-hontario.ca) if you need assistance with your login and password.

### Step 2. Register for the Project

Register for the project by completing the online registration form at this link:

<https://forms.gle/DmGjEYvS78rm5pSt7>

### Step 3. Complete Cloverbud activities

In order to achieve the Cloverbud At Home Experience, you must do the following:

1. From the **Unit Work** list below, complete any 10 of activity options as described
2. With your parent/guardian permission, share the activities you've completed via social media and tag @4HOntario (Facebook) or @4h.ontario (Instagram). Join the 4-H Ontario Online Explore 4-H Project group on the 4-H Ontario Facebook Page to connect with others that are completing Online Explore 4-H project or Cloverbud At Home experiences.
3. Submit the completed activities in a single file (Word or PDF) to [programstudent@4-hontario.ca](mailto:programstudent@4-hontario.ca) by September 1<sup>st</sup>, 2020
4. The activities submitted will be reviewed and approved for completion
5. Success! You will receive completion for the "2020 Cloverbud At Home Experience"!

### Step 4: Start again!

Complete the requirements above using ten different activity options and you can complete another 2020 Cloverbud At Home Experience! Just remember activity options need to be different each time!



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## Unit Work

As noted in Step 3: Complete Unit Work, in order to achieve your Cloverbud At Home Experience, you will need to complete 10 of the following Activity Options (i.e. #1, #5, #8, #15, #24, #29, etc.). There are 50 different Activity Options from which to choose, from a variety of 4-H Ontario Cloverbud Units. Look for the Required Submission Information as you will need to complete that for each Activity Option and send one file to [programstudent@4-hontario.ca](mailto:programstudent@4-hontario.ca) for review and approval to complete the experience. If there are any worksheets or supporting information that you require to complete the Activity Option you will find them at the end of this document in Appendix 1 for easy reference and use.

Don't have all of the supplies listed in the activity instructions? That's ok! Be creative and use what you can find around your house (with your parent/guardian's permission of course!). Embrace the 4-H Ontario model "Learn To Do By Doing" and show how creative you can be!

If you have any questions along the way, please reach out to [programstudent@4-hontario.ca](mailto:programstudent@4-hontario.ca) and we will get back to you as soon as possible.

### Have fun exploring 4-H!

Activity Option #:	Cloverbud Unit:	Activity Description:	Required Submission Information:
1.	Dairy – Anatomy	<b>Cow Door Hanger</b> Create a cow door hanger as outlined in Appendix 1.  Don't have all of the craft supplies listed in the activity description? That's ok! Learn To Do By Doing and be creative! Use what you have around your house to showcase your creativity!	Submit a photo of your completed item.
2.	Dairy – Anatomy	<b>Connect The Dots</b> Connect the dots on the picture to find out what it is! Be sure to colour it in and show your artistic flair!	Share a photo of your completed, decorate image.
3.	Dairy – Milking A Cow	<b>Different Types of Milking Equipment Collage</b> Create a collage about the different types of milking equipment that is available to dairy farmers.  Don't have any old farming magazines or newspapers around? That's ok – talk to your parent/guardian about searching for some pictures online and printing them off on your printer for you to use! You can also create some drawings to include in your collage as well!	Share a photo of your collage!



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4.	Dairy – Milking A Cow	<b>Homemade Ice Cream</b> Using the recipe provided in the Appendix of this document, make homemade ice cream! Dress up your ice cream by adding your favourite toppings!	Take photos of your ice cream as you are making it and when it is complete (with all of your toppings!). Share those photos.
5.	Dairy – Milking A Cow	<b>How We Get Our Milk Colouring Book</b> Included in the Appendix, are 10 colouring pages that show how milk gets to your glass. Choose at least 3 of these to colour.	Submit photos or scanned images of your coloured pictures.
6.	Field Crops	<b>Make Your Own Corn Plastic</b> Using the recipe provided in the Appendix, make your own corn plastic.	Take a picture of your creation and share what you thought the plastic ball would do.
7.	Field Crops	<b>Pumpkin Patch Pie</b> Mmmm... pumpkins! Though not in season right now, pumpkin desserts are still a favourite for many. Create the Pumpkin Patch Pie using the recipe provided and enjoy a delicious treat!	Share a photo of your completed pumpkin patch pie and whether you liked it (why or why not).
8.	Field Crops	<b>Field Crops (Clover Wordsearch)</b> Find the words relating to crops that are hidden in the clover!	Send in a picture or a scanned image of your completed wordsearch.
9.	Field Crops	<b>Plowing The Field Colour By Number</b> Colour the Plowing The Field colouring page using the colour by number information on the page.	Send in a picture or a scanned image of your coloured sheet.



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10.	Goat Basics	<p><b>Goat Milk Products Judging</b></p> <p>Create a judging class of goats cheese; ideally four samples. Taste the samples! Think about these questions:</p> <ul style="list-style-type: none"><li>• What did you like about the cheese?</li><li>• What was the texture like?</li><li>• Did you enjoy the flavour of the cheese; why or why not?</li><li>• Would you want to eat this cheese again?</li></ul> <p>Don't have a variety of goat cheeses? That's okay – you can do this activity with whatever cheese you do have in your fridge!</p>	<p>Take a picture of the class you created and share your thoughts as to which cheese you thought was the best and why.</p>
11.	Goat Basics	<p><b>Breeds of Goats</b></p> <p>Using the worksheets provided, talk about the differences in colour, hair length and anatomy of the different goat breeds. Then, colour in the worksheets to represent the descriptions you just discussed.</p> <p>Instructions for this activity are in the appendix to help you complete this activity.</p>	<p>Share the images you've coloured either by scanning them in or taking a photo.</p>
12.	Goat Basics	<p><b>Goat Cheddar Cheese Shortbread</b></p> <p>Using the recipe provided, make a batch of goat cheddar cheese shortbread cookies.</p> <p>Don't have goat cheddar cheese? Substitute another cheddar cheese of your choosing.</p>	<p>Share a photo of the shortbread that you created and share whether you would make it again and why or why not.</p>
13.	Grain Products	<p><b>Sorting It Out Relay</b></p> <p>If you don't happen to have any plastic food items hanging around the house, print off the pictures of different foods included in the Appendix. Then, using the instructions to create a relay course with two separate buckets (or hula hoops, or what you have around the house), labelling one as Grain Products and the other as Other Food Groups. When that is complete, run back and forth to pick up a food item and place it in the proper bucket.</p>	<p>Take a picture of the final sort you have completed of the food items.</p>





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14.	Horse – Draft Horses	<p><b>Piecing Together The Puzzle</b> With this activity, you will get to create your very own puzzle! For this activity, if you don't have cardstock you can substitute cardboard.</p> <p>Once you learn how to do this – you can use this technique for any picture that you want to turn into a puzzle! Don't have a horse picture, that's ok! Choose a different one.</p>	Send in a picture of your puzzle!
15.	Horse – Draft Horses	<p><b>Hands High</b> Follow the activity instructions in the Appendix to find out how tall you are by creating your own measuring tape that could also be used to measure a horse's height. Decorate your measuring tape with the information outlined in the activity instructions.</p>	Share a picture of your decorated measuring tape.
16.	Horse – Housing	<p><b>Create a Stable Diorama</b> Use your creativity (especially if you don't have the supplies listed available at home) to create a stable diorama. In the Appendix there are some suggestions of things that you can include – your creativity is endless!</p>	Photos of your diorama will show us your creativity and completion of this activity.
17.	Horse – Housing	<p><b>Stable Name Plates</b> Create a “stable” name plate for yourself or a pet using the materials you have available to you at your house. Looking for inspiration? Check out the activity instructions in the Appendix.</p>	Submit a photo of the name plate you created.
18.	Maple Syrup	<p><b>Create Your Own History</b> Using the template in the Appendix, create your “tree cookie” life history.</p>	Share your tree cookie – either a picture or a scanned version is great.
19.	Maple Syrup	<p><b>Maple Syrup Wordsearch</b> Complete the Maple Syrup wordsearch in the Appendix. Mmmm... reading the words you have to find is making me want pancakes and maple syrup!</p>	Send in a picture of your completed wordsearch.



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20.	Milk	<b>Milk to Glue</b> During this activity, you will get to turn milk into glue! Be sure to have a parent/guardian with you when you're using the crock pot and handling any warm/hot liquid. The recipe and instructions can be found in the Appendix.	Submit a photo of your Milk Glue and what you plan on using it for!
21.	Milk	<b>Milk Art Explosion</b> This experiment uses milk, food colouring and dish soap to create a cool design. Check out the instructions in the Appendix. Try it more than once!	Submit a photo of your Milk Art Explosions after they "explode".
22.	Our Heritage	<b>Where Are You From</b> Using the map in the Appendix, or one that you find online, during this activity you will figure out where your ancestors came from and locate that on a map.	Submit a copy of your coloured map.
23.	Our Heritage	<b>Tell Me A Story</b> In an adaptation of this activity, you will create a short story about "Meeting the Prime Minister". We ask that the story is at least one page double spaced, max. 12 point font. Or feel free to write it out by hand!  The original activity is included in the Appendix for your reference.	Share your story!
24.	Outdoor Adventure	<b>Cloud Watching</b> For this activity, go outside and watch the clouds. Use your imagination to see the shapes, animals or other items that the clouds make! When you've watched the clouds for a while take a moment to reflect and draw the shapes in the clouds that you saw.	Share the drawings that you made of the clouds you observed.
25.	Outdoor Adventure	<b>Rock Painting</b> It's your time to scavenge! From around your house, find a couple of rocks that you can paint – please paint at least two. You can choose a theme that you can use for both of the rocks if you want.	Show us your creativity! Send a photo the rocks you painted.
26.	Play With Clay	<b>Float Your Boat</b> Following the instructions in the Appendix, create a boat using clay and test it out!	Share a photo of your boat in water!



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27.	Play With Clay	<b>Softest Clay Ever</b> In the Appendix, there is a recipe for the softest clay ever – make a batch or two! Use the clay you’ve made to sculpt two objects.	Share pictures of your clay and the two objects you created with it.
28.	Play With Clay	<b>Candy Clay Cake</b> Using the information in the Appendix, and a cake (or cupcakes) you’ve already baked, decorate your cake using the candy clay that you’ve created. Have fun and be creative!	Submit a photo of the completed cake/cupcakes with your sculptures on it!
29.	Scrapbooking	<b>Sandcastle Cover</b> Using the materials you have around your house, as noted in the instructions in the Appendix, create a sandpaper castle. Use the templates provided OR be creative!	Send a picture of your sandcastle creation!
30.	Scrapbooking	<b>About Me Collage</b> Use old magazines and newspapers (check with a parent/guardian first to make sure they’re done with them!) to create a collage of images that represent you. Can’t find what you’re looking for in magazines or newspapers? Hop online and print off what you’re looking for.	Share a picture of your collage and why it represents you!
31.	Senses	<b>Make Your Own Drum</b> Following the instructions in the Appendix, make your own drum! You can even put on a concert for your family when you’re done!	Show us a picture of your drum.
32.	Wearable Art	<b>Round Braid Bracelet</b> Create a round braid bracelet! Don’t know how? Check out the instructions in the Appendix.  Once you learn how you can make many bracelets and share them with your family/friends.	Send in a picture of your bracelet(s)!
33.	Beef	<b>Beef Life Cycle</b> Print off the Beef Life Cycle Cards and put them in order. The cards can be found in the Appendix.	Take a picture of the life cycle order and send it in.



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34.	Beef	<b>Beef Cattle Town Flag</b> Complete the Beef Cattle Town, Canada Questionnaire and draw your Beef Cattle Town flag (template provided in the Appendix).	Share your completed questionnaire and a photo of your decorated flag.
35.	Building Character	<b>Responsibilitree</b> In this activity, you'll create a tree using construction paper. On the leaves you cut out you'll write the responsibilities you have in your life.	Share a picture of your tree.
36.	Butterflies and Bugs	<b>Name Caterpillar</b> In this activity, you will make a caterpillar that spells your name that you can decorate and showcase in your home.	Share a picture of your finished Name Caterpillar.
37.	Butterflies and Bugs	<b>Butterfly Life Cycle</b> Learn about the life cycle of butterflies in this activity, you will cut out, colour and put in order.	Submit a photo of your completed life cycle.
38.	Ontario's Tasty Fruits & Vegetables	<b>Where Does It Grow?</b> In this activity, you will identify where common fruits and vegetables grow – on a tree, on/above ground or below ground.	Send a picture of your completed, coloured tree.
39.	Ontario's Tasty Fruits & Vegetables	<b>Fruit Parfaits</b> Who doesn't love a healthy, delicious snack? In this activity you will get to create a Fruit Parfait to eat (and even make enough to share with your family). *Parent supervision required with knife use.	Share a picture of your fruit parfait plated up and ready to eat.
40.	Beef	<b>Beef-It-Up Activity Book</b> Thank you to Beef Farmers of Ontario, proud sponsor of 4-H Ontario's Discovery Days program, for providing these activities! For this activity option, complete the activities included in the workbook.	Send us pictures of your completed activity book.
41.	Leadership	<b>Who Is A Leader?</b> Write the name of a person you look up to at the top of your page. What makes this person a good leader? Write a list of traits or skills that this person has that makes them a good leader or role model.	Share a photo of your completed list.



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42.	Leadership	<b>Create Another (New) You</b> Using materials such as crayons, poster/construction paper, magazines, scissors or whatever other craft supplies you have on hand, draw yourself, using things that clearly show that the picture is you – such as using cut-outs of your most favorite things to do, foods you like to eat, any pets you have, and whatever else makes you unique.	Share a photo of your completed picture.
43.	Real Dirt On Farming	<b>Marshmallow Farms</b> Who doesn't love marshmallows! As a treat, they are tasty and for this activity they are your building blocks! Create a marshmallow item of something found on a farm as outlined in the Appendix.	Submit a photo of your completed item.
44.	Real Dirt On Farming	<b>Why is Agriculture Important Bumper Sticker</b> Design a bumper sticker for a car or truck that tells the world why you think agriculture is important! This could include a slogan or catchphrase. Be sure to add pictures and colour and show your artistic flair!	Share a photo of your completed bumper sticker.
45.	Outdoor Adventure	<b>Alphabet Scavenger Hunt</b> Exploring nature and everything around you can be exciting, fun, educational and is a great way to get some exercise! Using the Scavenger Hunt sheet found in the appendix, see how many things you can find on the list that are found in nature. Be sure to take an adult with you on your adventure! And, when finding the items on your list, look, take pictures if you want or draw what you're seeing but don't touch. We want to make sure we leave nature as we found it for all of the plants and animals who make their homes there.	Share a photo of you on your outdoor adventure with at least one item on your scavenger hunt list.
46.	Extra Activities *Added specifically for the Cloverbud At Home Experience	<b>Create Your Own Bird Feeder</b> In this activity you will create a bird feeder out of everyday items you have around your home!	Send a photo of the bird feeder you created once you've hung it up.
47.	Extra Activities *Added specifically for the Cloverbud At Home Experience	<b>String Art</b> Using string, paint and paper, you will create a beautiful work of art to showcase in your home.	Send in a picture of your completed string art (at least two pieces of art please)



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48.	Extra Activities *Added specifically for the Cloverbud At Home Experience	<b>Budding Seeds</b> Have you ever wanted to see what happens to seeds after you put them in the ground and before they are visible above the soil? In this activity you will get to watch how seeds germinate and grow!	Send a picture of your initial plastic baggie with the seeds and a picture showing the seeds when they've germinated
49.	Extra Activities *Added specifically for the Cloverbud At Home Experience	<b>Stained Glass Art</b> Have you ever enjoyed looking at a beautiful, coloured piece of glass? In this activity you will create a stained-glass art piece that you can hang in your window. Like robots? Great! Make a robot! Flowers or fish more your thing? Perfect – make one of those!	Please send a picture of your completed stained-glass artwork
50.	Extra Activities *Added specifically for the Cloverbud At Home Experience	<b>4-H Art Show</b> Using any materials that you can find around your house, create a piece of art that shows what excites you about being involved in 4-H! See instructions in Appendix.	Submit a picture of your artwork



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## **Appendix:**

Activity Options

Worksheets & Information



## Cow Door Hanger

**Time:** 15-25 minutes

**Materials Needed:**

- 1 dinner sized paper plate
- 1 dessert sized paper plate (can substitute with construction paper)
- 1 piece of black and pink/peach construction paper or card stock
- 1 black pipe cleaner
- 1 black marker
- Hole punch (scissors will work)
- 1 bell (optional)
- 1 small piece of ribbon/yarn/twine to attach bell (optional)
- Scissors
- Glue
- Pencil



Glue the small plate onto the big plate. The edge of the small plate should be around 1.25cm (1/2 inch) from the edge of the big plate (see picture).



From your black construction paper, cut your “cow spots” in different shapes and sizes. Glue them onto your big plate to make the cow’s body.



Cut out an oval from your pink construction paper the same width as your small plate. Using the same paper, trace generously around your index finger twice, to make the cow’s ears, and cut out. Using the black paper, cut a 5cm x 5cm (2”x2”) square. Cut it in half diagonally to make the cow’s horns.



Glue all the cow’s parts into place. With the black marker, draw on the cow’s eyes, mouth and nostrils.

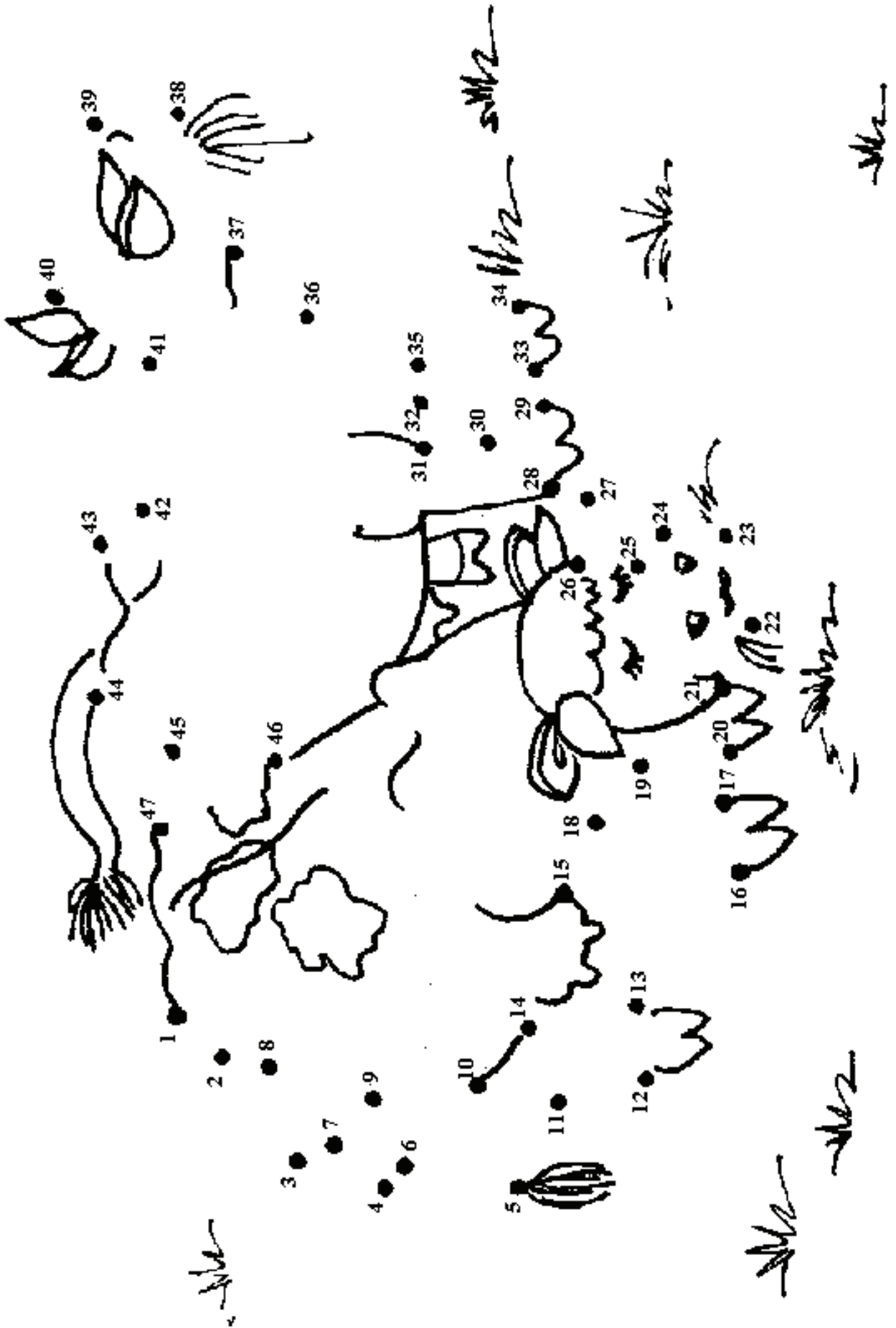


Punch a hole in the top of the paper plate, thread pipe cleaner through hole, fold in half and curl.



Punch a hole in the bottom of the small plate. Using a piece of ribbon, yarn or twine, tie on a bell to the “cow’s neck.”

# Connect The Dots



## Different Types of Milking Equipment Collage

**Time:** 10-15 minutes

**Materials Needed:**

- Farm magazines and newspapers
- Milking technology collage page (found in the Resource section at the end of this unit)
- Scissors
- Example pictures of milking equipment found in the Resource section at the end of this unit
- Paper
- Glue

Cows are generally either milked 2 times (every 12 hours) or 3 times (every 8 hours) a day depending on the wishes of the farmer. Milking must be kept on a strict schedule to avoid causing the cow's udder to fill up with too much milk, causing her to be very uncomfortable. It is unhealthy for dairy cows if they are not milked and fed on a regular schedule.

There are 4 different ways that a dairy farmer can milk a cow.

**By hand** – although not very common on commercial dairy farms, due to religious denominations that do not utilize electricity, some farmers still milk cows by hand rather than with milking equipment. This usually only involves a few cows.

**Tie Stall Milking** – uses a pipe-line to take the milk away from the milking machine on the cow and takes it to the bulk cooler tank. Cows stand in one spot in a tie-stall. They can lie down in that same spot and typically they have a water bowl and are fed in a manger right in front of them.

**Milking Parlour and Rotary Milking Parlours** – the cows are housed in a free stall barn (cows can move about freely when not being milked) and have to walk to the manger and water bowls. At milking time, the cows walk to the milking parlour or to the rotary parlour, stay during the time they are being milked and then leave and go back to their pen where they live with the rest of the cows.

**Robotic Milking** – the cows are housed in a free stall barn and can enter the robotic milking machine when they feel like being milked. The cows have to wear a tag that the robot reads every time the cow enters the robotic milking machine. If the cow hasn't been in the machine for a little while, it will start to milk the cow and also give her some feed while she is there. When the robot is finished milking the cow, the front gate will open and let the cow go back to her pen. The robot will then let the next cow in the line come in to be milked.

Give Cloverbud participants farm magazines and newspapers (preferably dairy related) so they can look through the publications to find and cut out pictures of different types of milking technologies. Glue these to a piece of paper.

Have each Cloverbud participant show their collage to the rest of the group and have them explain each picture that they found.

If newspapers and magazines are not available, have Cloverbud participants look on the Internet for pictures.

## WRAPPING THINGS UP

### Homemade Ice Cream

**Time:** 25-30 minutes

**Materials Needed:**

- Small re-sealable bag
- 1mL (1 tsp.) vanilla
- 15mL (1 tbsp.) white sugar
- 125mL (1/2 cup) 35% whipping cream (10% table cream or homogenized milk can also be used)
- Large re-sealable bag
- Ice
- 90mL (6 tbsp.) table salt

Fill the large bag half full of ice. Add the 90mL of salt and seal the bag.

Put the whipping cream, vanilla and sugar into the small bag and seal it. Place the small bag inside the large one and seal again, carefully.

Shake the package (or rock back and forth) until the mixture turns into ice cream. This will take about 5 minutes.

Wipe off the top of the small bag. Then open it carefully and enjoy!

Option: Ice cream mixture can be put into a small can (e.g. small coffee can) with a tight fitting lid. Place ice/salt into a large can (e.g. large coffee can) and place the small can in the ice inside the large can. Put the lid on the large can tight! Have Cloverbud participants 'kick' the can around the room to shake the mixture inside to make it turn into ice cream.

### Farm Animal Bingo

**Time:** 10-15 minutes

**Materials Needed:**

- Farm Animal Bingo calling and playing cards (found in the Resource section at the end of this unit)
- Pennies

Print the 2 Farm Animal Bingo calling card pages and cut out the cards.

Print out a Farm Animal Bingo playing card for each Cloverbud participant. Because there are only 10 Bingo cards, if there are more than 10 Cloverbuds in a club, have participants work in pairs and possibly have one Cloverbud as the caller for the game.

A variety of games can be played such as one straight line, 2 straight lines, one diagonal line, a full square around the edge of the card, a full card, etc.

After the first game, discuss which of the animals in the Bingo game give milk that humans drink (goat, cow, sheep (lamb)). Note: horses, pigs, rabbits and donkeys also produce milk but not for human consumption)

# HOW WE GET OUR MILK

## Coloring Book

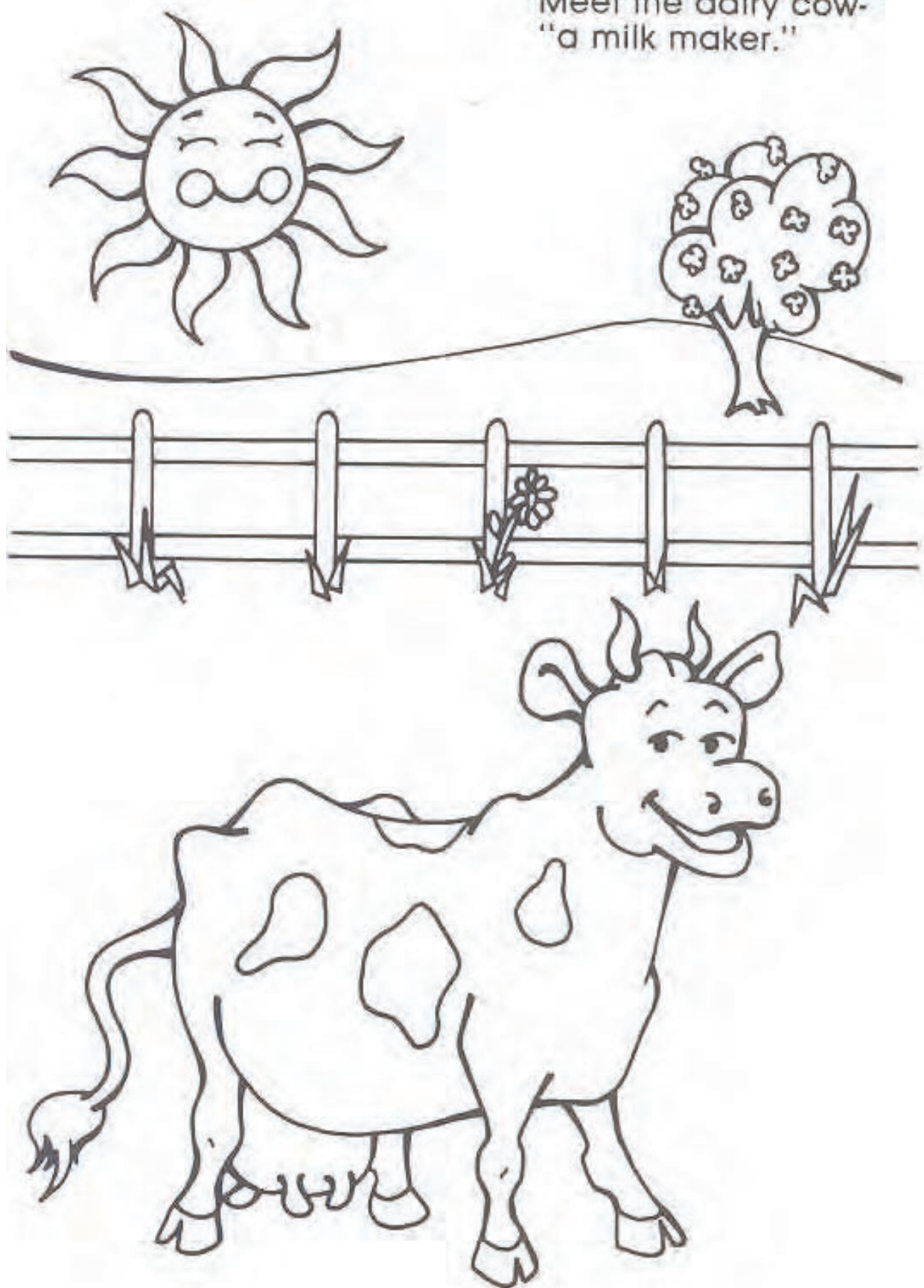


Have you  
ever wondered  
how milk is made?





Meet the dairy cow-  
"a milk maker."

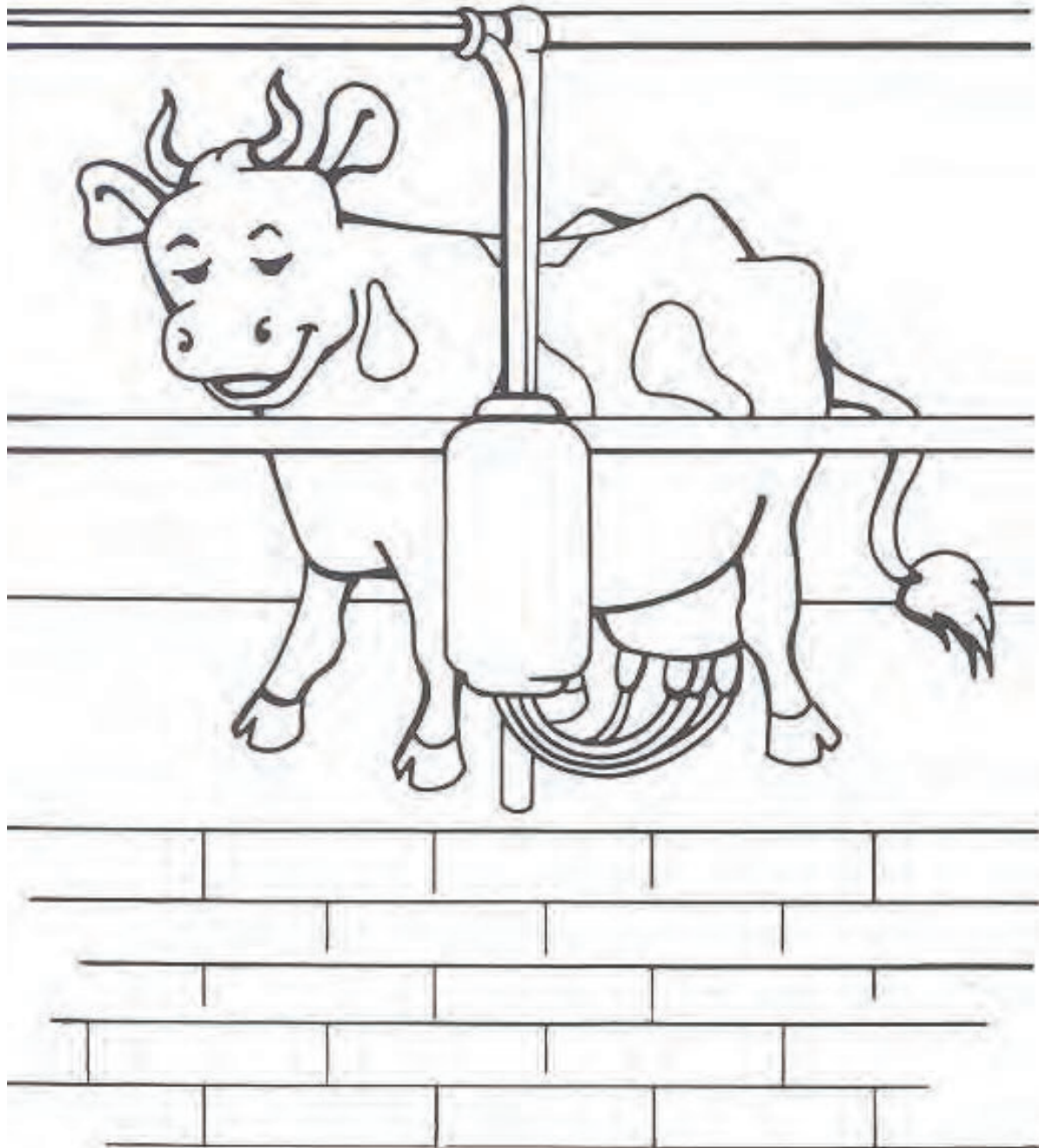




Cows turn hay, grain,  
and water into milk.

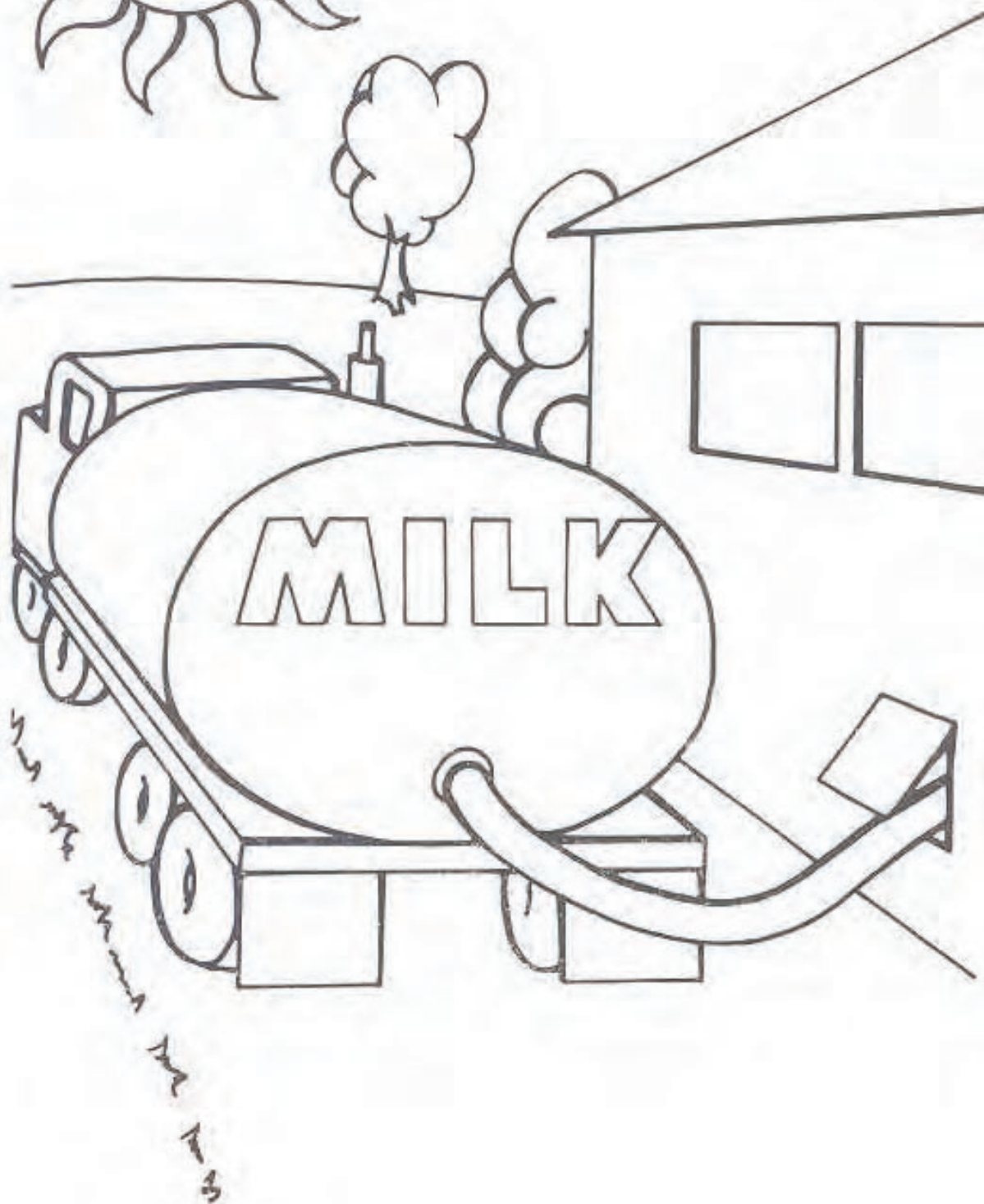


Cows are milked by machines.  
The milk then goes through  
pipes to a cold storage tank.





A big tank truck collects the milk from the farm and rushes it to a dairy plant in the city.

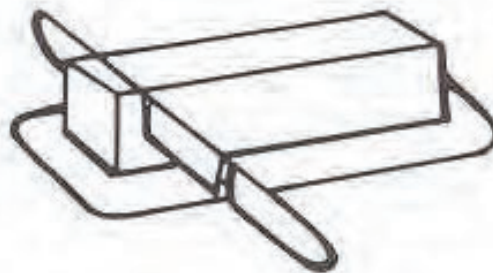




At the dairy plant the milk  
is pasteurized and packaged.



Milk is also used to make all these other good dairy foods.



Can you find milk and all  
these other good dairy  
foods in your grocery store?





Mmmmmmmmm MILK!  
It tastes good and  
is good for you!





## Make Your Own Corn Plastic

**Time:** 15-20 minutes

**Materials Needed:**

- Cornstarch
- Measuring spoons
- Corn oil
- Water
- Medicine dropper
- Food colouring
- Microwave
- Sandwich-size re-sealable plastic bag

Place 15mL (1 tbsp.) of cornstarch in a re-sealable plastic bag. Add two drops of corn oil to the corn starch. Add 25mL (1 ½ tbsp.) of water to the oil and cornstarch. Stir the mixture. Add two drops of food coloring to the mixture and stir well.

Ask Cloverbud participants what they notice about their biodegradable plastic. If it were to harden, what do they think they could make with it? Have them look and feel the plastic through the re-sealable bag.

Next, microwave the biodegradable plastic for 20 to 25 seconds on high. Have Cloverbuds form the plastic into a ball once it has cooled slightly and have them describe what it will do.

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## WRAPPING THINGS UP

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### Word Game

**Time:** 15-20 minutes

**Materials Needed:**

- Paper
- Writing utensil

This game is similar to the board game Scattergories. Begin by having Cloverbuds write down the numbers 1-5, which will be the first game. Once the numbers are written, go through the first game of categories (see below), giving Cloverbuds 30 seconds to think of an answer for each category. Instruct Cloverbuds to try and think of unique answers, because if they are the only one with that answer then they will get a point. Once the first set of categories has been read aloud, check the answers and give each Cloverbud 1 point per unique answer. Remember, no answer can be written under more than one category per game. Keep a master list of all points earned by Cloverbuds. Repeat this activity for all categories below, and if you want to add time to the activity, create your own categories!

**Game 1: Crop starting with the letter A**

- Something grown only in Canada
- A crop that is made into a preserve
- A crop eaten raw
- A crop that is red in colour

**Game 2: Crop starting with the letter P**

- A crop grown outside of Canada starting with the letter A
- A crop used for something other than food
- A crop that is eaten cooked
- A crop that is green in colour

**Game 3: Crop starting with the letter G**

- A crop grown outside of Canada starting with the letter P
- A crop that is purple in colour
- A crop used as decoration
- A crop enjoyed in liquid form

## Pumpkin Patch Pie

Pumpkins are a fruit and are members of the vine crop family called cucurbits. It is believed the pumpkin originated in North America. The Native population used pumpkin as a staple in their diets centuries ago. The origin of the pumpkin pie is thought to have occurred when those who came to North America from Britain and Europe sliced off the pumpkin top, removed the seeds and then filled it with milk, spices and honey. The pumpkin was then baked in the hot ashes of a dying fire.

*Pumpkins are a valuable source of Vitamin A and potassium.*

**Time:** 20-25 minutes

**Yield:** approx. 25 pumpkin pie treats

**Materials Needed:**

- Extra large re-sealable freezer bag
- 675mL (2 2/3 cups) cold milk
- 2 packages (4 serving size) instant vanilla pudding mix
- 1 can (15 oz.) solid-pack pumpkin
- 5ml (1 tsp.) ground cinnamon
- 2mL (1/2 tsp.) ground ginger
- Graham cracker crumbs
- 25 small cups
- Scissors
- 1 can whipped topping
- 25 plastic spoons



*'Photo credit: Elizabeth Johnston'*

Combine the milk and instant pudding in the re-sealable bag. Remove the air and seal the bag shut. Squeeze and knead with hands for one minute until blended. Open the bag and add the pumpkin, cinnamon and sugar. Remove the air and seal the bag shut. Squeeze and knead with hands for 2 minutes until blended.

Place 10mL (1/2 tbsp.) of graham cracker crumbs in the bottom of small cups. Cut the corner of the freezer bag and squeeze pie filling into cups. Garnish with whipped topping. Add a spoon.

**Serve and enjoy!**

Name:

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## Field Crops

```
OQM                                ZSB  
EFRMGA                            VUHAYN  
RSICIZEJV                        HLDJCYMYF  
JVEBNRGDF                       FMEXRWPYK  
KXLPEZKNXA                      POWZMONZSS  
VVDFRCGNIK                     KEPIEPRELA  
QXMLAGZZHTN                    JWHEATSEVES  
ZNJLJNNFWNRSPORMUDEXYJ  
MJSTEITLMASLJORSAMUZ  
SQAETXYULACORBB  
DNSFGMPHT  
RVTAKENAXLSUF  
YGISMERVQLIOSVL  
VGYNNVTORVRCAxisUNZ  
MSSJIHACVWBMAGEGUZENEN  
LRNALKAIRUAZQHRIVHLMW  
JHHRTLONAHTEAVBWESLV PUB  
LSGZJISWCIBRCMWATERPD  
BSPWITTDFGDQVWBALLWD A  
ZGUZSTEXEELGAFCCFAB  
RUTZDJMYPRHSHNKPO  
BRHAUSILCGIRD  
CYBLSWFYN  
YXR  
TDK
```

AIR  
CEREAL  
ETHANOL  
HARVESTING  
MINERALS  
SEEDS  
TILLING

APPLES  
CORN  
FIELD  
HAY  
PLANTING  
SOIL  
WATER

BREAD  
CROPS  
GRAINS  
MAIZE  
ROOTS  
STEM  
WHEAT





Plowing the Field

- 1 - Red
- 2 - Yellow
- 3 - Blue
- 4 - Green
- 5 - Brown
- 6 - Black
- 7 - Orange
- 8 - Purple

## Goat Milk Products Judging

**Time:** 10-15 minutes

**Materials Needed:**

- Variety of goat cheeses (4 works best)
- Knife
- Paper plates
- Pencil

Start the discussion by asking who in the room likes cheese. In this activity, Cloverbuds will get to taste different kinds of cheese and will get to decide which one they like the taste of the best and why.

Have each type of cheese cut into small cubes and keep each type of cheese on a separate plate.

Give each Cloverbud participant a paper plate and a pencil and ask them to divide up their plate into as many sections as the number of different kinds of cheese you have. Ask the Cloverbuds to number each section.

Then let them take a cube of cheese from plate #1. Have them look at it and smell but not taste it. Have them describe what they like and don't like about the cheese.

Then have them take a cube of cheese from plate #2. Have them once again look and smell but not taste. Have them decide if they like #1 or #2 better. Continue this throughout all of the all of the different cheese samples and have the Cloverbuds rank the cheeses after each subsequent addition to their plate.

When Cloverbuds have all of the different kinds of cheeses on their plate, ask them to taste #1. If they had it placed first after observing and smelling it, is it still their first place choice? Continue on with the rest of the cheeses and after tasting all of the cheeses, have Cloverbuds give their final ranking of which cheese they liked the best and which one they really didn't like. Cloverbuds have now just finished judging cheese!

When the activity is complete, tell Cloverbuds that all of the cheese samples that they just ate were made with goat's milk.

This activity could also be completed using soap made from goat's milk (without the tasting part of course!)

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## LOOKING WITHIN

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### Goat Breeds

**Time:** 15-20 minutes

**Materials Needed:**

- Goat Breeds worksheet (2 pages, found in the Resources section at the end of this unit)
- Pencil crayons, crayons and/or markers

Print one set of Goat Breeds worksheets for each Cloverbud participant. Discuss the differences in colour, hair length and anatomy between the breeds.

Have Cloverbud participants colour the goats on their worksheets with the appropriate colours.

When the activity pages have been coloured, ask Cloverbud participants to look at their collage made in an earlier activity. Ask for a volunteer and have this Cloverbud stand in front of the group. Go through the collage, looking at each animal on the page and determine what breed it is. If time permits, have more than one Cloverbud stand in front of the group with their collage.

## Parts of the Goat

**Time:** 10-15 minutes

**Materials Needed:**

- Parts of the Goat worksheet (found in the Resources section at the end of this unit)
- Pencil

Print one Parts of the Goat worksheet for each Cloverbud participant. Work through the page as a group, discussing the various parts of the goat.

When the worksheet has been completed, ask Cloverbud participants to look at their collage made in an earlier activity. Ask for a volunteer and have this Cloverbud stand in front of the group. Go through the collage, looking at each animal on the page and pointing out the various parts of the goat. If time permits, have more than one Cloverbud stand in front of the group with their collage.

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## WRAPPING THINGS UP

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### Goat Cheddar Cheese Shortbread

This savoury shortbread with the mild, earthy tang of goat cheddar is great as an accompaniment to a meal or as an appetizer.

**Time:** 25-30 minutes (plus chilling time)

**Yield:** approximately 36 cookies

**Materials Needed:**

- 250 mL (1 cup) butter, softened
- 375 mL (1 ½ cups) finely grated goat cheddar cheese
- 500 mL (2 cups) all purpose flour
- 15 mL (1 tbsp.) thyme leaves
- 2 mL (1/2 tsp.) cayenne
- Parchment paper
- Baking sheet
- Mixing bowl
- Mixing spoon
- Drinking glass
- Fork



Preheat oven to 160°C (325°F). Line baking sheet with parchment paper. Set aside.

In a mixing bowl, blend butter with goat cheddar cheese. Stir in flour, thyme and cayenne until well combined. Roll into tablespoonful balls. Chill for at least 30 minutes.

Transfer to baking tray placing about 2.5cm (1 inch) apart. Flatten slightly with the bottom of a glass and prick with fork (garnish with thyme leaves if desired). Bake in preheated oven until shortbread cookies are set and bottoms are golden, about 20 minutes.

*Option:* Cheddar Rosemary - replace the thyme with an equal amount of finely chopped fresh rosemary.

## Connect the dots to find the goat!

**Time:** 10-15 minutes

**Materials Needed:**

- Connect the dots worksheet (found in the Resource section at the end of this unit)
- Pencil
- Pencil crayons, crayons and/or markers

Print one Connect the dots worksheet for each Cloverbud participant. Let Cloverbuds work individually on the picture. Once everyone has connected the dots, compare pictures to see that they all look the same. Let participants colour the picture.

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## ADJOURNMENT

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### Additional Activities

- Visit <http://www.farmissues.com/virtualtour/> for a virtual tour of a Canadian goat farm
- Visit a goat farm
- Invite a goat farmer to be a guest speaker
- Visit a grocery store to look for goat products
- Go to a goat auction to see the various breeds of goats

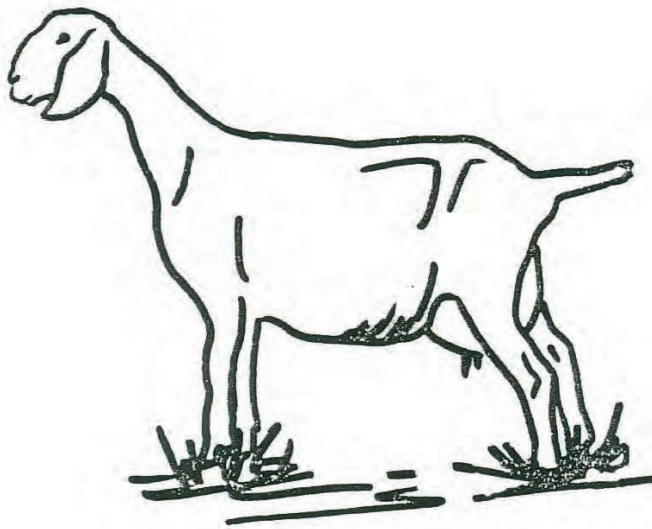
### References

- Canadian Meat Goat Association <http://canadianmeatgoat.com>
- Farm Issues.com [www.farmissues.com](http://www.farmissues.com)
- Foodland Ontario [www.foodland.gov.on.ca](http://www.foodland.gov.on.ca)
- Ontario Goat [www.ontariogoat.ca](http://www.ontariogoat.ca)
- Ontario Goat Cheese <http://ontariogoatcheese.ca>
- University of Idaho, 4-H Cloverbud Publications [www.uidaho.edu](http://www.uidaho.edu)
- University of Tennessee Extension, Tennessee 4-H <http://4h.tennessee.edu>
- Ontario Dairy Goat Co-operative [www.ontariodairygoat.com](http://www.ontariodairygoat.com)



## Breeds of Goats

Below are descriptions of several common breeds of goats and their markings. Color the goats according to the description.



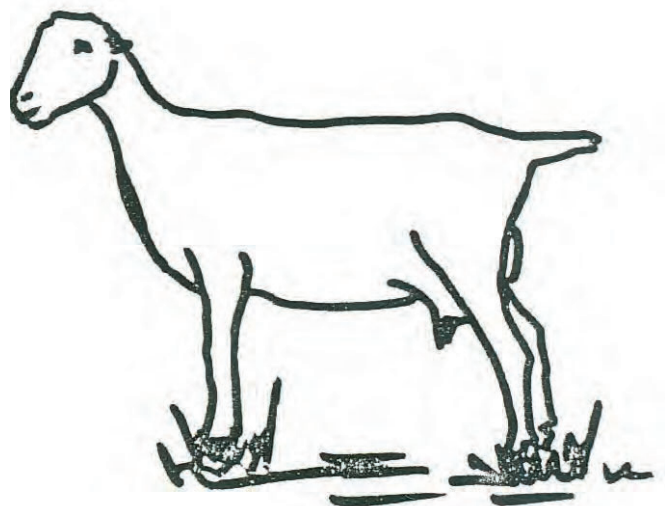
### **Nubian**

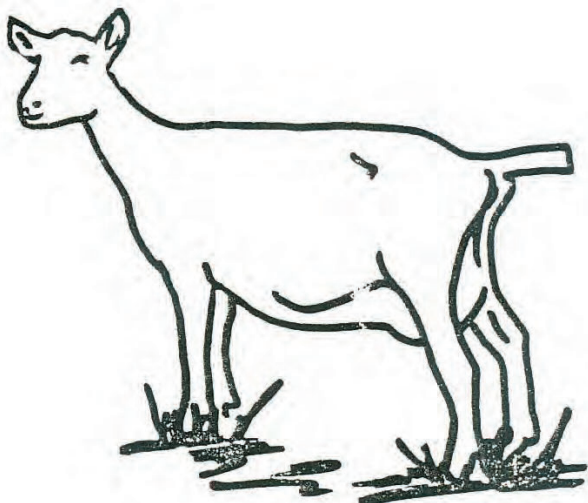
Nubian goats have long floppy ears and a roman nose. They can be black, gray, white, tan, or brown in color.

Color this Nubian tan.

### **American La Mancha**

American La Mancha goats have very short or absent ears. These goats have short hair which is cream or brown in color. Color this American La Mancha brown.



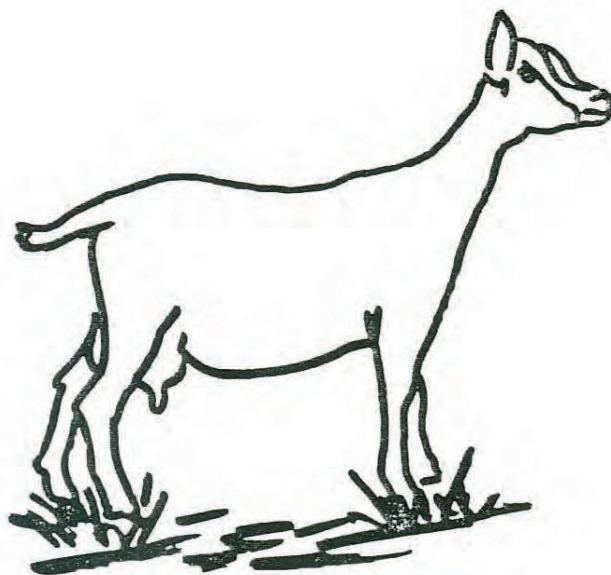


### **Saanen**

Saanen goats are white or cream colored. This breed is noted for their high milk production. Color this Saanen goat cream.

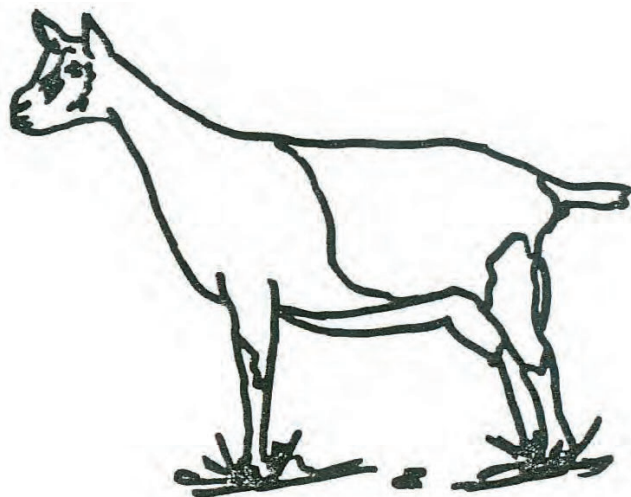
### **Toggenburg**

Toggenburg goats have brown bodies with white markings on their ears, face, legs, and tails. Color this Toggenburg brown with white on its face, ears, legs, and tail.



### **French Alpine**

French Alpine goats vary greatly in color and can be solid or spotted. Colors include tan, black, white, red, cinnamon, and brown. Color this French Alpine goat red and white.



## Food Groups

**Time:** 10-15 minutes

**Materials Needed:**

- Food Groups activity sheet (found in the Resource section at the end of this unit)
- Pen or pencil

Have each Cloverbud work through the worksheet either individually or in pairs. Then review each food to insure Cloverbuds have placed them in the correct Food Group. The answer page immediately follows the activity sheet in the Resource section.

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## LET'S EXPLORE

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### Sorting It Out Relay

**Time:** 25-30 minutes

**Materials Needed:**

- 2 hula hoops
- Plastic food or pictures of food items that represent each Food Group

Label one hula hoop as Grain Products and the other hula hoop as 'Other Food Groups' and place each hula hoop on the floor at one end of the room.

Hand out the plastic food or pictures of food to Cloverbud participants and then have them come up one at a time and put them in the hula hoop that they think it belongs in. Once every Cloverbud has had a least one opportunity to place a food item in a hula hoop, review the items to insure they have been placed in the proper spots.

To add more time and difficulty to this activity, use 4 hula hoops and label each hula hoop with a different Food Group (Vegetables & Fruit, Grain Products, Milk & Alternatives and Meat & Alternatives).

Alternately, boxes could be used in place of hula hoops.

### Who Am I?

**Time:** 10-15 minutes

**Materials Needed:**

- Who Am I? The Grains Group activity sheet (found in the Resource section at the end of this unit)
- Pen or pencil

Have each Cloverbud work through the worksheet either individually or in pairs. Then review each food to insure Cloverbuds have matched it with the correct word. The answer page immediately follows the activity sheet in the Resource section).









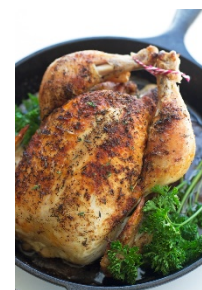
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## LOOKING WITHIN

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### Draft Horse Breeds

**Time:** 15-20 minutes

**Materials Needed:**

- Draft Horse Breeds worksheet (found in the Resources section at the end of this unit)
- Draft Horse Breeds poster (found in the Resources section at the end of this unit)
- Pencil crayons, crayons and/or markers

The three most common draft horse breeds in North America are Belgians, Clydesdales and Percherons.

Print one Draft Horse Breeds worksheet for each Cloverbud participant. Display the Draft Horse Breeds poster so all Cloverbuds can see it. Discuss the differences in colour and hair length between the three breeds.

Have Cloverbud participants colour the horses on their worksheets with the appropriate colours.

When the activity pages have been coloured, ask Cloverbud participants to look at their collage made in an earlier activity. Ask for a volunteer and have this Cloverbud stand in front of the group. Go through the collage, looking at each animal on the page and determine what breed it is. If time permits, have more than one Cloverbud stand in front of the group with their collage.

### Piecing Together The Puzzle

**Time:** 10-15 minutes

**Materials Needed:**

- Large pictures of draft horses (calendar pictures work well)
- Cardstock
- Glue
- Pencil
- Scissors
- Re-sealable bags

Glue the large pictures of draft horses to the cardstock (one picture per piece of cardstock). Turn the picture face down on a table. Have Cloverbuds draw wiggly/swirly lines on the back of the cardstock (but not too elaborate). Cut the pictures up by following the lines drawn on the back of the cardstock.

Turn the pieces over and proceed to put the puzzle together. When finished, put the pieces in a re-sealable bag for future fun!





## Hands High

From: Cloverbud Year 2 – Horse – Draft Horses, page 3

Horses are measured to determine how tall they are using “hands”. A hand, when measuring horses, is approximately 10cm (4inches). Horses are measured at the top of their withers (where the head meets the back).

### **Why are “hands” used to measure horses?**

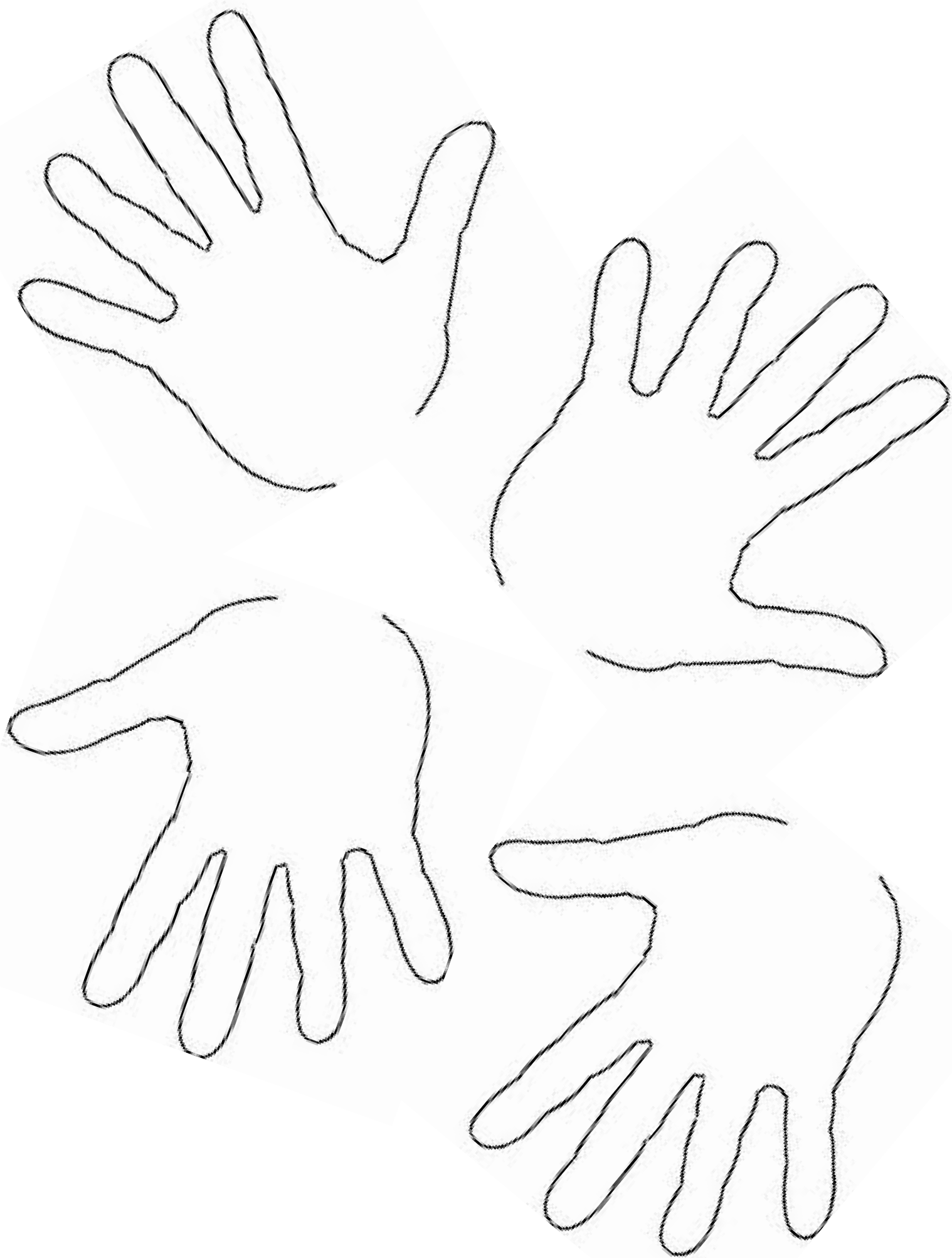
The reason hands are used for measurement is that thousands of years ago, there weren’t any rulers or yardsticks. People used what they had available to them to measure objects. So, the easiest option was their hands, feet and forearms.

Because everyone’s hands were a slightly different size, this was sometimes a confusing way to measure a horse. Because of this, the ‘hand’ was first standardized as a unit of measurement that equaled four fingers wide in ancient Egypt around 3000 BC. King Henry XIII of England officially decided that the hand would be 10 centimetres which is what we use today.

There are 3 different sizes of horses. A horse is taller than 14.2 hands high. A pony has to be 14.2 hands or shorter. A miniature horse is only 8 to 9 hands high.

### **To complete this activity:**

Print and cut out the hands on the next page (you may need more than one sheet of hands) and tape them together from the base of the palm to the tip of the middle finger. This will determine how many ‘hands’ tall you are and what size of horse you would be. When you have completed these pieces, decorate your “measuring tape” being sure to include your first name, whether you were a horse, a pony or a miniature horse, and what your measurement was (i.e. 4 hands). Take a picture of your measuring tape.



## LOOKING WITHIN

### Create a Stable Diorama

**Time:** 40-50 minutes

**Materials Needed:**

- Shoebox
- Scouring pads
- Scissors
- Cardboard
- Toy horses
- Glue
- Twigs and bark
- Pop-can tabs
- Thimble
- Hay
- Wire
- Paper
- Picture from a magazine
- Map tacks
- Spools
- Felt
- String
- Stick (to use as post)
- Saddle template (found in the Resources section at the end of this unit)



**Note:** Other than the shoebox, cardboard, glue, scissors, twigs & bark and toy horses, all other items are optional additions to the diorama. Let Cloverbud participants use their imagination! A different option would be to use a shoebox and play-dough for Cloverbuds to design their diorama.

Glue the scouring pads to the cardboard to make the floor. Use scissors to cut bark into fence rails and twigs into posts. Glue together. With utility scissors, clip soda-can tabs into horseshoes.

Glue thimble to side wall (for a feed bucket). For hay bales, wrap hay or grass with wire. Cover wire with twine. Make a broom out of twig, hay and wire.

Cut out prize ribbons from paper and a window from a magazine. Coil twine into “ropes”; hang on map tacks. Label spools with marker; cut felt to cover tops.

Glue twigs together to make shelves. Draw U shapes on felt for horse blankets (details below) and cut out; make saddle.

For bridles, knot string around horses’ heads. Arrange everything in stable, then glue in place. Glue stick post in center; attach bark stall divider.

**Saddle How-To:**

With a photocopier, enlarge or reduce template to fit your horse. Cut saddle layers from brown and tan construction paper or felt. Glue layers together. Cut two short thin strips for stirrups and one long strip for girth. Fold one end of each stirrup through a jewelry jump ring, and glue. Glue stirrups to saddle. Wrap girth around horse’s belly. Glue to saddle.

## WRAPPING THINGS UP

### Stable Name Plates

**Time:** 20-25 minutes

**Materials Needed:**

- Jumbo craft sticks
- Glue (craft glue is best)



Typically, a horse has its name on its individual stable door. Have Cloverbuds create a nameplate for their bedroom door or where ever else they might want to display their name.

To make each child's name, count out approximately how many sticks they might need. Use the picture below as an example of what the finished product should look like.

For making simple letters, trim the ends of the jumbo-size sticks so they will lie flush with each other. Symmetrical letters like "A" and "Y" works well this way. Overlap the sticks for letters like "T" and "H" to make the gluing easier.

When the letters are all flush, glue little pieces of sticks to the backsides as shown below.

If the name is going to be standing on a shelf, make a long strand of sticks layered together and glued.



### Horse Trail Mix

**Time:** 10-20 minutes

**Materials Needed:**

- 250mL (1 cup) mini shredded wheat
- 250mL (1 cup) dried apples
- 250mL (1 cup) corn nuts (optional)
- 250mL (1 cup) cheerios
- Mixing bowl
- Wooden spoon
- Small individual dishes (optional)

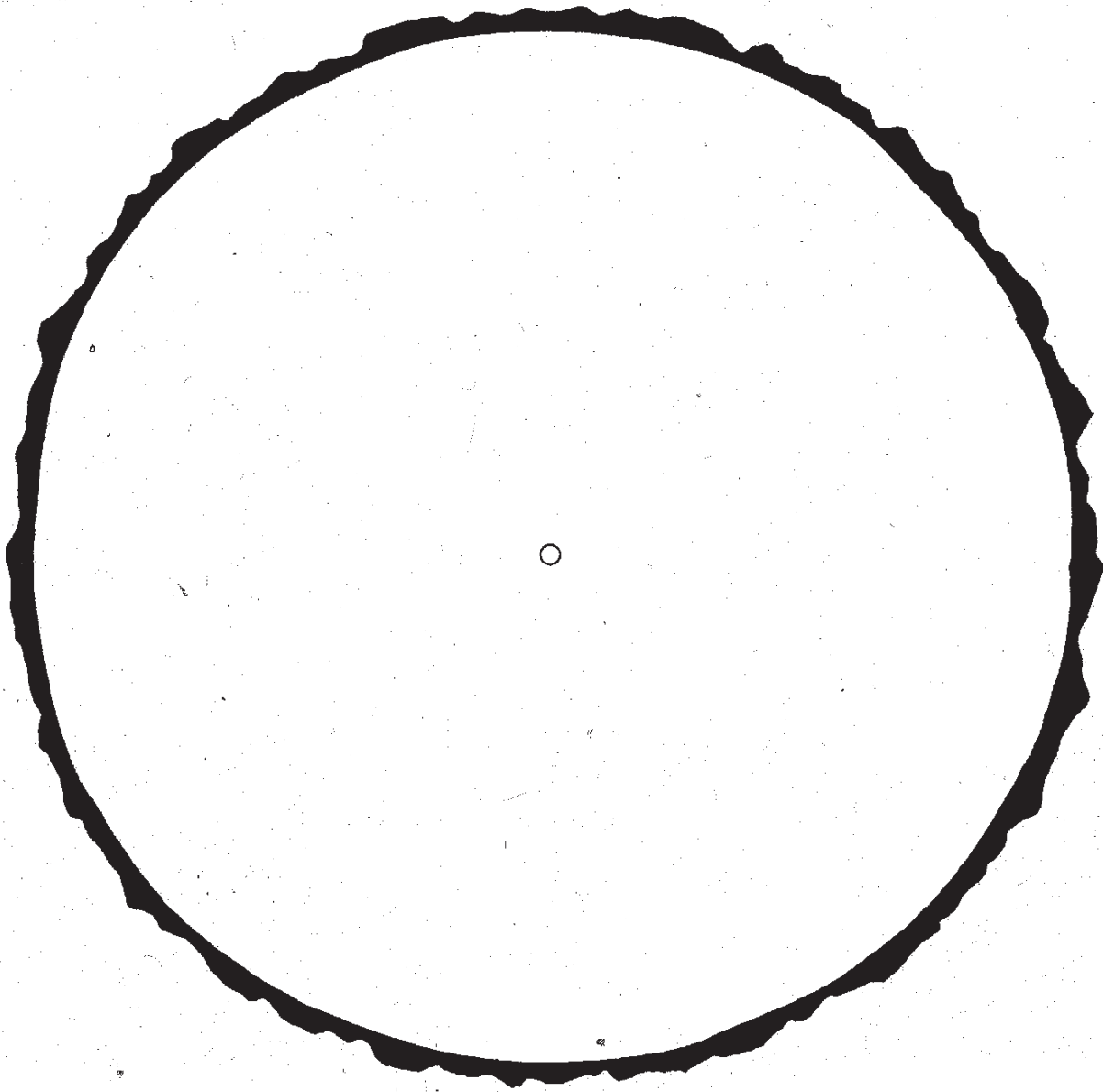
Mix 250mL (1 cup) of each ingredient into a bowl.

The mini shredded wheat represents hay, the dried apples represent apple treats, the cheerios represent oats and the corn nuts are the corn. Dish out a small amount to each child and have a discussion about the foods that horses eat.

Discuss what would happen with the trail mix if it got wet. Would it be as appealing? Would Cloverbud participants want to eat it? Especially if it had sat out for more than a day?

## Create Your Own History!!

The life history of a tree can be told by looking at the tree "rings". A tree slice used to count the rings is called a "tree cookie". Below is a tree cookie that you can use to tell your life history. To make your personal tree cookie, first draw enough rings inside the cookie to equal your age today. Each ring is one year of your life. The first ring, at the very centre of the cookie, represents your first birthday. The last ring should be close to the bark. Identify the rings that mark special moments and events in your life. Events could include....when you born, your first day of school, a special trip with your family or with your class, when you got your family pet and so on. Have fun creating your history!!!!





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

Date: \_\_\_\_\_

## Maple Syrup Word Search

Find the related words.



G	X	J	S	U	K	D	V	E	F	F	O	E	Q	X
Z	C	Y	I	U	B	B	O	W	G	D	P	D	J	G
I	F	S	Q	Y	G	F	I	L	T	E	R	I	N	G
E	R	O	V	U	I	A	E	Q	T	K	N	E	R	M
S	D	S	Y	S	T	N	R	P	I	N	T	K	I	A
X	U	U	C	U	U	X	L	I	J	S	A	I	R	N
Z	R	G	M	G	V	G	Z	A	N	R	P	T	S	T
B	P	A	A	A	R	U	A	C	E	G	I	K	G	A
W	O	R	Z	R	V	W	V	R	W	Q	E	D	Z	P
Q	Q	B	N	H	M	W	D	Z	M	E	E	J	Q	H
U	D	U	O	O	Z	A	G	L	W	A	T	H	W	O
F	N	S	X	U	T	X	K	X	C	H	P	Q	H	L
C	U	H	I	S	T	K	I	E	J	T	Z	L	Q	E
O	R	A	Y	E	P	S	D	Y	R	J	D	G	E	S
N	A	E	H	M	F	E	J	G	E	S	W	T	B	B

Sugarbush  
Tapholes  
Filtering  
A Run

Sugarmakers  
Tap  
Sugaring

Sugar Maple  
Six weeks  
Sugarhouse

## Milk to Glue

**Time:** 60 minutes (includes heating time)

**Materials Needed:**

- 125 mL (1/2 cup) milk
- 10 mL (2 tsp.) vinegar
- 1 mL (1/4 tsp.) baking soda
- Water
- Small crock pot
- Small mixing bowl
- Liquid measures
- Measuring spoons
- Wooden spoon

Pour the milk into a small crock pot. Heat the milk slowly. Stir the milk until it is hot but not boiling. Turn off the crock pot. Add vinegar and stir. Lumps will begin to form.

Pour off the liquid and rinse the lumps in cold water. These lumps are called casein, which is milk protein. Pour the lumps into a small mixing bowl and add the baking soda. Slowly add a little water and stir until the mixture becomes pasty. You now have milk glue!

Store in a covered container in the refrigerator to keep from drying out. Use at future Cloverbud meetings with craft activities.

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## LOOKING WITHIN

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### Banana Milk

**Time:** 5-10 minutes

**Materials Needed:**

- Banana
- 250 mL (1 cup) milk
- 5 mL (1 tsp.) vanilla
- Blender

Begin by cutting the banana into slices and placing them in the blender. Then add the cup of milk and vanilla and blend until smooth. For taste, you could also add 15-30 mL (1 to 2 tbsp.) of peanut butter (note: check Participant Agreement forms for peanut allergies). Serve in a glass or pour over cereal and enjoy. This milk will go well with the Honey Milk Balls made later on.

## LET'S EXPLORE

### Chocolate Pudding

**Time:** 15-20 minutes (+ Chill Time)

**Materials Needed:**

- 85 mL (1/3 cup) sugar
- 60 mL (1/4 cup) cocoa
- 45 mL (3 tbsp.) cornstarch
- A dash of salt
- 500 mL (2 cups) skim milk
- 5 mL (1 tsp.) vanilla extract
- Microwave
- Microwave-safe bowl

Begin by combining sugar, cocoa, cornstarch and salt in the microwave safe bowl. Then, stir in milk until the mixture is smooth. Microwave the bowl for 3 minutes on high. Remove from microwave and stir again. Place it back in the microwave for 4-6 minutes, removing every 1 minute to stir. Please note, that the bowl may be hot when removing from the microwave.

Once the mixture has thickened, add vanilla extract and stir once more. Pour into individual serving dishes and allow it to cool. Once it has cooled, place in the refrigerator to chill. Serve chilled and with whipped topping if desired.

### Milk Art Explosion

**Time:** 10-20 minutes

**Materials Needed:**

- Milk (2% or higher)
- Dinner plate
- Food colouring (red, blue, green, yellow)
- Dish-washing soap
- Cotton swabs

For this activity, have Cloverbuds get into pairs. Pour enough milk in the dinner plate to completely cover the bottom of the plate. Allow the milk to settle completely. Add one drop of each of the four colors of food coloring - red, yellow, blue, and green to the milk. Keep the drops close together in the center of the plate of milk. Find a clean cotton swab and place it in the milk. It's important not to stir the mix, just touch it with the tip of the cotton swab. Note, when the plain cotton swab touches the milk, there should be no reaction. This is to show Cloverbuds that it is not the cotton swab that causes the reaction, but rather the dish soap. Now place a drop of liquid dish soap on the other end of the cotton swab. Place the soapy end of the cotton swab back in the middle of the milk and hold it there for 10 to 15 seconds. Allow the milk to sit for another 30 seconds or until the colours stop reacting. Add another drop of soap to the tip of the cotton swab and try it again.

This activity can be repeated with many variations for varied reactions, such as placing only certain colours in to start, and adding others later, or spreading out the colour drops in different locations. For more fun, simply get new milk and repeat the activity. Try as many variations as you can think of.

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# INTRODUCTION TO OUR HERITAGE

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## Objectives & Goals of the Unit:

- To teach Cloverbuds about the heritage of Canada
- To show that each family is similar and different
- To show Cloverbuds their own family history
- To encourage Cloverbuds to ask questions about their heritage

## Background:

Your family heritage involves many things: ancestry, customs, heirlooms, recipes and much more. Your family heritage is the most important information about your family and it is passed down from generation to generation. If this knowledge is not shared with the children of each new generation, then this heritage will be lost forever. Throughout this unit, Cloverbud participants will learn more about their own heritage and the heritage of their peers.

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## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls

- Does your family have a unique family tradition?
- Name a traditional food from a country in your ancestry
- Can anyone name a part of Canadian heritage? A special location, tradition, invention?

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

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## GETTING STARTED

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### Where Are You From?

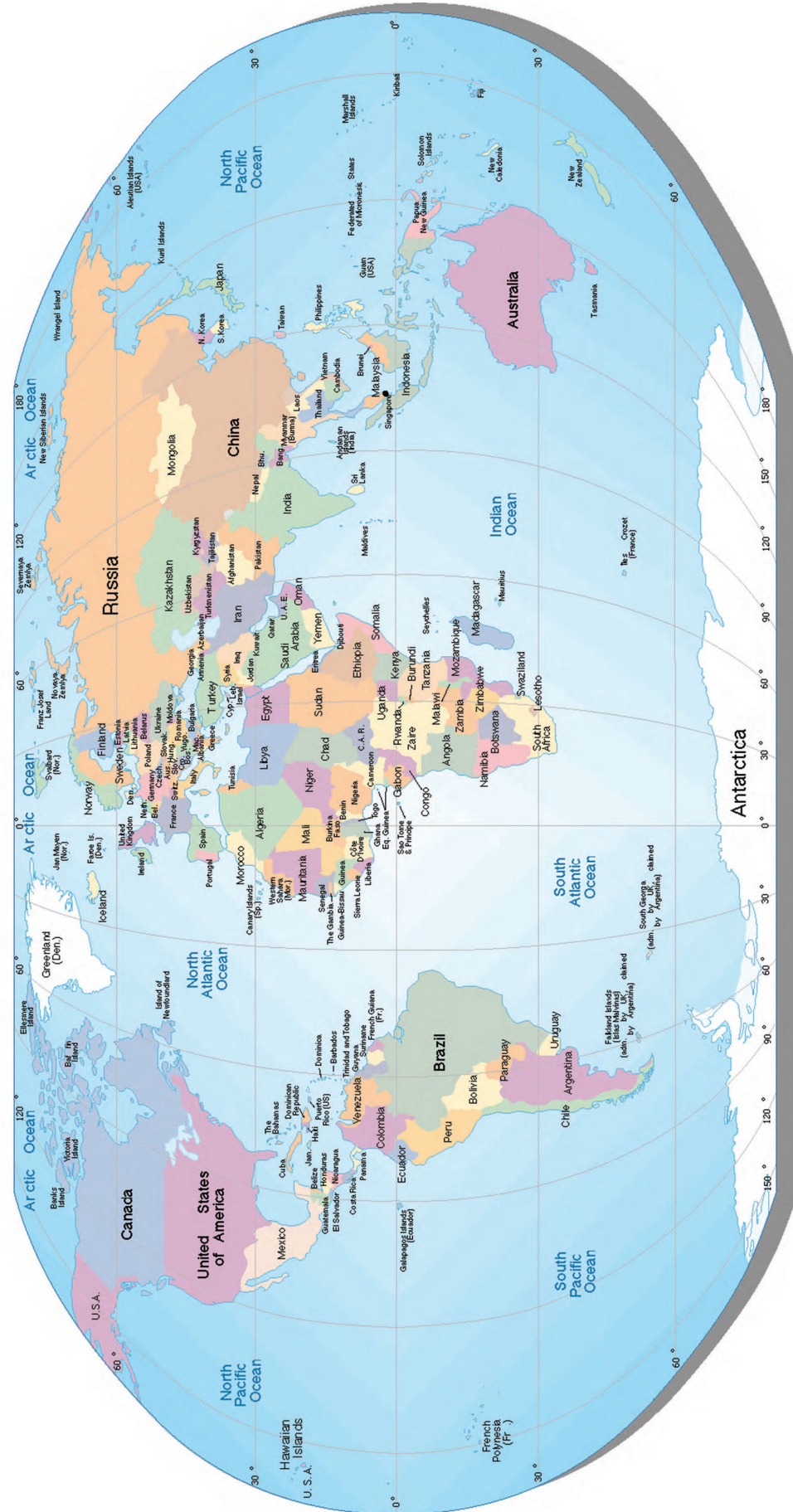
**Time:** 15-25 minutes

**Materials Needed:**

- World Map - one per child (found in the Resource section at the end of this unit)
- Pencil Crayons - one unique colour per child

The object of this activity is for Cloverbuds to share where their ancestors came from and for them to learn where their peer's ancestors came from. Have each participant start by writing their name on the top of their map. Then, using their own pencil crayon, colour in the country or countries where their family is from. The map has some countries labeled to provide landmarks for where other countries are located. If a Cloverbud is unsure of a country's location, the Leader can provide guidance. After everyone has coloured in where their own family is from, have them walk around and discover where other Cloverbuds ancestors lived, which they can do by exchanging maps. After everyone has had a chance to exchange maps, have each Cloverbud present their map and explain where their ancestors lived and how long ago they came to Canada.







My grandparents grew up on a farm  
My parents grew up on a farm  
I grew up on a farm

---

## WRAPPING THINGS UP

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### Tell Me a Story

**Time:** 10-20 minutes

**Materials Needed:** None Needed

This game will give the Cloverbuds a chance to use their creative side. The game starts when everyone is sitting in a circle. The Leader will give the first Cloverbud a topic, which can be found below. The first person will then begin a story based on the topic that was given. The person to their right will then add one line to the story. It will continue around the circle until nobody else can add to the story or until a certain number of rotations around the circle is completed, e.g. everyone has had three turns. Once this happens, a new person will have the chance to begin the game on a new topic.

#### Topics:

Meeting the Prime Minister  
Discovering Canada  
Invention of the telephone  
Meeting the Queen  
Building the Canadian Railroad  
Travelling across Canada  
Hiking in the Rocky Mountains  
Meeting someone from another country

### Maple Roasted Bacon

**Time:** 25-35 minutes

**Materials Needed:**

- Oven
- Baking sheet
- 16 slices (approx. 340 grams or  $\frac{3}{4}$  pound) of bacon (will vary according to group size)
- 45-60 mL (3 to 4 tbsp.) maple syrup
- Basting brush

This activity will combine two classic Canadian foods: maple syrup and bacon! Before you begin cooking the bacon, Cloverbud participants should be taught some basics of oven safety. Tips include: never leave the oven unattended, always wear oven mitts and never use the oven without an adult.

To begin, preheat the oven to 200°C (400°F).

Place the bacon on the baking sheet and arrange the bacon in 1 layer. Next, place the baking sheet in the

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# INTRODUCTION TO OUTDOOR ADVENTURE

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## Objectives & Goals of the Unit:

- Get Cloverbuds outside and active
- Have Cloverbuds explore the outdoors
- Teach Cloverbuds new activities that they can use continually
- Introduce Cloverbuds to the various 4-H Outdoors projects

## Background:

The outdoors is an unlimited resource for games, activities and most importantly, fun! Whether you like to go apple picking, dog sledding or windsurfing, there is something for everyone in the great outdoors. This unit will teach Cloverbuds about many of the great activities that can be done outside and help them to explore the things around them.

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## 4-H PLEDGE & ROLL CALL

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## Suggested Roll Calls

- What is your favourite outdoor activity?
- Where is your favourite spot outdoors?
- Name your best outdoor memory.

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

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## GETTING STARTED

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## Cloud Watching

**Time:** 5-15 minutes

**Materials Needed:** None

To enjoy this activity, you can simply have Cloverbuds lie on their backs on the grass and watch the clouds drift across the sky. Have them use their imagination to see shapes, animals or items that the clouds make.

To extend this activity 5-10 minutes, have Cloverbuds draw the clouds they saw. The shapes, animals or items the clouds made can be drawn in pencil, pencil crayons or markers.

## LET'S EXPLORE

### Alphabet Scavenger Hunt

**Time:** 25-35 minutes

**Materials Needed:**

- Alphabet sheet (found in the Resources section at the end of this unit)  
*or*
- Alphabet letters (either cut out of paper or plastic letters)
- Items from A-Z

This activity can be done in a couple of ways, which will vary in terms of Leader setup and preparation. The method which involves the least setup is to use the printout (found in the Resources section) and give one copy to each Cloverbud or each pair/group. Cloverbuds will then walk around the yard and attempt to find an item for each letter of the alphabet. They will then list the name of the item that they have found and draw a picture. There can be a prize for the first group to finish the sheet with all 26 items or for the sheet with the most items on it.

The other method of hosting this activity requires more setup but would be extremely fun, as well as teach teamwork skills. Begin by having all letters of the alphabet either cut out or placed in one area. The letters could be set on a large table, a bench or even on the ground. Then, spread out and hide the items around the yard that you have collected - one item for each letter. Once the items are all scattered and hidden, have the Cloverbuds search for items, bring them back and place them beside the corresponding letter.

### Rock Painting

**Time:** 15-25 minutes

**Materials Needed:**

- Paint
- Rocks (Varied sizes)
- Paint brushes

This activity is simple, yet guaranteed fun for all. Have Cloverbuds start by either scavenging for a rock in the garden or yard or by having them choose one from a pile you have already assembled. Then they will use the paint brushes and the paint to decorate their rocks! They might choose to do creatures, like a lady bug or a butterfly, or animals like a cow or a zebra, or even just designs like stars, hearts or stripes.

For added fun, have strong glue and magnets available so that Cloverbuds can take their small painted rocks home and keep them as a fridge magnet. Please note that small and flat rocks make for the best fridge magnets.

Prepare the cake according to the directions on the package (or made from scratch). Bake and let the cake cool. Put a thin layer of butter cream icing on the cake.

Mix margarine, corn syrup, salt and your choice of flavor in a mixing bowl using hands. Pour in icing sugar and knead the dough until smooth. Continue adding sugar if necessary to make the edible clay more pliable. The candy clay is ready to be molded for the cake!

Separate clay into small portions and add in the food colouring of your choice with a spatula. Place the coloured clay onto baking/wax paper when working with it. Mold the clay into desired shapes and place on the cake.

Avoid making the clay on a very hot day because the butter will melt and your clay will be sticky.

**Note:** this could also be done with cupcakes so that each Cloverbud has their own individual item to decorate and eat. This clay is completely edible!

## Float Your Boat

**Time:** 35-40 minutes

**Materials Needed:**

- Pennies or washers
- 1 Ball of clay per group
- Paper
- Writing utensil
- Buckets
- Water

The object of this activity is for a Cloverbud, or a pair of Cloverbuds, to make the strongest boat possible out of their piece of clay. Begin by handing each Cloverbud or pair a ball of clay. When the Leader says to begin, Cloverbuds will be given 10 minutes to design and make their boat out of only the 1 ball of clay. The boat is supposed to be sturdy enough to hold as many pennies/washers as possible without sinking. After the 10 minutes are up, Cloverbuds will then bring their boat over to their bucket of water and set it on the water. Each Cloverbud or pair will then add 1 penny/washer simultaneously with each other group. The pennies/washers will continually be added until there is only 1 boat remaining afloat.

Give Cloverbuds 5 minutes to reflect what went well and what went poorly (write reflections down on a large piece of paper if desired). Cloverbuds should also take notice of the boats that lasted longest and what some of their designs looked like. Once the reflection is completed, begin the activity again with Cloverbuds so that they can design and create a new boat, and test it out on the water.

**Advice:**

- This activity will work better if Cloverbuds design a boat first with pencil on paper.
- New clay may be needed for the second round if it absorbs water
- Oil based clay is best for this activity.

## Creative Clay!

**Time:** 10-15 minutes

**Materials Needed:**

- Clay (homemade or other)

This activity will allow Cloverbuds to do whatever they like with the clay that they have made. They can use construction paper and use clay to draw a picture, they can make a sculpture of themselves, or they could design a building, or even a city. The idea is that Cloverbuds can do whatever they like with the clay.

## Softest Clay Ever

**Time:** 10-20 minutes

**Materials Needed:**

- 375 mL (1 ½ cups) corn starch
- 250 mL (1 cup) hair conditioner
- Food colouring (optional)
- Large mixing bowl
- Wooden spoon

Begin by adding the corn starch to the large mixing bowl. Then, stir in the hair conditioner. Stir until thick, then knead by hand to fully combine the ingredients. After, add a few drops of food colouring for effect. Continue kneading until the colour is evenly distributed throughout the clay. If the clay is not the right consistency, add more cornstarch to make it less fluid or more hair conditioner to make it more fluid.

Afterwards, Cloverbuds can play with the clay, which would add 10 minutes to this activity.

**Please note:** this clay is not safe to eat!

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## WRAPPING THINGS UP

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### Candy Clay Cake

**Time:** 25-30 minutes (plus baking time)

**Materials Needed:**

- Cake (prepared, baked and cooled)
- Buttercream frosting
- 80g (1/3 cup) light corn syrup
- 80g (1/3 cup) soft butter
- 3g (1/2 tsp.) salt
- 5mL (1 tsp.) flavouring (e.g. vanilla)
- 600g (2 1/3 cups) icing sugar
- Mixing bowl
- Spatula
- Dry and liquid measures
- Wax paper
- Paper towels



Prepare the cake according to the directions on the package (or made from scratch). Bake and let the cake cool. Put a thin layer of butter cream icing on the cake.

Mix margarine, corn syrup, salt and your choice of flavor in a mixing bowl using hands. Pour in icing sugar and knead the dough until smooth. Continue adding sugar if necessary to make the edible clay more pliable. The candy clay is ready to be molded for the cake!

Separate clay into small portions and add in the food colouring of your choice with a spatula. Place the coloured clay onto baking/wax paper when working with it. Mold the clay into desired shapes and place on the cake.

Avoid making the clay on a very hot day because the butter will melt and your clay will be sticky.

**Note:** this could also be done with cupcakes so that each Cloverbud has their own individual item to decorate and eat. This clay is completely edible!

## Float Your Boat

**Time:** 35-40 minutes

**Materials Needed:**

- Pennies or washers
- 1 Ball of clay per group
- Paper
- Writing utensil
- Buckets
- Water

The object of this activity is for a Cloverbud, or a pair of Cloverbuds, to make the strongest boat possible out of their piece of clay. Begin by handing each Cloverbud or pair a ball of clay. When the Leader says to begin, Cloverbuds will be given 10 minutes to design and make their boat out of only the 1 ball of clay. The boat is supposed to be sturdy enough to hold as many pennies/washers as possible without sinking. After the 10 minutes are up, Cloverbuds will then bring their boat over to their bucket of water and set it on the water. Each Cloverbud or pair will then add 1 penny/washer simultaneously with each other group. The pennies/washers will continually be added until there is only 1 boat remaining afloat.

Give Cloverbuds 5 minutes to reflect what went well and what went poorly (write reflections down on a large piece of paper if desired). Cloverbuds should also take notice of the boats that lasted longest and what some of their designs looked like. Once the reflection is completed, begin the activity again with Cloverbuds so that they can design and create a new boat, and test it out on the water.

**Advice:**

- This activity will work better if Cloverbuds design a boat first with pencil on paper.
- New clay may be needed for the second round if it absorbs water
- Oil based clay is best for this activity.

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# INTRODUCTION TO SCRAPBOOKING

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## Objectives & Goals of the Unit:

### Background:

Scrapbooking has been a longtime hobby of people all over the world. It is a method of journaling and a way to preserve memories, ideas and photos over time. This unit will allow Cloverbuds to create their own custom scrapbook using a variety of ideas and pages throughout. Please note, all pages will be put together at the end to create a single scrapbook so the construction paper and covers should all be the same size.

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## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls

- Name someone you know who scrapbooks
- Name something you know about scrapbooking
- Have you ever scrapbooked before? What did you make?

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

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## GETTING STARTED

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### Sandcastle Cover

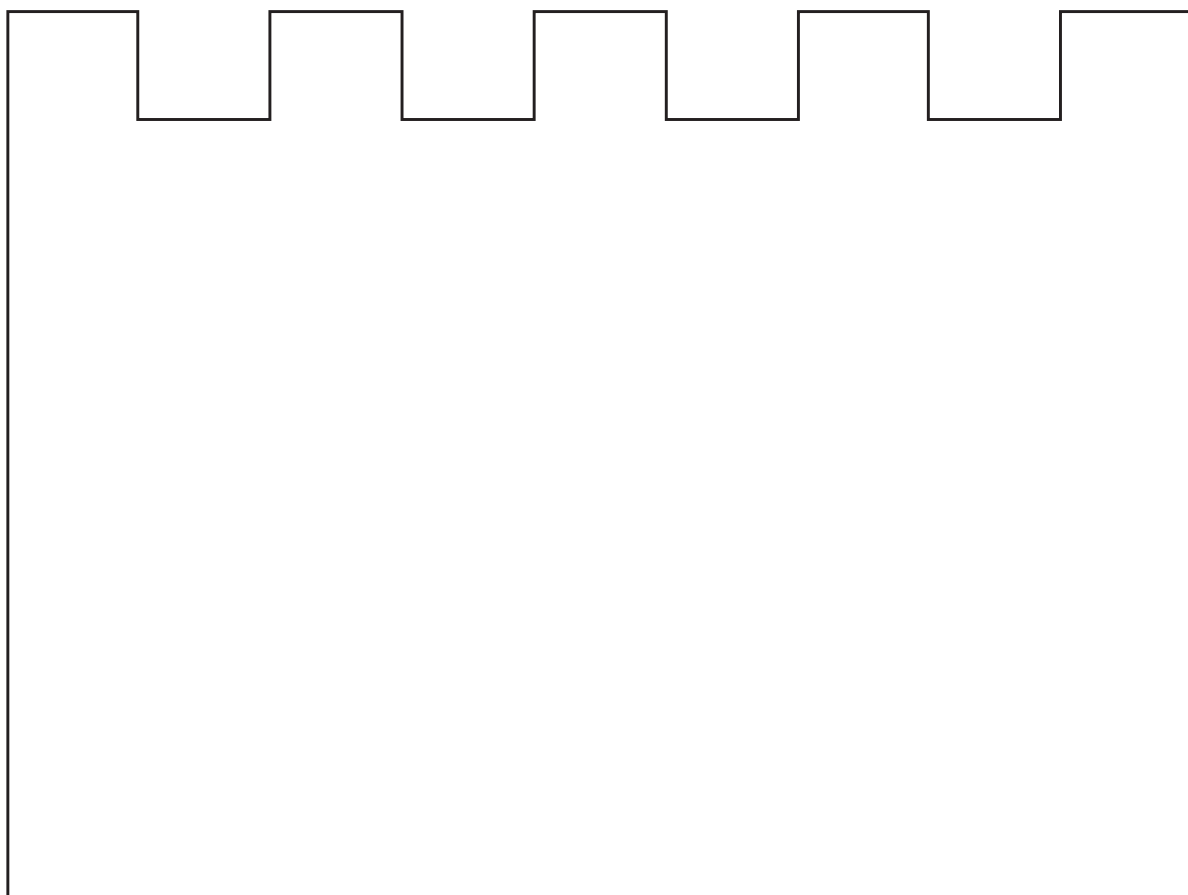
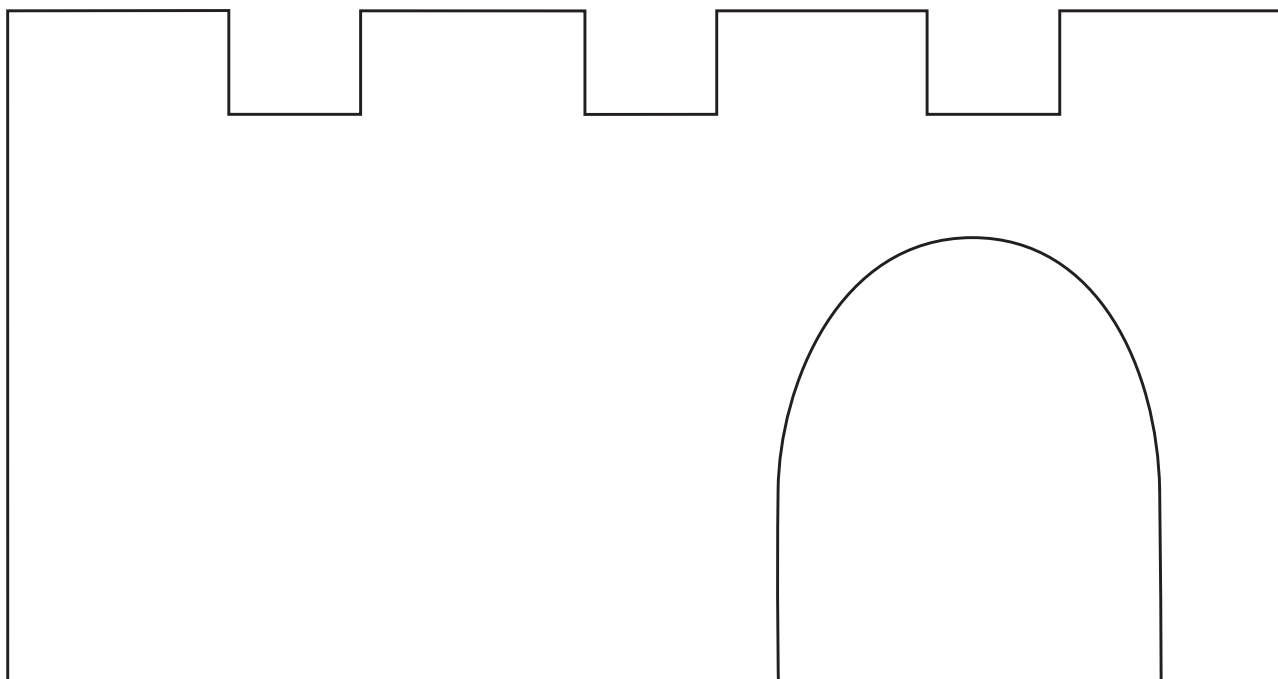
**Time:** 10-15 minutes

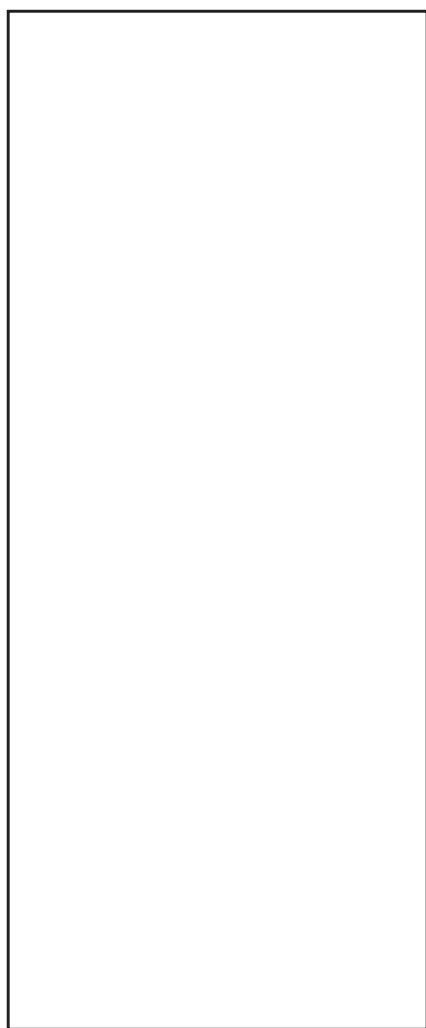
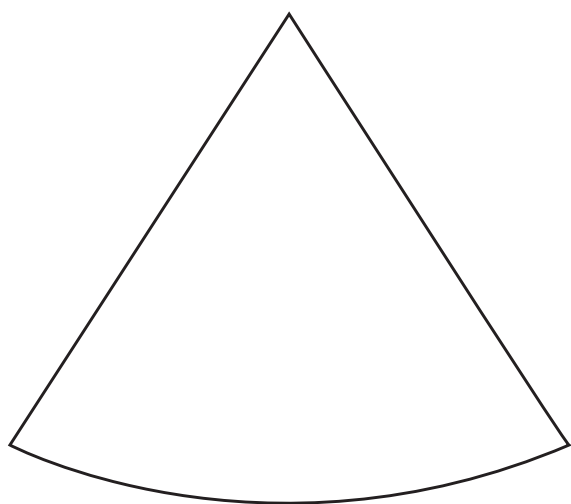
**Materials Needed:**

- Pencil
- Sandpaper (60 grit)
- Scissors
- Marker
- Toothpick
- Piece of paperboard or cardboard or chipboard
- Tape
- Sandcastle template (found in the Resources section at the end of this unit)

Begin by printing out the template of the castle. Next, trace the sandcastle template onto the smooth side (the back) of the sandpaper. Alternatively, Cloverbuds could draw their own castle on the back of the sandpaper. Then, have Cloverbuds cut out the sandpaper castle outline. Tape a toothpick to the back (the smooth side) of the triangular tower topping. Cut out the banner and write a message, which could be a title for the scrapbook, your name or whatever you choose. Attach this banner to the toothpick. Finally, use the tape to adhere the castle to the paperboard. Once this is complete, you have a Sandcastle cover for your scrapbook!

Cloverbuds can also add to this cover by drawing in additional items such as knights or a moat.







Ideas for memories are: first vacation, first day of school, a snowball fight, first time swimming, a funny story, the birth of a family member, a wedding, happiest memory, a sad memory, etc.

To add time to this activity, the jar itself can be decorated with paint or construction paper.

## About Me Collage

**Time:** 25-30 minutes

**Materials Needed:**

- Magazines & newspapers
- Scissors
- Glue
- Construction paper

The object of this activity is for Cloverbuds to look through a variety of old magazines and other old print items and find images that represent them. It could be sports they like to play, their age, food they like, their favourite colours, etc. Challenge Cloverbuds to be creative when finding these images.

Once Cloverbuds have collected all the images they plan on using, they can begin creating their collage. Write "All About (Cloverbuds name)" at the top and then begin gluing the images onto the construction paper. A good idea would be to break the images into categories such as "my favourite toys." After the collage is completed, each Cloverbud will have 1-2 minutes to explain their collage and why they chose some of the images that they did.

## My Hands & Feet!

**Time:** 15-20 minutes

**Materials Needed:**

- Construction Paper
- Leftover wallpaper or other patterned paper
- Pencil
- Scissors
- Glue

Have Cloverbud participants work in pairs. Give each pair a piece of wallpaper (or other patterned paper) and a pencil. Have one child in the pair trace the hands and feet of the other child on the wallpaper. Then, do the reverse so that both children have a traced copy of their hands and feet.

Have Cloverbuds cut out their traced hands and feet and place them on the construction paper. Glue them down and have Cloverbud participants print their name and age on the page.

If you have a Cloverbud participant in your group that is lactose-intolerant, this activity could be completed with a number of different foods including sherbet (made only with fruit juice), berries, cookies, fruit juice, mini tarts, etc.

## Make Your Own Drum

**Time:** 15-20 minutes

**Materials Needed:**

- Cylindrical containers (e.g. coffee can, paint can, popcorn tin) (1 per Cloverbud)
- Masking tape or electrical tape
- Construction paper
- Scissors
- Drum decorations (markers or glue to cut and paste construction paper)
- Pencils (2 per Cloverbud)
- Tissue paper

To begin, take the empty cylindrical can and remove the lid. Some examples of cans to use would be coffee cans, paint cans, an oatmeal container, popcorn tin, etc. Take the tape and in a crisscross pattern, cover the open end of the container (make a star) to create a drum. Once the top of the drum is entirely covered in tape, you are ready to move onto the next step. Measure and cut the construction paper so that it is long enough to make a cover around the side of the drum. After, tape the construction paper together so that it stays in place. If time permits, this would be when Cloverbuds could decorate their drum in whatever way they liked which would add another 10 minutes to the activity.

Now the drum is complete, but Cloverbud participants need some drumsticks! You could use plain pencils, but there is a better option. Crumple up a few small bunches of tissue paper, and using the tape, attach them to the pencil. Attach the tissue paper by spiraling the tape, starting from the pencil and working your way up. Repeat this for the other pencil and you will, in no time, have two drum sticks!

You can extend this activity by playing Name That Tune with the drums. For example, one Cloverbud would begin by playing the chorus or a part of a well-known song and other Cloverbuds would have to guess which song it is. This will add 10-15 minutes to the activity and help Cloverbuds refine their listening skills.

## LET'S EXPLORE

### Round Braid Bracelet

**Time:** 25-35 minutes

**Materials Needed:**

- Cardboard (back of a cereal box works well)
- Circle to trace (3.5 in or 8.75cm)
- Scissors
- Yarn, 7 pieces of multiple colours (18 in or 45cm)
- Pencil
- Ruler

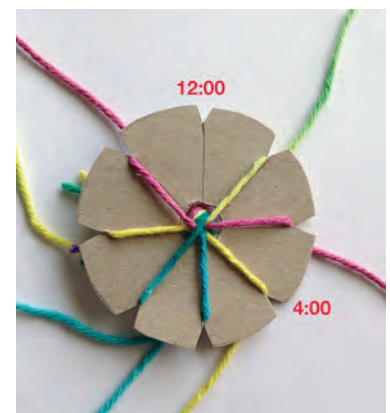
Begin by tracing a circle onto cardboard. Cut out the circle. Then, divide the circle into 8 sections by drawing 4 long lines. A Leader may need to assist with this although the 8 sections do not need to be exact.



Cut eight notches out of the circle and cut thin slits into the notch to hold the yarn. Cut out the centre hole so that it is just large enough to hold the width of 7 yarn strings.



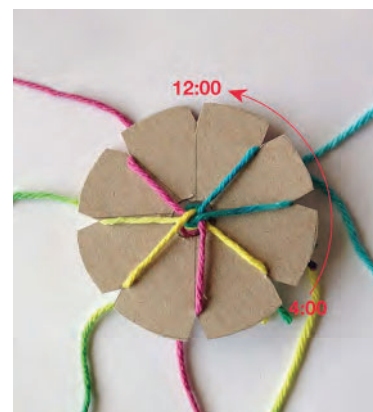
Then, cut 7 equal section of yarn and tie one end with a knot. Place the knot in the hole and slide all 7 ends into slots, leaving one empty. Align so that the empty slot is at the 12:00 position.



Next, remove the piece of yarn in the 4 o'clock slot (the slot that is 4 away from 12 if you count clockwise). Place the yarn just removed from 4 o'clock and place it in the 12 o'clock spot.



After, rotate the cardboard to the left so that the empty slot now sets at the 12 O'clock slot. Repeat so that the 4 O'clock yarn is always moving to the empty 12:00.



Always rotate the cardboard to the left and repeat, keeping the yarns taut for a neat braid.



Repeat this pattern until all the yarn is used up, at which time the ends need to be tied with a knot.

Cloverbuds will now have a colourful braid to show off. It can be tied into hair, worn as a bracelet, or anklet, or even made longer and used as a necklace.



Ear tag	Identification for cattle
Heifer	Young female that has not had a calf
Bull	Male that can father calves
Packing plant	The place where cattle are processed into meat
Calf/calves	Baby cattle
Pasture	Grassland where cattle graze and grow
Cut of meat	Individual piece of meat bought in a grocery store such as sirloin steak, roasts, hamburger, etc.
Sales barn	Livestock market where the cattle are sold by farmers and ranchers
Feedlot	The place where cattle are fed grain diets
Steers	Male cattle that cannot mate with cows and therefore, cannot father a calf
Grading	Identifying different qualities of beef based on its tenderness, juiciness and flavour
Weaning	Taking a calf away from its mother and her milk so that the calf now has to eat regular food on its own
Yearlings	Cattle that are about one year old that weaned and eat grass, hay and a little bit of grain but are not ready for a feedlot
Cow	Female that has had at least one calf

## LET'S EXPLORE

### Beef Life Cycle

**Time:** 15-20 minutes

**Materials Needed:**

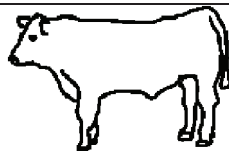
- Beef Life Cycle cards (found in the Resource section at the end of this unit)
- Scissors
- Paper (cardstock is preferable)
- Have Cloverbuds work in pairs for this activity.

Print out the Beef Life Cycle cards (one set for each pair of Cloverbuds). The cards will last longer if printed on cardstock. Cut out each of the cards.

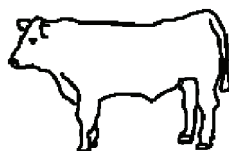


# Beef Life Cycle Cards

Breeding



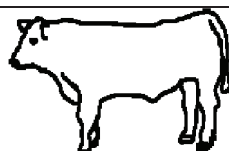
Calving



Ear Tagging (or Branding)



Out to Pasture



Weaning



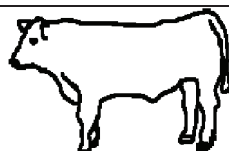
Livestock Auction



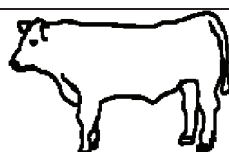
Feed Lots



Processing Plant



Grocery Store



## Hamburger Hunt

**Time:** 5-10 minutes

**Materials Needed:**

- Hamburger Hunt activity sheet (found in the Resource section at the end of this unit)
- Pencil, pencil crayons, crayons or markers

Using the Hamburger Hunt activity page, have Cloverbud participants work individually to find the hamburgers in the picture. When Cloverbuds are finished, review where they found all 10 hamburgers. To add more time to this activity, have children colour the picture.

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## WRAPPING THINGS UP

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### Pin the Tail on the Steer

**Time:** 20-25 minutes

**Materials Needed:**

- Pin the Tail on the Steer template (pages 17 to 25 - found in the Resource section at the end of this unit)
- Tape
- Blindfold

Print pages 18 to 25. These are the eight divisions of the tail-less steer. Cut out the templates and tape them together to make an 81cm x 55cm (34" x 22") target for Pin the Tail on the Steer. Tape the tail-less steer to the wall.

The tail pieces on page 17 will fit the assembled steer. Copy, cut out and tape the tails together in the middle. Enough copies need to be made so each Cloverbud participant can have a tail. Have Cloverbuds write their name on their tail.

Blindfold each Cloverbud, one at a time. Turn the Cloverbud around twice and then point them in the direction of the tail-less steer. Once the Cloverbud has attempted to pin the tail on the steer, take off their blindfold so they can see how close they were.

### Beef Cattle Town Flag

**Time:** 10-15 minutes

**Materials Needed:**

- Beef Cattle Town, Canada Questionnaire & the Flag page (found in the Resource section at the end of this unit)
- Pencil and crayons
- Craft supplies (optional)

Give each Cloverbud participant a Questionnaire page and give them a few minutes to fill out the questions. When they have the questions finished, give them the Flag page to create the Beef Cattle Town flag. If desired, have a variety of crafts supplies available to decorate the flag.

## Beef Cattle Town, Canada Questionnaire

Congratulations on starting a new town! The beef industry is glad to have you helping raise beef cattle! Before you begin to design the flag for your new town, answer the questions below.

What is the name of your new town?

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Why have you chosen this name for your town?

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What will your town be famous for besides the beef cattle?

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What colors should be put on your town's flag? Why?

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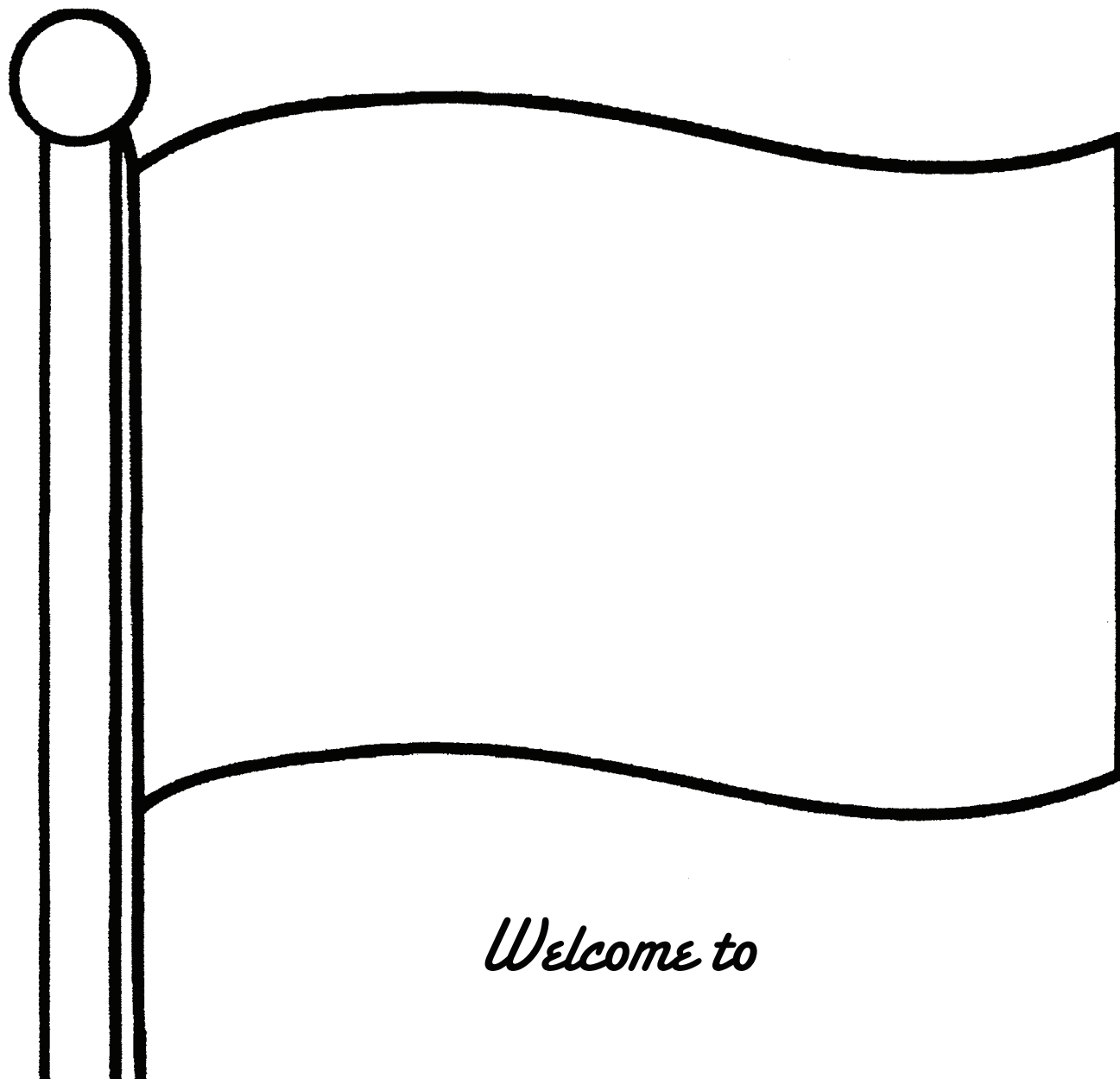
What will some of the jobs be in your new town?

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You are ready to create your town's flag on the next sheet. Take your time, be creative, and make it colourful!

## Beef Cattle Town Flag



*Welcome to*

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## LET'S EXPLORE

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### Respect for Feelings Worksheet

**Time:** 15-20 minutes

**Materials Needed:**

- Respect for Feelings Worksheet (found in the Resource Section at the end of this unit)

This worksheet can be completed a couple of ways. The first way, is with each Cloverbud getting a copy of the worksheet and then the Leader reading out each sentence to Cloverbuds who will mark down their answer on their sheet. Or, have Cloverbud participants read and fill in the sheet individually.

Leaders should then host a discussion on each question and ask Cloverbud participants why they agreed or disagreed with each statement.

### Red Light, Green Light

**Time:** 15-20 minutes

**Materials Needed:** None

The game begins with one Cloverbud being the stoplight for the first round. The other Cloverbuds then line up about 15m (45 ft.) behind the stoplight. Facing away from the other kids, the Cloverbud who is the stoplight calls out "green light", and the other kids move toward the stoplight. The stoplight then calls out "Red light!" and turns around quickly. Any of the children who are caught moving must go back to the start line. Play continues until someone reaches and tags the stoplight. That person then becomes the stoplight for the next round.

Once Cloverbuds get the hang of the two calls, add in other coloured lights to make the game more interesting. Purple light could be hop on one foot, Blue light might be walk backwards, Orange light could be crawl, etc.

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## LOOKING WITHIN

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### Responsibilitree

**Time:** 15-20 minutes

**Materials Needed:**

- White, brown and green construction paper
- Scissors
- White glue
- Writing utensils

To begin, have Cloverbud participants collect one piece of each colour of construction paper. Then, have Cloverbuds draw an outline of a tree on the brown construction paper. Once the tree is drawn, have them cut it out and glue it onto the white construction paper. Have Cloverbuds draw leaves out of the green



construction paper, keeping in mind that the leaves have to be large enough to write on. Once the leaves are finished, cut them out and glue them onto the tree. Cloverbuds should then write out their responsibilities or responsible actions they have done on the leaves of the tree. This becomes the Responsibility tree.

To add time to this activity, have Cloverbud participants colour or decorate their tree.

## What It Means To Be a Leader

**Time:** 15 minutes

**Materials Needed:**

- Leadership Qualities (list found in the Resource section at the end of this unit)

This activity will have Cloverbud participants think about the leaders in their lives. A leader can be anyone from their Cloverbud Leader, to their teacher, their coaches, their parents or even their peers. The Leader will read out the characteristics one at a time and explain what each word means, and give an example. Cloverbuds will then think about the importance of each quality and times when a leader in their life showed that quality. Repeat this step for each characteristic and once finished, ask Cloverbud participants what they think the most important quality is. Have them explain their choice. Then ask them what else was near the top of their list. What was the quality that they ranked least important? Have them explain their choice. What else was near the bottom of the list?

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## WRAPPING THINGS UP

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### Respect Chain

**Time:** 15-25 minutes

**Materials Needed:**

- Construction paper (multiple colours)
- Tape
- Scissors
- Ruler
- Pencil

For this activity, Cloverbud participants will begin by using the ruler to draw straight lines horizontally on their construction paper. They will then cut out the lines so they have strips of paper. Each colour will represent a different aspect of respect, for example blue could be “What respect sounds like” and red may be “What respect looks like”. On each colour, they will then write what they think, for example on red they may write “holding the door open”, or another respectful act. Have Cloverbuds think about how respect applies to them too; which could be another category- for example, green may be “How do I respect myself?” After they have written a few down, have Cloverbud participants create a paper chain. The paper chain is made by creating a hoop with the strip of paper, fastening it closed with tape, and then hooping another piece of paper through it, and fastening that strip with tape as well.



*Photo credit: Fun Family Crafts <http://funfamilycrafts.com/paper-chains/>*

muffin cups and top each with a pretty flower top. Lastly, set the muffins in a place where you have seen butterflies before. Now wait for your fluttering guests to arrive.

These muffins are, of course, only for the butterflies, and are not to be eaten by Cloverbuds. There are treats to be found for Cloverbuds later on in the meeting.

## Name Caterpillar

**Time:** 15-25 minutes

**Materials Needed:**

- Markers
- Circle outline
- Construction paper
- Tape

Begin by having Cloverbuds cut out as many circles as they have letters in their name, plus one for the head. For example, a Cloverbud named Jack or Rose would need 5 circles cut out. Try and have it so there are enough colours of construction paper for each circle to be different. Afterwards, have Cloverbuds begin by spelling out their name, one letter per circle. Once that is done, they can decorate each circle however they like. Add butterflies, bugs, trees, and scenery. Then, have Cloverbuds draw a face on the last circle, for the head. Attach all circles together, in order, by placing tape along the back of the circles.

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## WRAPPING THINGS UP

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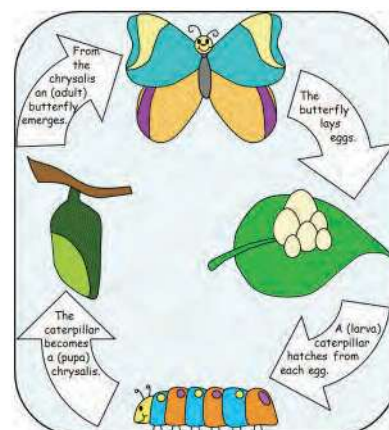
### Butterfly Life Cycle

**Time:** 15-20 minutes

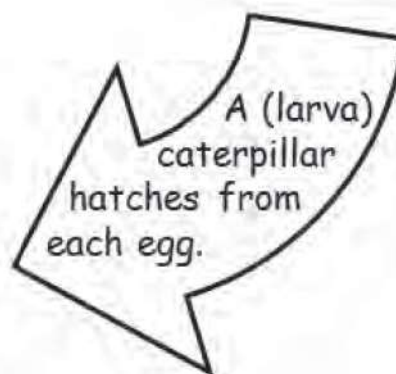
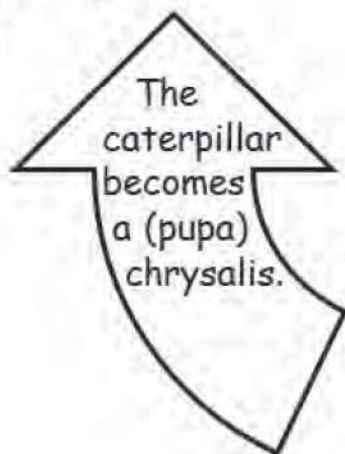
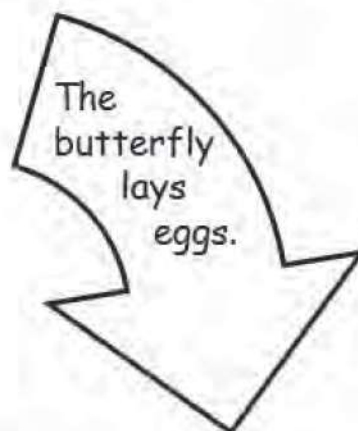
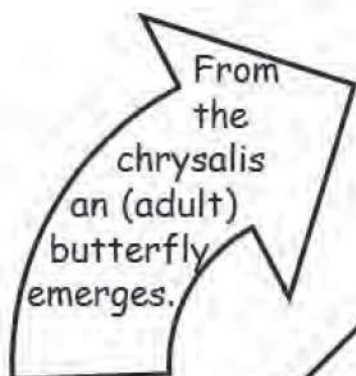
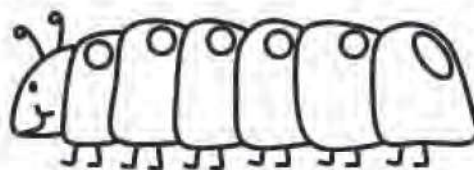
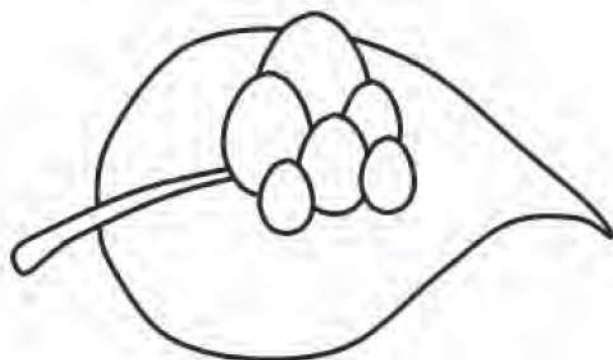
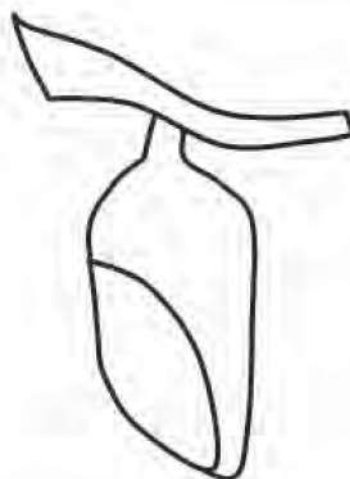
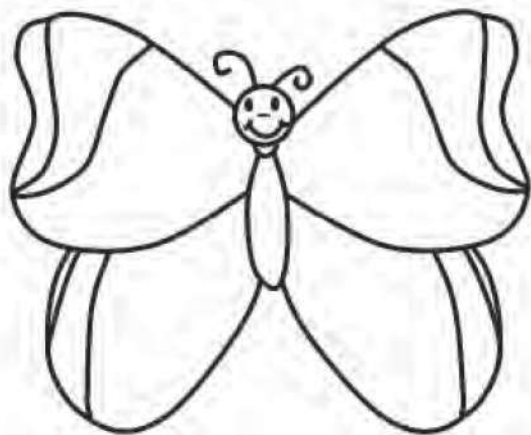
**Materials Needed:**

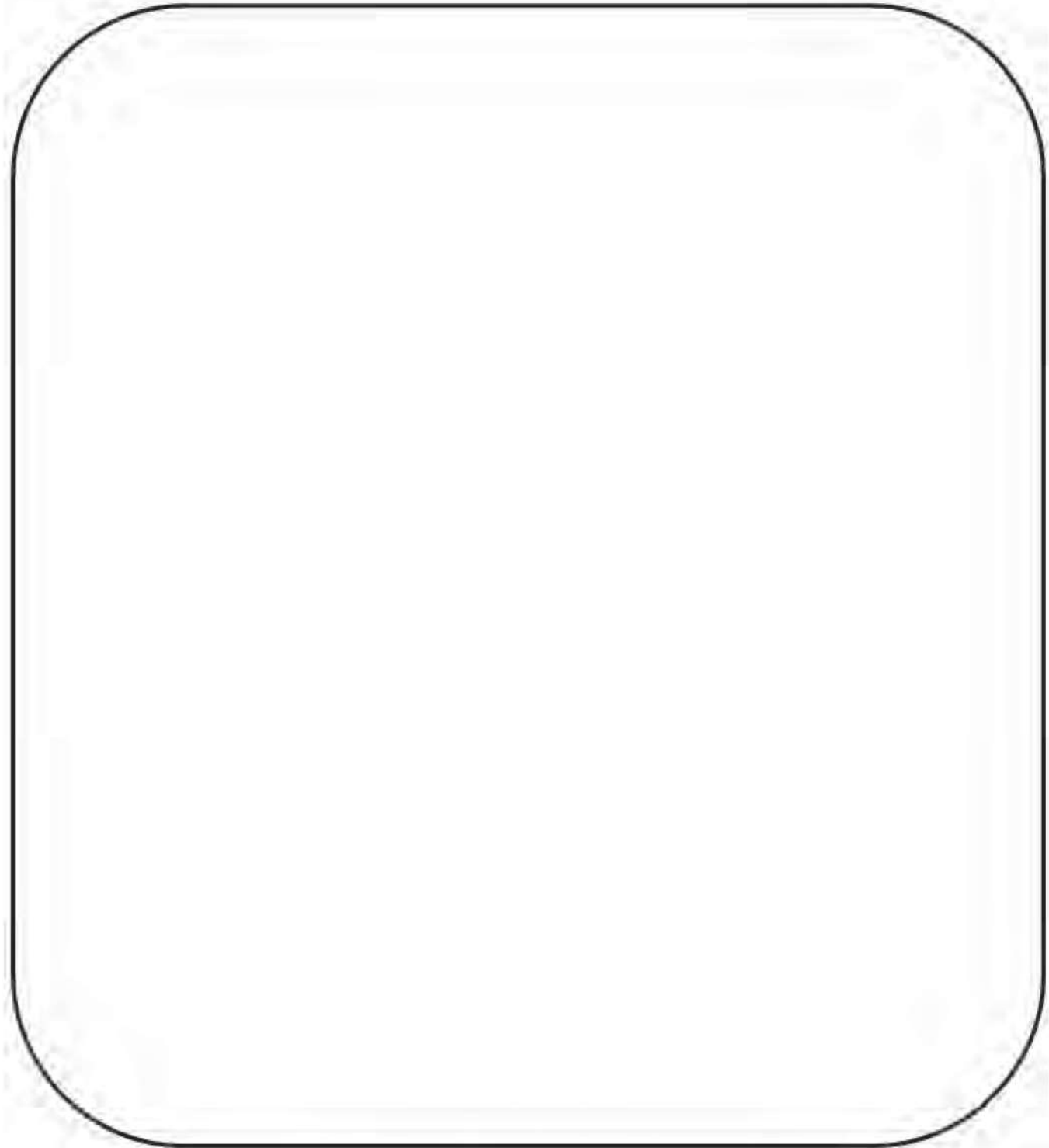
- Paper
- Pencil crayons or markers
- Scissors
- Glue
- 2 Templates (found in the Resources section at the end of this unit)

Print out the templates. Have Cloverbuds colour in the stages of the butterfly life cycle. Then have Cloverbuds cut-out the stages of the cycle and arrange them on the blank outline according to the example shown here. Once the stages are in the right order, glue them onto the template.



## Life Cycle Templates and Example (3x)





**Life Cycle  
of a Butterfly**

## Fruit and Vegetable Word Scramble

**Time:** 5-10 minutes

**Materials Needed:**

- “Fruit and Vegetable Word Scramble” worksheets (found in the Resource section at the end of this unit)
- Writing utensils

Cloverbuds will work in pairs for this activity (or a group of three if there is an odd number). Print enough copies of the word scramble for each pair or group of Cloverbuds. Print one copy of the answer sheet for reference. Allow Cloverbuds about 5 minutes to un-scramble as many of the Ontario fruit and vegetable words as they can. Take up the answers at the end using the answer sheet.

## Where Does It Grow?

**Time:** 10-15 minutes

**Materials Needed:**

- “Where Does It Grow?” Colouring pages (found in the Resources section at the end of this unit)
- Writing utensils
- Markers/ crayons/ pencil crayons

Give each Cloverbud a colouring sheet and a writing utensil. Cloverbuds can share colouring utensils as need be. The colouring page shows a picture of a tree. For the activity Cloverbuds will identify and write/ draw examples of where some common Ontario produce grows (on a tree, on or above ground, or below ground). Ask Cloverbuds as a group to think of examples for each, going through each of the three options one at a time. As Cloverbuds come up with answers, they can write the name of or draw the fruit or vegetable on their page in the place where it grows. For example, apples grow on trees, so Cloverbuds could write “apple” or draw an apple on the tree on their page. See examples below for reference:

On a tree: Apples,

Cherries, Nectarines, Peaches, Pears

On/ above ground:

Berries (bushes above ground), Cucumber, Pumpkins,  
Watermelon, Zucchini

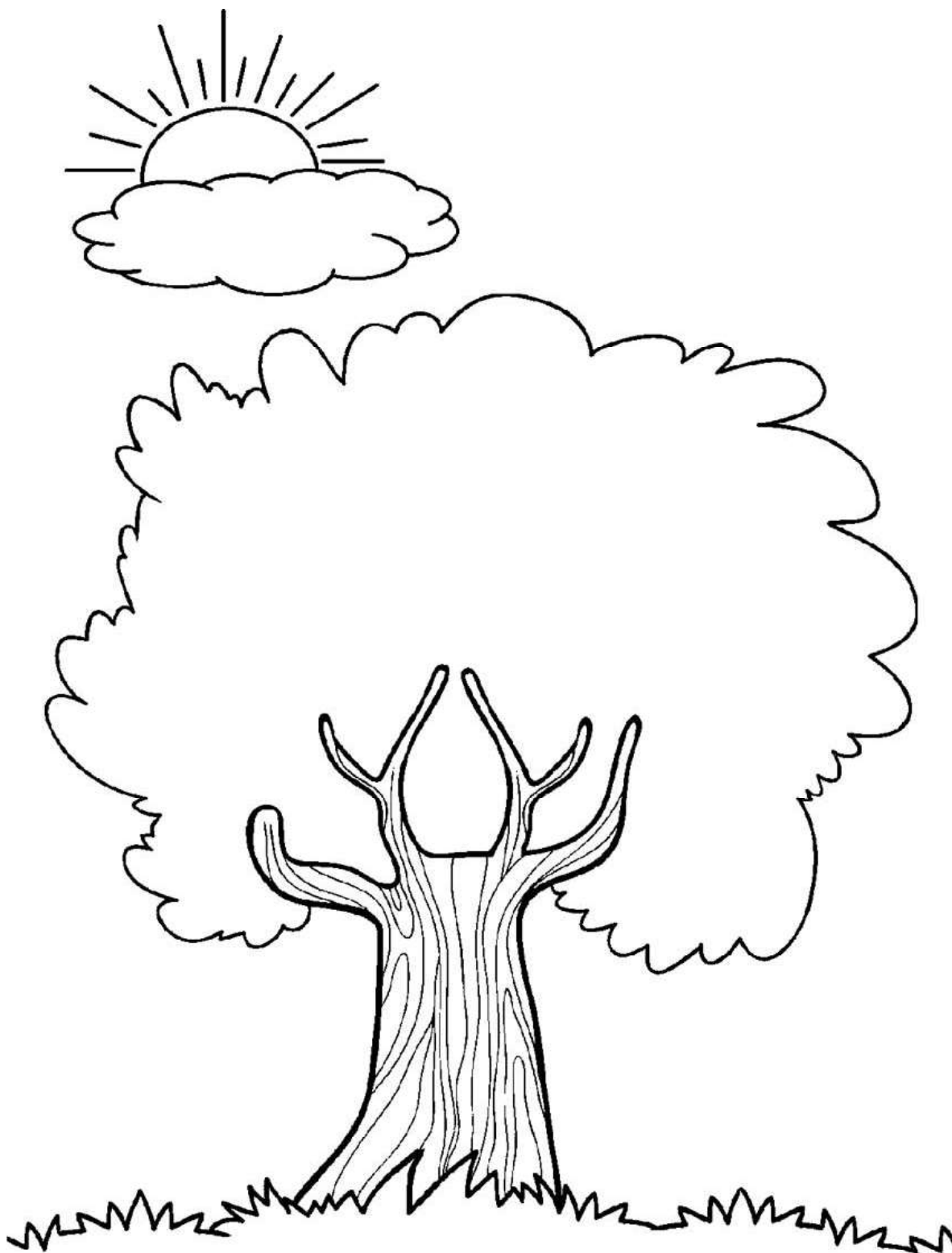
Below Ground:

Beets, Carrots, Potatoes, Radish

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## Where Does it Grow?



## **LOCAL**

(List of all Ontario-grown produce according to Foodland Ontario's availability guide)

Apples	Garlic
Apricots	Grapes
Artichoke	Lettuce
Asparagus	Onions
Beans	Nectarines
Beets	Peaches
Blueberries	Pears
Bok Choy	Peas
Broccoli	Peppers
Brussel Sprouts	Plums
Cabbage	Potatoes
Carrots	Pumpkin
Cauliflower	Radishes
Celery	Raspberries
Cherries	Rhubarb
Corn	Spinach
Crabapples	Squash
Cranberries	Strawberries
Cucumbers	Sweet Potatoes
Currants	Tomatoes
Eggplant	Watermelon
	Zucchini

## **NOT LOCAL**

"Not local" produce includes anything not mentioned in the above list. This could include, but is not limited to, the following:

Avocado  
Bananas  
Coconuts  
Grapefruit  
Jalapeños  
Kiwis  
Lemons  
Limes  
Mangoes  
Oranges  
Pineapple  
Pomegranate

## Fruit Parfaits

**Time:** 10-15 minutes

**Materials Needed:**

- Disposable plastic bowls or cups
- Spoons
- Fruits
- Knife
- Cutting board
- Vanilla yogurt
- Nut-free granola

For the fruit parfait snack, its best to use small fruits (like berries) or fruits that can be cut into small pieces (like apples, peaches, or pears). Try to find fruits that are grown in Ontario. Unless you know for certain that no Cloverbuds have nut allergies, it is safest to purchase granola that is nut-free. Leader can handle the knife to cut fruit into smaller pieces if necessary.

Give each Cloverbud their own bowl/cup and spoon. They can take turns coming up to build their fruit parfait. Leaders can choose to serve ingredients themselves or may allow Cloverbuds to serve themselves. Layer the fruit, yogurt, and granola in their bowls/cups to build the parfait.

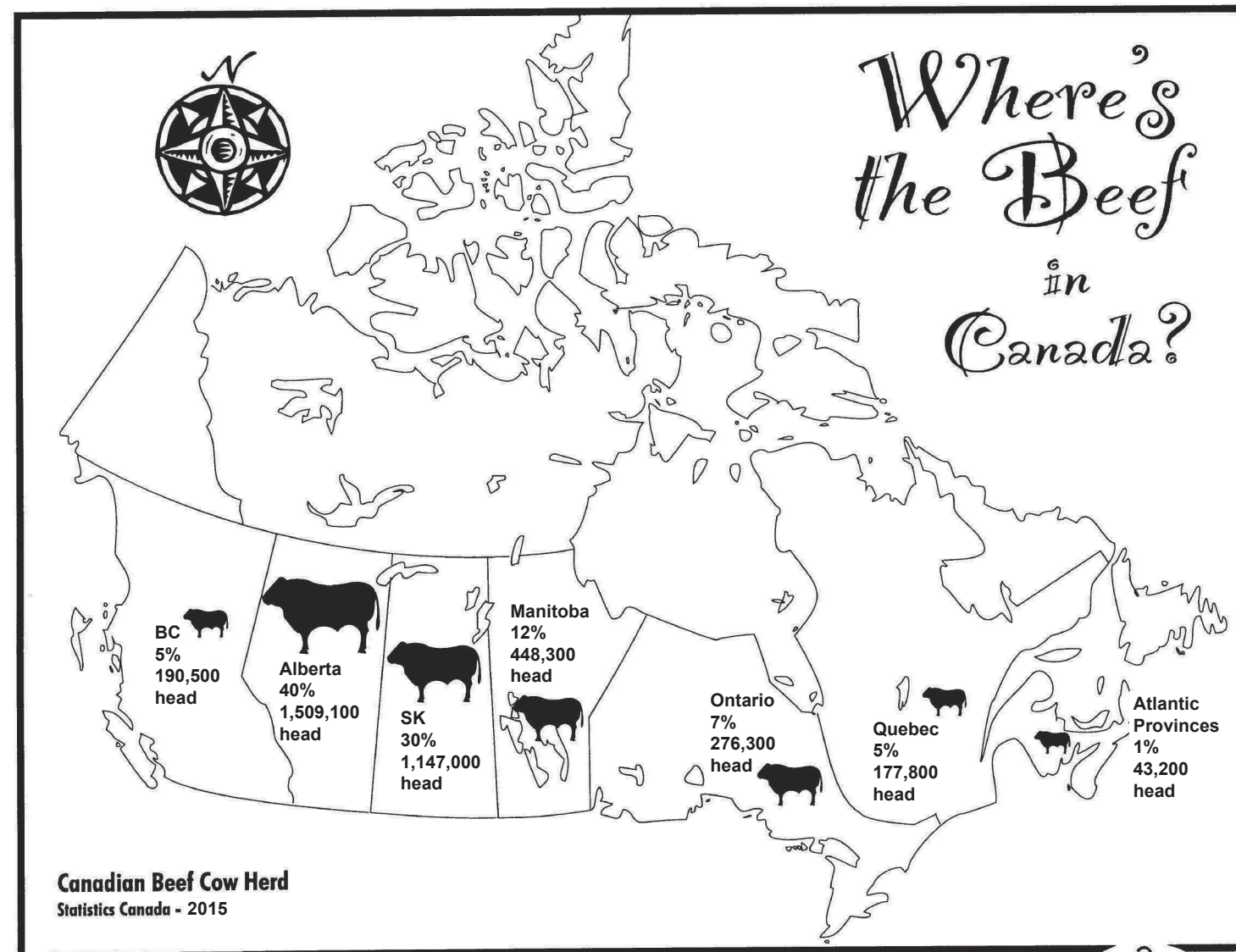
## Healthy Eating Relay Race

**Time:** 10-15 minutes

**Materials Needed:**

- Pylons
  - Hula Hoops
  - Jump rope
  - Buckets (x4)
  - Various food shaped toys (that include fruits and vegetables)
  - Other similarly sized items (small balls, plastic animals, etc)
-





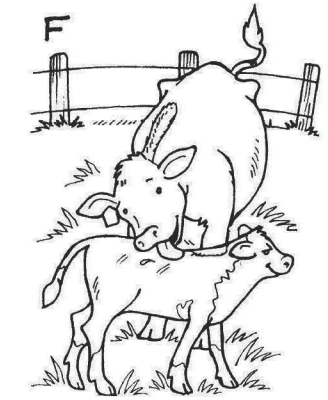
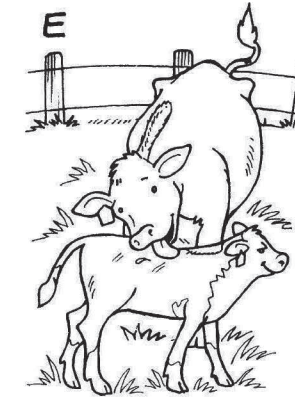
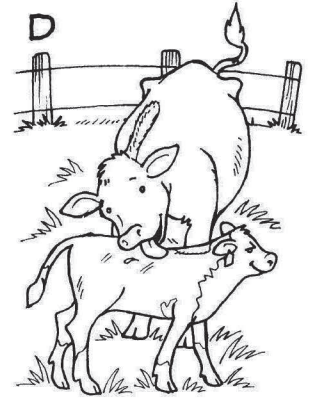
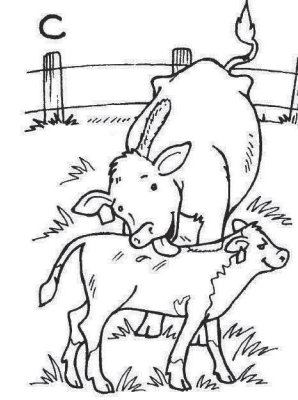
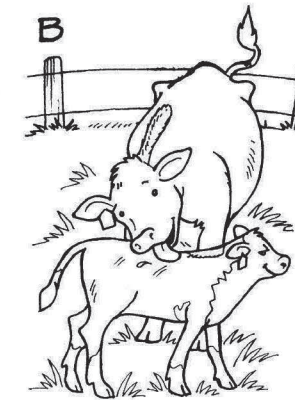
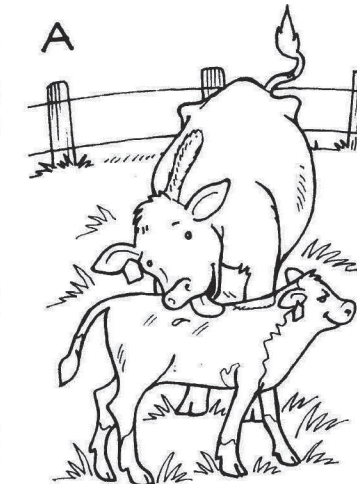
# THE BEEF-it-up

## Activity book



Have some fun as you learn about beef...

Which picture is an exact match for "A" - a beef cow licking her calf?



Answer: A & C (B: missing fence post; D: missing ear tag on calf; E: cow missing foot; F: missing ear tag on calf)

## About BEEF

Beef cows and their baby calves spend the spring, summer and fall living in fields that are called pasture fields. Cattle like living in groups (called herds). In Ontario, the average farm has between 20 and 25 cows.

The calf will drink its mother's milk for about five months with its diet gradually changing from about 2 kg of milk every day to one that includes grasses (called forages) and water as the calf gets older. Calves are weaned from drinking their mother's milk at about five months of age. After the calves are weaned, they are called backgrounders or stocker calves.

Cattle are usually moved to special farms called feedlots when they are 15 months old and live there until they are ready for market. Ontario feedlots vary in size.

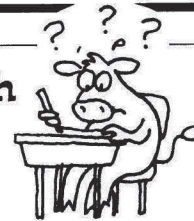
In feedlots, cattle are fed a product that looks very similar to your breakfast cereal. Their food contains a mix of different types of grasses, grains like corn, barley wheat or oats and vitamins and minerals. Each animal also needs between 35 and 65 litres of water every day depending on the type of feed they're eating and the outside temperature.

### DID YOU KNOW....?

- There are thousands of breeds of cattle in the world but about 20 common breeds in Ontario.
- Ontario has 19,000 beef farmers.
- Alberta is the largest producer of beef cattle in Canada.
- Each Canadian consumes 20 kg of beef a year, or about 35 grams per person per day.
- Cows are generally ready for market when they weigh about 544 kg.
- Beef is a great source of protein and is low in fat. One doughnut contains twice as much fat as a 100 gm trimmed sirloin steak.

## More About BEEF

### Beef Math



<b>Subtraction:</b>	
The height of a calf at six months	95 cm
Minus (-)	
The height of a calf at birth	75 cm
<b>Add:</b>	
The weight of a small calf	40 kg
Plus (+)	
The weight of a large calf	45 kg

courtesy of "Animals and Me" educator's guide

Illustration and Design by Debbie Thompson Wilson, Illustration



Check out our website for more information about beef cattle:  
[www.ontariobeef.com](http://www.ontariobeef.com)

this booklet has been provided to you by the  
**Beef Farmers of Ontario**  
130 Malcolm Road, Guelph, Ontario N1K 1B1

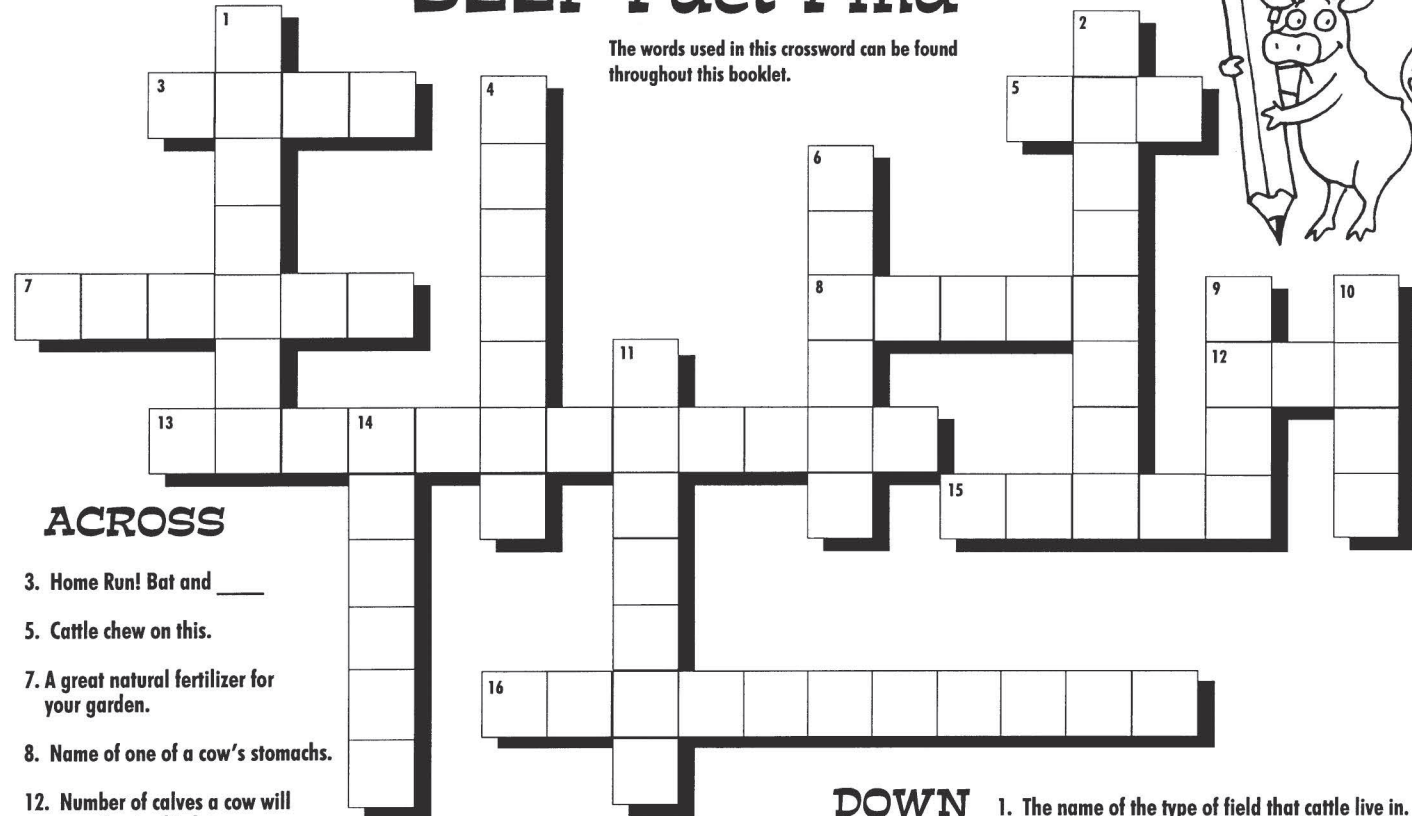
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# BEEF Fact Find

The words used in this crossword can be found throughout this booklet.



## ACROSS

3. Home Run! Bat and \_\_\_\_
5. Cattle chew on this.
7. A great natural fertilizer for your garden.
8. Name of one of a cow's stomachs.
12. Number of calves a cow will usually give birth to every year.
13. A doctor for cattle.
15. Cattle need between 35 and 65 litres of this each day.
16. S'More! Campfire snack.

## DOWN

1. The name of the type of field that cattle live in.
2. A cow is a \_\_\_\_\_ animal.
4. Beef is a good source of \_\_\_\_\_.
6. In feedlots, cattle are fed a product that looks like this breakfast food.
9. Number of stomachs that a cow has.
10. What do you call a group of cattle?
11. Ontario has 19,000 beef \_\_\_\_\_.
14. What farmers use to tell their cattle apart.

Answers on page 3

## Test Your Knowledge!

1. What do you call a group of cattle?  
a) Flock  
b) Herd  
c) Crowd
2. Which of the following come from beef cattle?  
a) Baseball Glove  
b) Steak  
c) Tires  
d) All of the above
3. How do beef cattle travel?  
a) By horse and buggy  
b) By toboggan  
c) In special trucks
4. What do farmers use to tell their cattle apart?  
a) Name tags  
b) Licence plates  
c) Ear tags

5. Many beef cattle live outside because:  
a) It's healthy for them  
b) They sleep too much if they are kept inside  
c) Farmers like to show off their cattle to the neighbours
6. Why do beef cattle wear ear tags?  
a) So they can be recognized when wearing dark sunglasses  
b) To improve their looks  
c) To help the farmer tell the animals apart
7. What do farmers do to take care of their cattle?  
a) Provide fresh water  
b) Provide good feed  
c) Provide shelter from the weather  
d) All of the above
8. Where do beef cattle spend most of their time?  
a) At the beach  
b) Grazing in outdoor pastures  
c) At the movies



courtesy of farmissues.com

Answers: 1 b; 2 d; 3 c; 4 c; 5 c; 6 c; 7 c; 8 b

## TRUE or FALSE???

Circle your answer

1. More than 100 medicines used by humans come from cattle. True False
2. One cowhide can produce enough leather to make 20 footballs, 18 soccer balls, 18 volleyballs or 12 basketballs. True False
3. The average cow has more than 100,000 jaw movements per day. True False
4. A cow will spend approximately 6 hours a day eating and 8 hours a day chewing its cud. True False
5. A cow stands up and lies down about 3 times a day. True False
6. People first domesticated cattle about 5,000 years ago. True False
7. Cattle can only see directly in front of themselves. True False
8. A cow can detect odours up to 2 miles away. True False
9. Cattle have 4 stomachs. True False
10. A veterinarian is a doctor for cattle. True False
11. Cows have 5 calves every year. True False
12. Cattle manure is a great natural fertilizer for your garden. True False
13. Cattle like chewing gum. True False



## How can you help Canadian beef farmers?

L L U B C O R N E P M N A F  
E V E T E R I N A R I A N E  
F R T D E C R D T O L I A R  
E N U F R E A L O T K D D T  
E H I T E E R E L E F A I I  
D E O T L E H I D I L N R L  
H A S O H U N F E N A A U I  
B E S T F E C F E M C C M Z  
H E A L T H Y I F D G O I E  
R E R E M R A F R R U C N R  
L E G O N R A B A G O C A F  
E R U T S A P I T W A E N N  
R E T A W G N W A R T S T H  
Y A H C A T T L E C B E E F

Use the letters left to fill in the blanks to reveal the hidden message.

Circle the following words in the puzzle

AGRICULTURE HERD  
BARN HOOF  
BEEF LEATHER  
BULL MILK  
CALF PASTURE  
CANADIAN PROTEIN  
CATTLE RUMINANT  
CORN STEER  
COW STRAW  
CUD VETERINARIAN  
FARMER WATER  
FEED  
FEEDLOT  
FERTILIZER  
FIELD  
GRAIN  
GRASS  
HAY  
HEALTHY  
HEIFER



Answer: Eat Canadian Beef More Often

## RIB TICKLERS

**Q:** Where do cows go when they want a night out?  
**A:** To the moo-vies!

**Q:** What was the bull doing in the pasture with his eyes closed?  
**A:** Bull-dozin'

**Q:** How does a farmer count a herd of cows?  
**A:** With a Cowculator

**Q:** What do cows wear in Hawaii?  
**A:** Moo-moos

**Q:** What do you call a cow that has just had a calf?  
**A:** Decalfinated

**Q:** Why did the cow wear a bell around her neck?  
**A:** Because her horn didn't work

(Jokes courtesy of <http://www.vtliving.com>)



## ANSWERS



### True or False Answers:

1. **True:** Animal products are used to produce hundreds of things we use in all areas of life, like medicines. We depend on animals every day.
2. **True.** Leather is only one of many byproducts that come from cattle.
3. **False.** Cattle have more than 40,000 jaw movements every day.
4. **True.** It takes a lot of work to digest the grass they eat and turn it into a high quality protein product like beef.
5. **False.** A cow stands up and lies down about 14 times a day.
6. **True.** Most Canadian cattle are descendants of breeds that came from Great Britain and Europe.
7. **False.** Cattle have almost total 360-degree panoramic vision (making them tough to sneak up on).
8. **False.** A cow can detect odours up to 5 miles away.
9. **True.** An animal with 4 stomachs is called a ruminant. The stomachs are called the rumen, reticulum, omasum and obomasums. The 4 stomachs allow them to convert the food they eat, like grass or hay, into high quality protein.
10. **True.** Farmers work closely with veterinarians to ensure that their cattle receive the best care possible.
11. **False.** Cows are pregnant for about 280 days - nine months - before giving birth. They generally have one calf each year and may have between 5 and 10 calves in their lifetime.
12. **True.** When applied in the right quantities, cattle manure makes a great natural fertilizer that helps crops and flowers grow and helps to improve the soil.
13. **False.** They like chewing their cud.



- Yell “make a group with people who...” and go through the options listed below. Once Cloverbuds hear what kind of group they need to make, they must try to find everyone who can fit into their group as fast as possible.
- Once Cloverbuds are in groups, ask them to stand in a circle and introduce themselves, even if they already know each others names. If any Cloverbud is alone or without a group, ask them to join in with another group.

**Groups:**

- People who have the same birthday month as you.
- People who have the same coloured eyes as you.
- People who are wearing the same coloured shirt as you.
- People who are the same age as you.
- People who are in Cloverbuds (stand in a circle together and have everyone say their name).

## Who is a Leader?

**Time:** 5-10 minutes

**Materials Needed:**

- Large paper or flipchart
- Marker
- Paper
- Writing utensils

To begin, have Cloverbuds brainstorm a list of words that they associate with “leadership” or “leader”. Write these examples down on a large paper or flipchart with the marker for everyone to see. After you have several traits and skills listed, explain that it is not any “one” of the things on the list that makes someone a good leader, but a mix of things. This also means that there is not just one type of person who can be a leader, anyone can be!

Give each Cloverbud a piece of paper and writing utensil and give them a couple of minutes to think about someone they look up in their lives (like some of them were asked to do for Roll Call). This can be a family member, friend, celebrity, sports star, or fictional character. Ask Cloverbuds to write the name of their person at the top of their page and then write a list of traits or skills that that person has that makes them a good leader or role model. They

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can use words that were already written on the brainstorm paper or can think of new ones. If Cloverbuds finish this quickly they can also draw a picture of their person.

Ask for volunteers to share who they wrote down as their role-model and a few of the traits or skills that make them a good leader.

## Identifying Skills

**Time:** 5-10 minutes

**Materials Needed:**

- Paper
- Writing utensils

For this activity Cloverbuds can use the back of the same piece of paper used in the previous exercise to save paper.

Now that we have practiced identifying strong leadership skills in other people, it is time to figure out what kind of leadership skills we have ourselves! Cloverbuds should fold their paper in half. On one half of the blank side, write a list of things you are involved in (like sports teams, school clubs, music lessons, etc.) and things you do often in your day-to-day activities (cooking, doing homework, cleaning your room, drawing or making art). Try to list at least three different things.

On the second half of the paper, Cloverbuds can write some of the helpful leadership skills that these activities show that they have. For example, people who play team sports are often good at teamwork and communicating with other people; people who like to play instruments, make art, or cook are likely very detail oriented and creative; people who like to keep their rooms clean and do their homework have good organization skills, and so on.

A lot of the things we do in our day-to-day lives are helping us develop our leadership skills without us even realizing it. It is important to take note of what skills you have so that you can continue to improve on your existing skills and work towards developing new ones.

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- Shown a cow?
- Ridden a horse?
- Seen a cow get milked?
- Milked a cow yourself?
- Seen a milk truck pick up milk from a farm?
- Picked a fruit or vegetable fresh from the plant?
- Grown your own fruits or vegetables?
- Seen a pig farm?
- Seen a chicken farm?
- Been to the Royal Agricultural Winter Fair?

After all the questions have been asked, ask Cloverbuds to gather together again as a group. Point out that it looked like a lot of Cloverbuds seem to have had a lot of fun experiences with agriculture. However, a lot of people who do not live on or near farms may not have ANY experience with agriculture, so it only makes sense that some people have a lot of questions about the agriculture industry and how things work.

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## LET'S EXPLORE

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### Marshmallow Farms

**Time:** 10-15 minutes

Materials Needed:

- Large and mini marshmallows
  - Soft gummy candies
  - Toothpicks
  - Paper plates
  - Bowls
  - Writing utensils
-

Give each Cloverbud a paper plate and ask them to write their name on it. Pour toothpicks, marshmallows and candies into several different bowls so that they can be passed around more easily. Cloverbuds will have about 5 minutes to construct something they can find on a farm (a building, a vehicle, an animal) out of the marshmallows, candy and toothpicks.

Once the 5 minutes are up, ask for volunteers to explain to the group what they made, and what kind of farm they would find it on.

Set plates aside so that they can be taken home and eaten later.

## What Does Agriculture Mean to You?

**Time:** 20-30 minutes

**Materials Needed:**

- Blank paper
- Farming and agriculture magazines, newspapers, flyers
- Scissors
- Glue-sticks
- Markers

Give each Cloverbud a piece of paper and have them write their name on the back. Cloverbuds will have about 15 minutes to look through farming and agriculture magazines, newspapers and flyers to cut out words or pictures to make a collage. The theme of the collage is “what does agriculture mean to you?”.

Cloverbuds will need to share the magazines and newspapers, scissors and glue. They can also use markers to add words or draw on their collage. After the 15 minutes are up, Cloverbuds should work together to clean up their work areas. Lay the collages out so that everyone can see them. Ask if any Cloverbuds would like to share what they made or just speak about what agriculture means to them in general. Leave collages somewhere safe to dry.

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farmers to watch over and take care of their livestock.

- 2) Example answer: In Canada, 97% of farms are family-owned! This means that for a lot of farmers, their farm is also their home, so they care a lot about their farms and about doing their jobs well.
- 3) Example answer: Not all farms are the same. There is not just one type of farm or farmer, and in Canada there are lot of different types of farms! For example, did you know that there are cricket farms in Canada? (or any of the other type of farms that we learned about in the “Types of Farms” word search).
- 4) Example answer: Both organic foods and non-organic foods are safe and healthy choices. Pesticides used in Canada are used safely, and both organic and non-organic foods have to pass the same food-safety standards before they are ready to be sold to the public, so they are both great options.

## Bumper Sticker Take Away

**Time:** 10-15 minutes

**Materials Needed:**

- Half pages of paper
- Colouring utensils

Give each Cloverbud one half-piece pf paper and have them write their name on the back. Cloverbuds should imagine that they are designing a bumper sticker to put on a car that tells people why agriculture is important. This could be done through pictures or by making a slogan or catchphrase. Give Cloverbuds about 5 minutes to work on their bumper sticker designs.

Once they are done, go around the room and have Cloverbuds share their bumper sticker with the group.

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## ADJOURNMENT

### Additional Activities

- Take virtual farm tours of different types of farms on the FarmFood360 website (internet access required) <https://www.farmfood360.ca>
  - Visit a farm for a tour
-



# OUTDOOR

## ALPHABET SCAVENGER HUNT



- |  |  |
|--|--|
| <input type="checkbox"/> A - Ant             | <input type="checkbox"/> N - Nest              |
| <input type="checkbox"/> B - Bark            | <input type="checkbox"/> O - Orange Leaf       |
| <input type="checkbox"/> C - Creek           | <input type="checkbox"/> P - Pinecone          |
| <input type="checkbox"/> D - Dew             | <input type="checkbox"/> Q - Quick Animal      |
| <input type="checkbox"/> E - Evergreen Tree  | <input type="checkbox"/> R - Rock              |
| <input type="checkbox"/> F - Flower          | <input type="checkbox"/> S - Sunglasses        |
| <input type="checkbox"/> G - Green Leaf      | <input type="checkbox"/> T - Tree Stump        |
| <input type="checkbox"/> H - Hat             | <input type="checkbox"/> U - Unique Rock       |
| <input type="checkbox"/> I - Insect in a Web | <input type="checkbox"/> V - "V" Shape in Tree |
| <input type="checkbox"/> J - Jug of Water    | <input type="checkbox"/> W - Walking Stick     |
| <input type="checkbox"/> K - Kindling        | <input type="checkbox"/> X - X on the Map!     |
| <input type="checkbox"/> L - Lady Bug        | <input type="checkbox"/> Y - "Y" Shaped Stick  |
| <input type="checkbox"/> M - Map             | <input type="checkbox"/> Z - Zipper            |

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**Learn To Do By Doing**

## Cloverbud At Home Experience Activities

### Create Your Own Birdfeeder

During this activity you will create a bird feeder using items you have around your home!



#### Supplies:

- Toilet paper roll, paper towel roll or portion of an egg carton
- String
- Peanut butter (if you have an allergy to peanut butter you could try another nut butter or honey)
- Bird seed
- Plate
- Butter knife
- Scissors

#### Instructions:

- Prepare your bird feeder base (your toilet paper roll, paper towel roll or egg carton) and cut your string to the desired length.
- Pour your bird seed onto the plate (if you are using the egg carton, please skip this step).
- Spread peanut butter on the base of the feeder using the butter knife.
- Roll the bird feeder base into the bird seed. (If using egg carton, pour a small amount of birdseed into each section of the egg carton).
- Hang the bird feeder outside for the birds to enjoy.

Note: if you leave the bird feeder out in the rain it will break down.





## Cloverbud At Home Experience Activities

### String Art

It's time to showcase your creativity!

Supplies:

- String, multiple pieces
- Washable paints
- Paper towels
- Paint palette or paper plate
- Cardstock or Construction Paper

Instructions:

- In this activity you will put away your paint brushes and trade them in for string!
- Cut a string for each colour of paint that you would like to use. It can be about 15cm (6 inches) in length.
- Prepare your paints to use by putting small amounts into your paint palette or onto your paper plate.
- Put your string in your paint – being careful to keep one end out that you can hold onto. Coat the string in paint.
- Pick up your string and start “painting” with the string on your cardstock or construction paper.
- You could even try putting the string down on one piece of paper and then putting another piece of paper on top to see what happens!
- Be creative and have fun!



## Cloverbud At Home Experience Activities



### Budding Seeds

In this activity you will plant some seeds in a paper towel so that you can watch them germinate and grow!

#### Supplies:

- Plastic baggie
- Seed(s)
- Paper towels
- Water
- Permanent marker
- Tape

#### Instructions:

- Use a permanent marker to write the following on your plastic baggie: [1] Your Name [2] The type of seed [3] the date which you planted your seed.
- Fold your paper towels so that they fit within your plastic baggie.
- Wet your paper towels.
- Place your seed(s) in between two layers of paper towels.
- Tape your plastic baggie up onto the window and watch as your seeds germinate and grow!



## Cloverbud At Home Experience Activities



### Stained Glass Art

It's time to showcase your creativity! In this activity you will get to create your own stained-glass artwork to hang in your window!

#### Supplies:

- Craft knife \*adult assistance required
- Black Cardstock or Construction Paper
- Pencil
- Tissue paper, multiple colours, ½ sheet each
- Scissors
- Clear contact paper (or liquid white glue and wax paper)
- Tape

#### Instructions:

- Choose a shape that you would like your stained-glass art to be shaped as.
- Draw your shape outline on the black cardstock and cut it out with scissors. Be sure to ask for assistance from an adult if you need to use the craft knife to cut out smaller areas.
- Place your cut-out shape onto your contact paper, put the paper backing of the contact paper down so it covers your shape. Trim around your shape. [If using wax paper, trace your shape out on the wax paper and glue it onto your shape.]
- Cut little squares of your coloured tissue paper.
- Take the contact paper backing off of your shape and place your pieces of tissue paper and place it over your shape until the sticky area is covered. [if you are using wax paper, spread a thin layer of glue on the wax paper, on the same side as your shape, place your tissue paper onto the glue until the back of your shape is covered in tissue paper.]
- Tape your completed stained-glass artwork onto a window, enjoy!





## Cloverbud At Home Experience Activities

### 4-H Art Show

Showcase what excites you about being involved in 4-H in this creative opportunity. It's time to showcase your creativity!

#### Supplies:

- Various craft supplies (paint, markers, crayons, pencil crayons)
- Glue
- Scissors
- Newspapers/magazines
- Photos

#### Instructions:

- Using the materials that you have available and your creativity, create a piece of artwork that showcases what excites you about being a part of 4-H. The sky is the limit!