



DISCOVER 4-H CLOVERBUD



CITIZENSHIP CLUBS



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Libby Porter | Jennifer Beck | Scott Williams | Stacey MacArthur
Utah State University Extension

Description

The Discover 4-H Clubs series guides new 4-H volunteer leaders through the process of starting a 4-H club or provides a guideline for seasoned volunteer leaders to try a new project area. Each guide outlines everything needed to organize a club and hold the first six club meetings related to a specific project area.

Purpose

The purpose is to create an environment for families to come together and participate in learning activities that can engage the whole family, while spending time together as a multi-family club. Members will experiment with new 4-H project areas.

What is 4-H?

4-H is one of the largest youth development organizations in the United States. 4-H is found in almost every county across the nation and enjoys a partnership between the U. S. Department of Agriculture (USDA), the state land-grant universities (e.g., Utah State University), and local county governments.

4-H is about youth and adults working together as partners in designing and implementing club and individual plans for activities and events. Positive youth development is the primary goal of 4-H. The project area serves as the vehicle for members to learn and master project-specific skills while developing basic life skills. All projects support the ultimate goal for the 4-H member to develop positive personal assets needed to live successfully in a diverse and changing world.

Participation in 4-H has shown many positive outcomes for youth. Specifically, 4-H participants have higher participation in civic contribution, higher grades, increased healthy habits, and higher participation in science than other youth (Learner et al., 2005).

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EXTENSION 

UtahStateUniversity

Utah State University is an affirmative action/equal opportunity institution.



Utah 4-H

4-H is the youth development program of Utah State University Extension and has more than 90,000 youth participants and 8,600 adult volunteers. Each county (Daggett is covered by Uintah County) has a Utah State University Extension office that administers the 4-H program.

The 4-H Motto

"To Make the Best Better!"

The 4-H Pledge

I pledge: My HEAD to clearer thinking, My HEART to greater loyalty, My HANDS to larger service and My HEALTH to better living, For my Club, my Community, my Country, and my world.

4-H Clubs

What is a 4-H Club? The club is the basic unit and foundation of 4-H. An organized club meets regularly (once a month, twice a month, weekly, etc.) under the guidance of one or more volunteer leaders, elects its own officers, plans its own program, and participates in a variety of activities. Clubs may choose to meet during the school year, only for the summer, or both.

Club Enrollment

Enroll your club with your local Extension office. Each member will need to complete a Club/member Enrollment form, Medical History form, and a Code of Conduct/Photo Release form (print these from the www.utah4h.org website or get them from the county Extension office).

Elect Club Officers

Elect club officers during one of your first club meetings. Depending on how many youth you have in your club, you can decide how many officers you would like. Typical officers will include a president, vice president, pledge leader, and secretary. Other possible officers or committees are: song leader, activity facilitator, clean-up supervisor, recreation chair, scrapbook coordinator, contact committee (email, phone, etc.), field trip committee, club photographer, etc. Pairing older members with younger members as Sr. and Jr. officers may be an effective strategy to involve a greater number of youth in leadership roles and reinforce the leadership experience for both ages. Your club may decide the duration of officers—six months, one year, etc.



A Typical Club Meeting

Follow this outline for each club meeting:

- Call to order—President
- Pledge of Allegiance and 4-H Pledge—Pledge Leader (arranges for club members to give pledges)
- Song—Song Leader (leads or arranges for club member to lead)
- Roll call—Secretary (may use an icebreaker or get acquainted type of roll call to get the meeting started)
- Minutes of the last meeting—Secretary
- Business/Announcements—Vice President
- Club Activity—arranged by Activity Facilitator and includes project, lesson, service, etc. These are outlined by project area in the following pages.
- Refreshments—arranged by Refreshment Coordinator
- Clean Up—led by Clean-up Supervisor



Essential Elements of 4-H Youth Development

The essential elements are about healthy environments. Regardless of the project area, youth need to be in environments where the following elements are present in order to foster youth development.

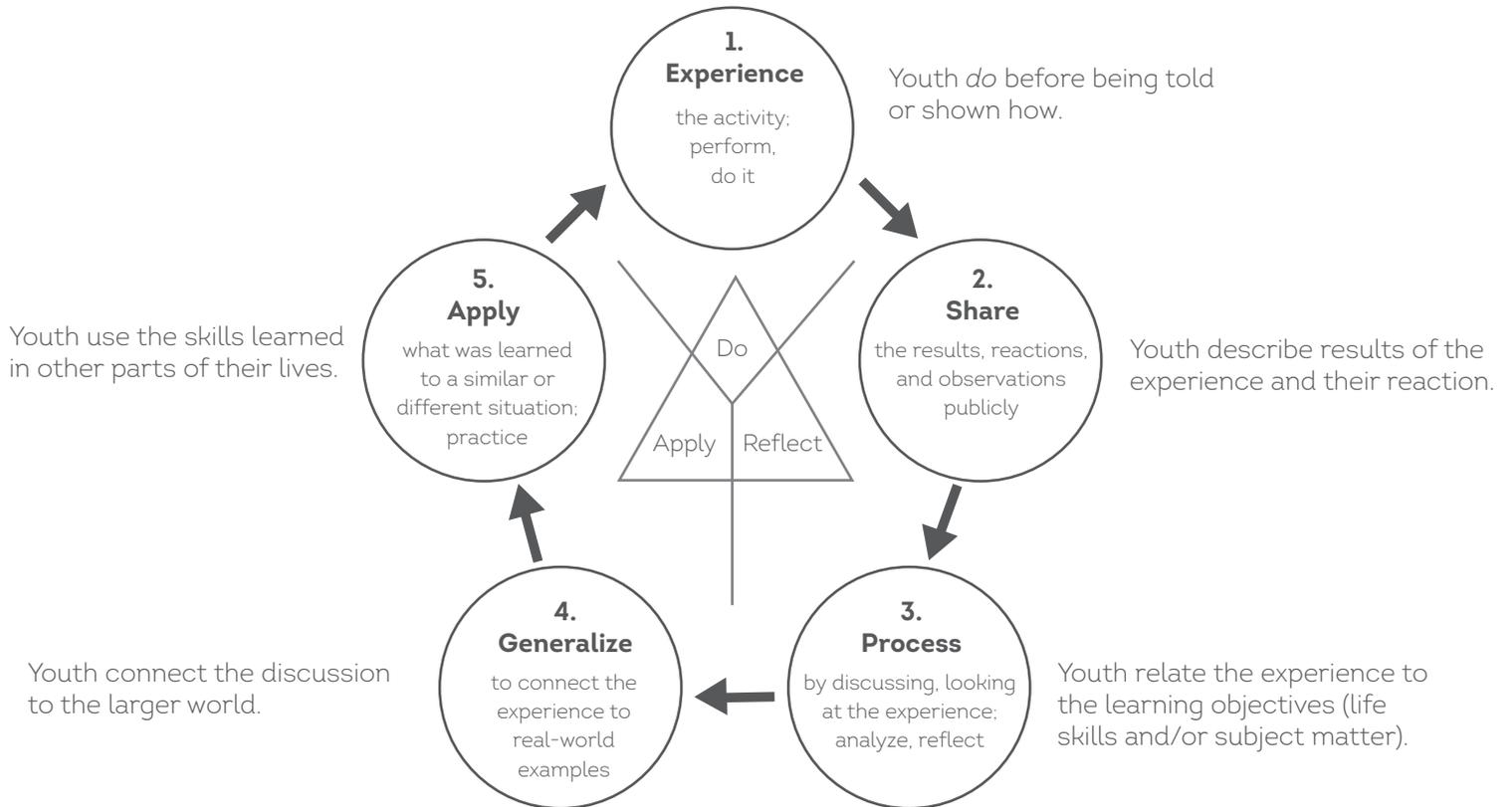
1. **Belonging:** a positive relationship with a caring adult; an inclusive and safe environment.
2. **Mastery:** engagement in learning; opportunity for mastery.
3. **Independence:** opportunity to see oneself as an active participant in the future; opportunity to make choices.
4. **Generosity:** opportunity to value and practice service to others.

(Information retrieved from: <http://www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/youth-development/essential-elements/>)



4-H “Learning by Doing” Learning Approach

The Do, Reflect, Apply learning approach allows youth to experience the learning process with minimal guidance from adults. This allows for discovery by youth that may not take place with exact instructions.



4-H Mission Mandates

The mission of 4-H is to provide meaningful opportunities for youth and adults to work together to create sustainable community change. This is accomplished within three primary content areas, or mission mandates, - citizenship, healthy living, and science. These mandates reiterate the founding purposes of Extension (e.g., community leadership, quality of life, and technology transfer) in the context of 21st century challenges and opportunities. (Information retrieved from: http://www.csrees.usda.gov/nea/family/res/pdfs/Mission_Mandates.pdf)

1. **Citizenship:** connecting youth to their community, community leaders, and their role in civic affairs. This may include: civic engagement, service, civic education, and leadership.
2. **Healthy Living:** promoting healthy living to youth and their families. This includes: nutrition, fitness, social-emotional health, injury prevention, and prevention of tobacco, alcohol, and other drug use.
3. **Science:** preparing youth for science, engineering, and technology education. The core areas include: animal science and agriculture, applied mathematics, consumer science, engineering, environmental science and natural resources, life science, and technology.

Getting Started

1. Recruit one to three other families to form a club with you.
 - a. Send 4-H registration form and medical/photo release form to each family (available at utah4h.org)
 - b. Distribute the Discover 4-H Clubs curriculum to each family
 - c. Decide on a club name
 - d. Choose how often your club will meet (e.g., monthly, bi-monthly, etc.)
2. Enroll as a 4-H volunteer at the local county Extension office (invite other parents to do the same)
3. Enroll your club at the local county Extension office
 - a. Sign up to receive the county 4-H newsletter from your county Extension office to stay informed about 4-H-related opportunities.
4. Identify which family/adult leader will be in charge of the first club meeting.
 - a. Set a date for your first club meeting and invite the other participants.
5. Hold the first club meeting (if this is a newly formed club).
 - a. See *A Typical Club Meeting* section above for a general outline.
 - i. Your activity for this first club meeting will be to elect club officers and to schedule the six project area club meetings outlined in the remainder of this guide. You may also complete a-d under #1 above.
 - b. At the end of the first club meeting, make a calendar outlining the adult leader in charge (in partnership with the club president) of each club meeting along with the dates, locations, and times of the remaining club meetings.
6. Hold the six project-specific club meetings outlined in this guide.
7. Continue with the same project area with the 4-H curriculum of your choice (can be obtained from the County Extension Office) OR try another Discover 4-H Club project area.



Other Resources

Utah 4-H website: www.Utah4-h.org

National 4-H website: www.4-h.org

4-H volunteer training:

To set up login:

<http://utah4h.org/htm/volunteers/get-involved/new-volunteer-training>

To start modules: <http://4h.wsu.edu/volunteertraining/course.html>

(password = volunteer)

References

Information was taken from the Utah 4-H website (utah4h.org), the National 4-H Website (4h.org), the Utah Volunteer Handbook, or as otherwise noted.

Lerner, R., M. et al., (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth grade adolescents: Findings from the first wave of the 4-H Study of Positive Youth Development. *Journal of Early Adolescence*, 25(1), 17-71.

We would love feedback or suggestions on this guide; please go to the following link to take a short survey:

<http://tinyurl.com/lb9tnad>

4-H CITIZENSHIP CLUB *Meetings*



Club Meeting 1

My Community 2



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4-H Cloverbud *Club Meeting 1* My Community



Supplies

Being Neighborly

- Chocolate chip cookie recipe
- 2 sticks butter
- 1 cup brown sugar
- $\frac{2}{3}$ cup sugar
- 2 eggs
- 2 tsp. vanilla extract
- 1 $\frac{1}{2}$ tsp. baking soda
- 2 $\frac{3}{4}$ cups all-purpose flour
- 12 oz. chocolate chips
- Cookie sheet
- Spatula
- Large bowl
- Paper plates

Kindness to Others

- "The Mailbox" video by BYU
- Paper
- Markers/crayons
- Scissors
- Glue
- Stickers

INTRODUCTION

In this club we will explore citizenship through fun, hands-on activities that will help youth get involved in the community and discover the history and culture of the world around them. For this activity we will bake cookies for a neighbor and draw pictures to deliver to a nursing home!

Being *Neighborly*



ACTIVITY 1

Time: 20 minutes

- Talk to the children about being a good neighbor and treating everyone with kindness.
- Make chocolate chip cookies to deliver to neighbors in your community.
- Follow the chocolate chip recipe, allowing the children to help as much as they can.
- While the cookies are baking in the oven, begin activity #2.
- When the cookies are baked, place them on a paper plate. Take the young participants to deliver the cookies to neighbors. This will allow the children to see how they have helped someone and how good it feels to do service.



ACTIVITY 2

Time: 25 minutes

- Ask the children to think about their grandparents or other older people they know. Show the children the video "The Mailbox." Ask the children if the grandmother enjoyed visiting with the little girl. Tell the children that sometimes older people are lonely and enjoy having visitors.
- Give young participants a piece of paper. Have each of them decorate the paper with crayons and stickers and write a short letter or draw a picture.
- After the children finish their cards, gather them and take a trip to a nearby nursing home.
- Have the young participants personally deliver their notes. It could also be fun to have the children go from room to room and sing.



Reflect

- How do you feel when you help someone else?
- How do you think your neighbors felt when you took them cookies?
- What is service?
- Did you enjoy visiting the nursing home?

Apply

- Why is it important to serve others and help those in need?
- What are some other ways you can serve in your community?
- In what ways can you get involved at the community level?



References

"The Mailbox" Video Produced by David K. Jacobs. Brigham Young University Film Classics.



Belonging

Participants will get involved in their community and will foster a sense of belonging as they become part of something bigger than themselves.

Citizenship

Participants will discover the importance of being good citizens and how to become involved and serve within the community.

Generosity

Participants will learn about service and give their time to serve their neighbors and better the community.

Healthy Living

As participants learn to serve others and contribute to the community, they will create a healthier and happier living environment.

Best Basic *Chocolate Chip Cookies*



by Rosemary Mark

Yield: 3 dozen

INGREDIENTS

- 1 cup butter softened (2 sticks)
- 1 cup packed brown sugar
- $\frac{2}{3}$ cup granulated sugar
- 2 large eggs
- 2 teaspoons vanilla extract
- 1 $\frac{1}{2}$ teaspoons baking soda
- 2 $\frac{3}{4}$ cups all-purpose flour
- 1 12-ounce package chocolate chips

DIRECTIONS

1. Preheat oven to 350°F.
2. Beat butter and sugars with electric mixer on high speed for 2 minutes until mixture is very fluffy and turns several shades lighter in color.
3. Beat in eggs, vanilla and baking soda for 1 minute, scraping sides of bowl.
4. Mix in flour and baking soda just until blended. Stir in chocolate chips and nuts (optional).
5. Drop dough by 2 tablespoonsful scoops onto baking sheet. Bake 10-12 minutes until edges are lightly browned. Cool 1 minute on pan then transfer with a spatula to a rack to cool completely.



4-H Cloverbud *Club Meeting 2* Community Helpers



Supplies

Thank You Cards

- Paper
- Crayons/markers
- Scissors
- Glue
- Stickers

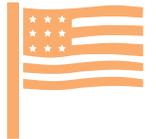
Planting Flowers

- Flowers
- Small shovels
- Watering cans

INTRODUCTION

In this club we will explore citizenship through fun, hands-on activities that will help youth get involved in the community and discover the history and culture of the world around them. For this activity we will write thank you cards to public workers and plant flowers around the community!

Thank You *Cards*



ACTIVITY 1

Time: 15 minutes

- Ask the children to name some people in their community who help them (policemen, firemen, teachers, etc.). Explain that these people work really hard to make the community a nice place to live.
- Encourage the children to think of different ways they could express their appreciation to those people. Have them choose one group of community helpers who they can write thank you cards to.
- Give young participants a piece of paper and have each of them use the crayons and stickers to write a thank you note or draw a picture.
- Deliver the cards to the group of community helpers.

Planting *Flowers*



ACTIVITY 2

Time: 30 minutes

- Before doing this activity, get permission to plant flowers in a public area somewhere in the community. After gaining permission, gather the planting supplies you will need.
- Demonstrate how to dig a small hole using the shovel and carefully place the flower into it. Use your hands to press the dirt down around the flower. When you are finished, make sure to water the flowers.



Reflect

- How did it feel to plant the flowers in your community?
- Who did you write your thank you card to?
- What would the community be like if we didn't have teachers, policemen and firemen?

Apply

- What other ways can you help out in your community?
- Why is it important to serve others and help those in need?
- What do you want to be when you grow up?



Belonging

Participants will get involved in their community and will foster a sense of belonging as they become part of something bigger than themselves.

Citizenship

Participants will discover the importance of being good citizens and how to become involved and serve in the community.

Generosity

Participants will learn about service and give their time to serve their neighbors and better the community.

Healthy Living

As participants learn to serve others and contribute to the community, they will create a healthier and happier living environment.



4-H Cloverbud *Club Meeting 3* Utah, This is the Place!*



Supplies

The Utah Alphabet

- *A is for Arches: A Utah Alphabet* by Becky Hall
- Paper
- Crayons

Utah State Song

- "Utah, This is the Place" music and lyrics

Utah History Skits

- Skit scenarios
- Skit props (optional)

INTRODUCTION

In this club we will explore citizenship through fun, hands-on activities that will help youth get involved in the community and discover the history and culture of the world around them. For this activity we will be discovering Utah's history through reading, singing and performing skits!

The Utah *Alphabet*



ACTIVITY 1

Time: 15 minutes

- Ask the children what they like about living in Utah. Read the book about Utah (*A is for Arches: A Utah Alphabet* by Becky Hall) to the children and discuss the many things that make Utah a wonderful place to live.
- Give each young participant a piece of paper. Have them use crayons to draw a picture of their favorite thing about Utah.
- Have the children share their pictures with the rest of the group when finished.

*If you live outside Utah, replace this club meeting with information about your state or country.

Utah State *Song*



ACTIVITY 2

Time: 10 minutes

- Ask the children if any of them know Utah's state song. Tell them that in 2003 the state song was changed from "Utah, We Love Thee" to "Utah, This is the Place."
- Sing the state song with them. Add actions to the song to make it more engaging.

Utah History *Skits*



ACTIVITY 3

Time: 20 minutes

- Divide the youth into three groups. Give each group a slip of paper with a piece of Utah history written on it.
- Have each group come up with a short skit to depict a particular group of people in Utah's history.
 - o Skit #1: (American Indians) - The Native American groups that historically lived in Utah included the Ute, Southern Paiute, Navajo, Goshute and the Northern and Eastern Shoshone. They lived by hunting, fishing, gathering and trading among other tribes in the region. Navajo culture was based on herding sheep, cattle and goats. They did basketry, pottery and learned to weave from the Hopi. They lived in teepees made from brush and poles.
 - o Skit #2: (Mormon settlers) - Brigham Young was the leader of The Church of Jesus Christ of Latter-day Saints. The saints lived in Nauvoo, Illinois, but were forced to move west due to persecution. The Mormon pioneers traveled west by wagon trains and handcarts and experienced many struggles along the way. They finally arrived to the Salt Lake Valley and developed a community of farmers and tradesmen. They enjoyed activities such as music, dance and drama.
 - o Skit #3: (transcontinental railroad) - The transcontinental railroad was built between 1863 and 1869. It was 1,776 miles long and connected the Atlantic and Pacific coasts of the United States by rail for the first time in history. The workers that built the railroad were mainly Civil War veterans and Irish immigrants. The railroad was started on each coast and they connected and completed the railroad by pounding in the final spike (the Golden Spike) in Promontory Utah! The new railroad helped the U.S. economy because the transport of goods was made much faster and cheaper.
(<http://www.historynet.com/transcontinental-railroad>)



Reflect

- What is your favorite thing about living in Utah?
- Have you ever traveled to or lived in other states?
- What do we learn from the Utah state song?
- Who settled the state of Utah?
- What is the significance of Promontory Point?

Apply

- What are some ways you can get involved at the state level?
- What can you do to be a good Utah citizen?
- Why is it important to know the history of our state?



References

A is for Arches: A Utah Alphabet by Becky Hall. Publisher: Sleeping Bear Press: ISBN: 1585360961



Belonging

Participants will develop a sense of belonging as they learn more about the state they live in.

Citizenship

Participants will develop a sense of citizenship as they learn about Utah's history and its road to statehood.



4-H Cloverbud *Club Meeting 4* America the Beautiful!



Supplies

Pledge of Allegiance

- American flag
- Poster board
- Black marker

Christopher Columbus

- Christopher Columbus book (*1492: The Year of the New World* by Piero Ventura)

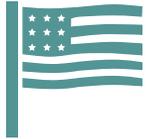
Statue of Liberty

- Pictures of the Statue of Liberty
- Modeling clay

INTRODUCTION

In this club we will explore citizenship through fun, hands-on activities that will help youth get involved in the community and discover the history and culture of the world around them. For this activity we will be discovering America's history through charades and sculpting modeling clay!

The Pledge *of Allegiance*



ACTIVITY 1

Time: 10 minutes

- Write the Pledge of Allegiance with a black marker on a piece of poster board.
- Hang the American flag at the front of the room or ask volunteers to hold it up. Hang up the poster board with the pledge where the children can read it.
- Recite the pledge as a group. Ask the children if they understand what it means. Explain what some of the large and unfamiliar words mean. Rewrite the pledge using simpler words that the children understand.
- After discussing what it means and stands for, recite the Pledge of Allegiance once more.

Christopher *Columbus*



ACTIVITY 2

Time: 15 minutes

- Read children the book about Christopher Columbus (1492: The Year of the New World by Piero Ventura).
- After reading the book, discuss what it might have been like to be Columbus coming to America. Inform the children that when Columbus and his crew landed in America they had to use sign language to communicate with the Native Americans.
- Play a game of charades where the children have to guess what the other person is acting out. They should play the part of both the explorers and the Native Americans.

Statue of *Liberty*



ACTIVITY 3

Time: 15 minutes

- Ask the children if they know what the Statue of Liberty is and if they know what it looks like. Show the children a picture of the Statue of Liberty and give them a brief history of where it came from and what it stands for.
- Give each child a portion of modeling clay. Have the children use the clay to make a sculpture of the Statue of Liberty or a sculpture of something that represents friendship or freedom.
- When the children are done, have them show the others their sculpture and talk about what it is.



Reflect

- Are you proud to be an American?
- Who was Christopher Columbus and why did he come to America?
- What does it mean to you to be an American citizen?
- What does the Statue of Liberty represent?

Apply

- Why is it important to know the history and symbolism of America?
- What can you do to be a good American citizen?
- What things can you do because you live in a free country?



References

1492: The Year of the New World by Piero Ventura.

Publisher: New York: G.P. Putman's Son; ISBN: 0399223320

Our National Symbols by Linda C. Johnson.

Publisher: Millbrook Press; ISBN: 1878841874



Belonging

Participants will cultivate a sense of belonging as they learn more about the country in which they live.

Citizenship

Youth will learn about the history and symbolism behind their country and what it means to be a good American citizen.



4-H Cloverbud *Club Meeting 5*

Proud to be an American



Supplies

Flag Etiquette

- American flag

Flag Painting

- White butcher paper (3'x5')
- Blue construction paper
- Red and white paint
- Star-shaped sponges
- Glue
- Star-Spangled Banner music

Patriotic Songs

- Music and lyrics for Yankee Doodle, You're a Grand Old Flag, This Land is Your Land, America

INTRODUCTION

In this club we will explore citizenship through fun, hands-on activities that will help youth get involved in the community and discover the history and culture of the world around them. For this activity we will be discovering America's history through fingerpainting and singing patriotic songs!

Flag *Etiquette*



ACTIVITY 1

Time: 10 minutes

- Discuss with the children that the flag is an important symbol of our country and our freedom and it should be treated with care and respect. Talk about ways to show respect for the flag:
 - Take your hat off when reciting the Pledge of Allegiance.
 - Never let the flag touch the ground.
 - Put your right hand over your heart and look at the flag when reciting the Pledge of Allegiance.
 - When the flag becomes torn, old or no longer fit for display, it should be destroyed, preferably by burning, and a new one displayed.

Flag *Painting*



ACTIVITY 2

Time: 20 minutes

- Turn on music to the Star-Spangled Banner while the children are painting.
- Have the children glue the blue piece of construction paper on the upper left-hand side of the butcher paper. Use the star sponges and white paint to add stars to the blue paper.
- Paint each child's hand red and have each of them make a handprint on the butcher paper. The children's hand prints will make up the stripes on the flag.

Patriotic *Songs*



ACTIVITY 3

Time: 15 minutes

- Play the music and sing the songs with the children. Add actions to the music to get the children involved and excited about singing.
- Some fun songs might be: Yankee Doodle, You're a Grand Old Flag, This Land is Your Land, America, Proud to be an American, etc.



Reflect

- Are you proud to be an American?
- What is your favorite patriotic song?
- What does it mean to live in a free country?
- What do the stars and stripes on the American flag represent?
- What can you do to show respect for the flag?

Apply

- Why is it important to know the history and symbolism of America?
- What can you do to be a good American citizen?
- What can you do to get involved at the national level in your future?
- What things can you do because you live in a free country?



References

Our National Symbols by Linda C. Johnson.

Publisher: Millbrook Press; ISBN: 1878841874



Belonging

Participants will cultivate a sense of belonging as they learn more about the country in which they live.

Citizenship

Youth will learn about the history and symbolism behind their country and what it means to be a good American citizen.

The *American Flag* Background Information



FLAG HISTORY

- The first official national flag was approved by the Continental Congress on June 14, 1777.
- The flag had 13 stars and 13 stripes to represent the 13 original colonies.
- The flag is nicknamed “Old Glory.”
- After many design changes, the flag currently has 50 stars. The last star was added when Hawaii became a state on July 4, 1960.

ITS SYMBOLS

- The stripes represent the 13 original colonies.
- The 50 stars represent the number of states.
- The colors of the flag have meaning as well:
 - Red symbolizes hardiness and valor.
 - White symbolizes purity and innocence.
 - Blue represents vigilance, perseverance and justice.

PROPER DISPLAY

- The flag should be displayed from sunrise to sunset. If the flag is displayed at night, it should be illuminated.
- Never allow the flag to touch the ground or the floor.
- When displayed on a wall or window, the blue field should be in the upper left corner.
- The flag should be raised quickly and lowered ceremoniously.
- The flag is often flown at half-staff to show respect for someone who has died.
- When flown at half-staff, the flag should be raised to the top for an instant and then lowered to the half-staff position. The flag should also be raised to the top before it is lowered at the end of the day.

Adapted from: <http://www.usflag.org/toc.html>

The Statue *of Liberty*



The Statue of Liberty National Monument officially celebrated her 100th birthday on October 28, 1986. The people of France gave the statue to the people of the United States over one hundred years ago in recognition of the friendship established during the American Revolution. Over the years, the Statue of Liberty has grown to represent freedom and democracy as well as this international friendship.



4-H Cloverbud *Club Meeting 6* Around the World



Supplies

Hawaiian Leis

- Yarn/string
- Straws
- Scissors
- Hole punch
- Paper/silk flowers

Children Around the World

- *Children Around the World* by Donata Montanari

Spanish Counting

- English/Spanish number chart
- Matching cards

Oriental Fans

- Paper plates
- Watercolor paints
- Paintbrushes
- Glue
- Paper cups

INTRODUCTION

In this club we will explore citizenship through fun, hands-on activities that will help youth get involved in the community and discover the history and culture of the world around them. For this activity we will make Hawaiian leis and oriental fans, learn to count in Spanish and reading about different children all around the world!

Hawaiian *Leis*



ACTIVITY 1

Time: 10 minutes

- Start by cutting the straws into 1-inch pieces and cutting a 24-inch piece of yarn for each child.
- If the flowers do not already have holes in the center, have the children use the hole punch to make a hole in the center of the flower.
- Have the children string the flowers and straw pieces onto the yarn, alternating each one.
- When finished, tie the ends of the yarn together to form the necklace.
- While the children are making their leis, tell them about the history of the Hawaiian lei. The lei was introduced to the Hawaiian Islands by early Polynesian voyagers who had traveled from Tahiti. Leis were constructed of flowers, leaves, shells, nuts, seeds, feathers and sometimes teeth from various animals. They were traditionally used by people to beautify themselves and distinguish themselves from others.

Children *Around the World*

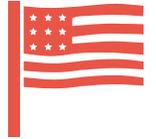


ACTIVITY 2

Time: 5 minutes

- Ask the children if they have ever visited a foreign country, tried foreign food or celebrated a tradition from a different country.
- Read the book, *Children Around the World*, by Donata Montanari, to the children and talk about the many different cultures around the world.

Spanish *Counting*



ACTIVITY 3

Time: 15 minutes

- Hang the English/Spanish number chart where the children can see it. Have the children count to 10 in Spanish a couple of times while using the number chart as a reference. Afterward, see if the the children can count to 10 in Spanish without looking at the number chart.
- Divide the young participants into small groups and have them play a matching game with the English and Spanish number cards.

Oriental *Fans*



ACTIVITY 4

Time: 15 minutes

- Give each participant a paper plate. Have them fold the paper plate in half so that the edges touch (right side in). Glue the paper plate in half.
- Direct the children to use the watercolors to paint the fan on both sides. The children can then use black paint or a sharpie to draw a picture on the fan.
- While the children are making their fans tell them that the Chinese and Japanese people have been using fans for more than 3,000 years. There are more than 500 kinds of fans in China. During certain dynasties, the fan was only used among the noble class and cooling was not necessarily its first purpose.



Reflect

- What is your favorite foreign food?
- What were traditional Hawaiian leis made of?
- Can you count to 10 in Spanish?
- If you could visit another country, where would you want to go?

Apply

- Why is it important to learn about other cultures?
- How could learning a second language help you in the future?
- How can you incorporate other cultures into your traditions and everyday life?



References

The Crafting Chicks (2011). *Homemade Hawaiian Leis*. Retrieved from <http://thecraftingchicks.com/2011/05/homemade-hawaiian-leis-kid-craft.html>.



Belonging

Participants will discover that although we may have different lifestyles and cultures, we all belong to this Earth.

Citizenship

Participants will develop a greater appreciation for their country and others as they learn about different cultures around the world.

Mastery

Participants will learn about the cultures, languages and traditions of other countries.



More to *Discover*

Congratulations on completing your Discover 4-H club meetings! Continue with additional curriculum in your current project area, or discover other 4-H project areas. Check out the following links for additional 4-H curriculum.

1. <http://utah4h.org/htm/discover4hclubs>
2. <http://www.4-h.org/resource-library/curriculum/>
3. <http://utah4h.org/htm/resource-library/view-all-curriculum>

Become a 4-H Member or Volunteer

To **register** your Utah club or individuals in your club visit:

<http://www.utah-4.org/htm/staff-resources/4-h-online-support>

<http://utah4h.org/htm/about-4-h/newto4h/>

Non-Utah residents please contact your local 4-H office:

<http://www.4-h.org/get-involved/find-4-h-clubs-camps-programs/>



Stay *Connected*

Visit Your County Extension Office

Stay connected with 4-H activities and news through your county Extension office. Ask about volunteer opportunities and don't forget to register for your county newsletter. Find contact information for counties in Utah here:

<http://extension.usu.edu/htm/counties>

Enjoy the Fair!

Enter your project or create a new project for the county fair. Learn about your county fair and fair judging here:

<http://utah4h.org/htm/events-registration/county-fairs>



Participate in Local or State 4-H Activities, Programs, Contests or Camps

For Utah state events and programs visit:

<http://utah4h.org/htm/events-registration>

<http://www.utah4h.org/htm/featured-programs>

For local Utah 4-H events and programs, visit your county Extension office.

<http://extension.usu.edu/htm/counties>

Non-Utah residents, please contact your local 4-H office.

<http://www.4-h.org/get-involved/find-4-h-clubs-camps-programs/>



Discover *Service*

Become a 4-H Volunteer!

 <http://www.youtube.com/watch?v=UBemO5VSyK0>

 <http://www.youtube.com/watch?v=U8n4o9gHvAA>

To become a 4-H volunteer in Utah, visit us at:

<http://utah4h.org/htm/about-4-h/newto4h/>

Serve Together as a 4-H Club or as an Individual 4-H Member

Use your skills, passions, and 4-H to better your community and world. You are needed! Look for opportunities to help in your area or participate in service programs that reach places throughout the world (religious groups, Red Cross, etc.).

Hold a Club Service Project

USU Collegiate 4-H Club hosted "The Gift of Giving" as a club activity. Club members assembled Christmas stockings filled with needed items for CAPSA (Community Abuse Prevention Services Agency).

<http://tinyurl.com/lu5n2nc>



Donate 4-H Projects

Look for hospitals, nursing homes, or other nonprofit organizations that will benefit from 4-H projects. Such projects include making quilts for CAPSA or Primary Children's Hospital, or making beanies for newborns. During Utah 4-H State Contests, 40 "smile bags" were sewn and donated to Operation Smile.

Partner with Local Businesses

92,000 pounds of processed lamb, beef, and pork were donated to the Utah Food Bank in 2013 by multiple companies.

<http://tinyurl.com/pu7lxyw>

Donate Money

Clubs or individuals can donate money gained from a 4-H project to a worthy cause. A nine-year-old 4-H member from Davis County donated her project money to help a three-year-old battle cancer.

<http://tinyurl.com/mqtfwxo>



Give Us Your *Feedback*

Help us improve Discover 4-H curriculum. We would love feedback or suggestions on this guide; please go to the following link to take a short survey:

<http://tinyurl.com/lb9tnad>