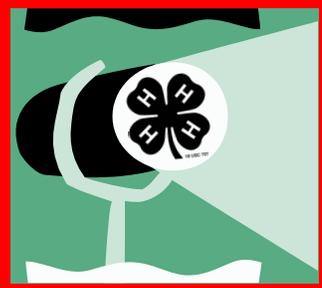




# THE AGES AND STAGES OF CLOVER KIDS



Five, six, and seven-year-olds build on the important developments of the first 6 years of life and seem to settle down to a steadier pace of growing and learning. Young school-age children are interested in real life tasks and activities. School-agers want to make "real" jewelry, take "real" photographs, and create "real" collections.

School-age children have longer attention spans. They are more likely to stick with activities, problem- solve, and resolve arguments. Doing things together with friends, teamwork, and following rules become very important. This age group is fascinated by rules and can develop games with extensive rules and rituals.

Children this age have developed many physical skills and are ready for physical games. They have a great sense of balance, enjoy testing their muscle strength and have a great amount of physical energy. Their fine motor skills are developed enough to use scissors, small tools, pencils and crayons.

Their social and emotional skills have advanced to where being with friends has become important. This is a great time to introduce Clover Kids. Children in Clover Kids have an opportunity to develop new social skills. They learn what it's like to have a best friend, understand others' points-of-view, and what compassion is. At this age children begin to understand what the difference between right and wrong, what criticism is, and how to graciously accept these challenges. Rules and procedures are very important to children. If parents or leaders try to abandon the routine, children enjoy questioning it.

Their intellectual development has expanded. Children now know how to read and write, so curriculum should be introduced to enhance their planning and building skills, increase their vocabulary and boost their problem-solving ability. Children this age enjoy activities that include magic and tricks, collecting all types of objects, and building and planning projects.

Contact your local extension office to learn more about participating in Clover Kids and all the wonderful activities developed for your five, six, seven- year-olds.



UNIVERSITY OF NEBRASKA-LINCOLN EXTENSION



SPOTLIGHT  
ON 4-H!



Extension is a Division of the Institute of Agriculture and Natural Resources at the University of Nebraska-Lincoln cooperating with the Counties and the United States Department of Agriculture.

The 4-H Youth Development program abides with the nondiscrimination policies of the University of Nebraska-Lincoln and the United States Department of Agriculture.

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## Special points of interest:

- *Get your club members up and moving! Learn how to incorporate physical activity into your club meetings.*
- *Got some kids that have had lots of photography projects? Check out how to submit a photography portfolio!*
- *What really is a judging contest? Why are they such an important life skill lesson?*





# GET MOVING AT YOUR CLUB MEETINGS!

When we exercise, we are helping build a strong body that will be able to move around and do all the stuff we need it to do. You will also find that including exercise in club meetings helps our youth concentrate on the other activities that we want to be done at that meeting.

*Here is a club activity to get you started.*

## Walk Like an Animal

Write animal names on small pieces of paper. (Examples: lion, gorilla, peacock, kangaroo, penguin, snake, etc.) Have enough animal names for each club member. Put names in a paper bag or hat.

– All animals have unique ways to get from 1 place to another. Walking is human’s mode of transportation.

– Walking is an easy way to get to where you want to be. It can also be an effective way of getting the physical activity you need each day.

## Have Fun – Walk Like the Animals

– Divide group into 2 or 3 smaller groups.

– Each group sends a member to pick an animal name from the bag.

– They pretend to walk like that animal. Have the other groups guess what kind of animal is being shown. How many animals can each group guess?

## Talk About It

– Playing silly games is fun. It is also a great way to get your 60 minutes a day.

– Can you guess how many steps the average person should get in a day? 10,000 steps

## Summarize the Main Points

1. Walking is one of the best physical activities you can do. Most people can walk, either alone or with a friend or family member.

2. Take extra steps every day.



There are all kinds of resources available to help you come up with physical activities. Here are that you might check out:

[www.MyPyramid.gov/kids/](http://www.MyPyramid.gov/kids/) has nutrition information and activities for all audiences. Personalized plans for food and activity can be created with interactive tools.

[www.americaonthemove.org](http://www.americaonthemove.org) will get you moving with free online tracking to improve physical activity and eating.

[www.bam.gov](http://www.bam.gov) for kids is about fitness, food, the body, safety, and diseases. It features a game room and a make-your-own fitness calendar.

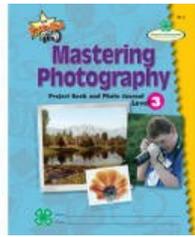
[www.kidshealth.org](http://www.kidshealth.org) is an educational site for youths, parents, and teachers. The site has kid-friendly, interactive games and activities on lots of health topics.

[www.kidnetic.com](http://www.kidnetic.com) has animated games, quizzes, message boards, amazing recipes, and games invented by kids.



## PICK YOUR TOP 10 PHOTOS!

It takes a little planning to put the **Unit III Photography Portfolio Fair Exhibit** together, but the good news is that your 4-H members don't need to take any new pictures. A portfolio is a collection of work. The 4-H Career Portfolio is a collection of all their 4-H activities, while the Photography Portfolio is a collection of their best photographs.



**Secrets Behind the Personal Data Tag Information:** Did you know that every digital photo has a record of information stored with it? This information includes the camera used, the date the photo was taken, ASA or ISO Setting, F Stop Setting, exposure time and all sorts of cool information you may or may not know when the picture was taken.



They need to select ten photos from their 4-H career that represent the strongest collection of their work. Photos may have been taken at any time during their 4-H career and may have been previously exhibited. They may only use photos in a portfolio once, so if they exhibit in this category more than one year they will need different photos the second year.



The easiest way to get to this information is by putting your memory card in a computer or if the photos are saved on a CD that works too. Bring the picture up on the computer and right click your mouse. At the bottom of the list is "Properties".



Photos need to be placed in plastic sleeves and then put in an 8 1/2 "x 11" black or white 3 ring binder. Each picture needs to have a Personal Data Tag parts A & B on the back of the photo. The Personal Date Tag A should be page one of the exhibit.



Click on that and on "Details" and you've got more information than you ever imagined! You may also find this information on your camera if you click the "Display" or "DISP" button.



This will really help your 4-H members as they struggle to fill out those Personal Data Tags!

They also need to create a table of contents that describes the photos in their portfolio collection.

The Photography Portfolio Unit III exhibit is a great way to wrap up a 4-H member's photography experiences. It can also serve as a marketing tool for those interested in starting a photography career.

Just remind your 4-H members, if they take photos out of frames on the wall at home to make this exhibit, to please put them back after the fair. Their family will appreciate having the artwork back!



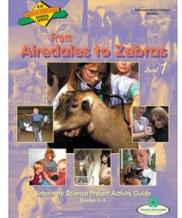


# ANIMAL SCIENCE – MORE THAN JUST AT COUNTY FAIR



Animal Science can be more than the county fair livestock show. It is important for youth to showcase their animal; it shows determination, hard work, and accomplishment. However, there are many other ways for youth to learn about the science of their animal projects.

The Veterinary Science project is perfect for youth who unable to have their own animals. Throughout the manual series; youth learn animal breeds, body systems, diseases, and more.



Another option for youth is the county speech, PSA, or demonstration contests. A junior age topic may be how to properly groom animals. Intermediate age youth may focus on basic nutrition including differences in animals' digestive tracts and how that influences the animal's feed. Senior age youth may focus on animal selection based upon genetics and herd needs. Youth can always present to their club or family.

Special events or contests are held throughout the year. In the spring, Horse Stampede is held at the University of Nebraska-Lincoln and offers several knowledge based contests. Youth don't need to own a horse to compete. Contests include public speaking, demonstration, art contest, and a quiz bowl. For details about the contests, please visit

<http://animalscience.unl.edu/web/anisci/ANSCEExtensionEquine4HHorseStampede>

Youth interested in beef, sheep, swine, and goats are invited to participate in the Premier Animal Science Events (PASE) held during the summer at the University of Nebraska-Lincoln. Contests include Meats, Poultry, and Livestock Judging contests, a Quiz Bowl, and a Skill-a-thon; which is a great opportunity for youth to apply their knowledge in a fun and safe platform. More information is available at

<http://4h.unl.edu/web/4h/pase>.  
The 4-H Dairy Judging Contest is held during the Nebraska State Fair. Any youth may participate in this contest regardless of their project. If you are looking for something new to try, check out <http://4h.unl.edu/dairyjudging> to learn more.



Canine Companions for Life



The Canine Companions for Life 4-H Dog Expo is an event for youth and their dogs to have a positive learning experience. The Expo offers educational sessions, demonstrations and hands-on opportunities along with a costume contest, dog photography or dog art categories. To learn more visit:

<http://animalscience.unl.edu/web/anisci/ANSCEExtensionCompAnimalsDogCanineCompanionsExpo>

During Ak-Sar-Ben 4-H Livestock Show and the Nebraska State Fair, youth may participate in the Premier Exhibitor which combines their ring placings, an interview score and a skill-a-thon test.

These are just a few of the experiences youth may participate in to enhance and showcase their animal science knowledge. It is through these experiences that youth become strong advocates for animal agriculture.

# EVERY DAY IS EARTH DAY. . .IN AGRICULTURE

Every day is Earth Day in agriculture. Farmers and ranchers are the world's most conscientious environmental stewards, but many times they do not come to mind when people think about Earth Day. Earth Day is the perfect opportunity to teach kids about where their food comes from and how environmentally conscious farmers and ranchers have to be when they are working with our valuable earth.



This leaves 1/32 slice of Earth. Carefully peel this slice or cut a small thin slice from the play dough. This tiny peel or slice represents the surface or top soil, the very thin skin of the Earth's crust upon which humans depend. It also represents the amount of soil which is used for food production to feed the world- less

than five feet deep. It is a fixed amount of food producing land.

One way to teach youth about the amount of soil on the Earth is suitable for growing the world's food and fiber is by helping youth create a model of the world out of playdough.

Give each child a small ball of playdough and a plastic knife. Have them imagine that their playdough is our earth.

Slice the playdough into quarters. Set aside three of the quarters to represent the oceans in the world. The fourth quarter represents the total land area in the world.



Slice the land quarter in half, making two 1/8 world pieces. Set aside one of the pieces. This is land inhospitable to people (polar areas, deserts, swamps, very high or rough mountainous areas). The other 1/8 piece is the land area suitable for living, but not necessarily where crops can be grown.

Slice the 1/8 piece into four sections making four 1/32 pieces. Set aside three of these pieces. These areas are too rocky, wet, cold, steep or infertile to produce food. They also include the areas of land that could produce food but are either national parks, cities, highways, suburban developments, etc.

(The above lesson is from Nebraska Ag in the Classroom and a component of the Ag Literacy 10-hour school enrichment program.)

By completing this lesson, youth will develop positive attitudes and interests regarding local agriculture.

Every day should be Earth Day for all of us. It is everyone's responsibility to care for the Earth. Each of us can make a difference.





## INCORPORATING OLDER YOUTH AT CLUB MEETINGS



Do you remember idolizing an older student when you were in elementary school? When you were in Junior or Senior High, do you remember an elementary student looking up to you? Most of us will remember idolizing that older student but probably don't remember being idolized. Think about these roles as you work to include older youth at your club meetings.

Older youth are a great way to have your younger club members learn new and different lessons at a club meeting. The younger youth tend to listen and watch what the older members are doing. The younger members feel a kinship with the older ones that makes it easier for the older youth to develop a teaching role.

To start incorporating older youth at your club meetings takes planning and working with the older youth. Don't just tell them to be in charge of the business meeting, the lesson, or the activity and expect them to do it. Work together as a leadership team to plan the meeting and what is expected. You as the leader will be mentor the older youth and in turn they will be mentoring the younger youth.

After creating a leadership team, hold a planning meeting with all team members. At this meeting it is important go over everyone's expectations. Adults and youth need to voice their concerns and their expectations. Divide the meeting in to parts and assign all team members a role. If you have several older youth, they can work as teams. Spend time at this meeting planning and preparing for the meeting. Allow time for brainstorming ideas and by the end of the meeting have a solid plan of everyone's responsibilities. Finally, ask if there are any concerns that need to be addressed.

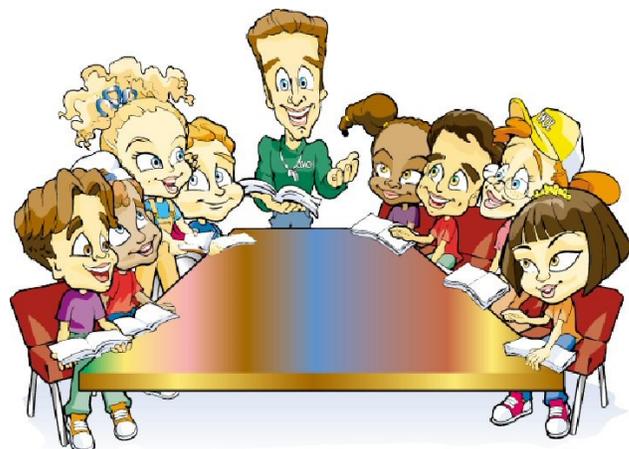


During the meeting it is important that the adults pay attention to what is going on in case the youth need some help or to troubleshoot any problems as they occur. Don't take over; just help as needed.

After the meeting, spend a few minutes reflecting on how the meeting went, what went well and what didn't and how it could have been improved. Schedule your next planning meeting and be sure and celebrate your first meeting with your leadership team...high fives all around!

Finally, make sure the older youth know how much the younger ones look up to them or even idolize them. What they are doing is important and they are learning, too.

As you begin to incorporate the youth into your meetings, it will get easier. Everyone will know their roles and responsibilities, and you all will find it to be a very rewarding experience.



## JUDGING CONTESTS 101

The principle of judging contests is to make a decision (placing) and defend it (reasons). Whether livestock, egg, or consumer science, these are all the same idea. These basic principles of judging are what we use nearly every day. Whether we are picking out what to wear to school or what coat should we take, adults use these same ideas when shopping for groceries and cars. We may not always state our reasons out loud, but we mentally justify our actions to ourselves.



A great way to introduce the idea of judging at the beginning level is to gather 4 different glasses, for example:

- #1 - Styrofoam
- #2 - Plastic Tumbler
- #3 - Glass
- #4 - Dixie cup

Set these with the numbers on a table and have the members write down on a pad or paper by number their favorite glass, next favorite, next, and the least favorite. Then go around the room and ask them which is their favorite and why. They just began giving you their reasons for the Glass Class they placed. Discussion can continue on the place and reason for each of the remaining glasses.

The discussion of explaining the selection process is called "Reasons" in a judging contest. In a show or contest the judge may explain to the audience and participants their likes and dislikes of each animal/item.

For the Glass Class it might be explained: *"I began this class with the Plastic tumbler, because it is reusable and yet sturdy to last multiple uses and washes. In comparing the beginning value it may not appear to be as affordable as the #1 and #4*

*glasses but because of the projected lifetime uses it will be less in cost per use."* Note both likes (reusable and sturdy) and a dislike (price) were stated in this scenario.

The continued explanation of the remaining glasses should include both strengths and weakness each may possess. There is no right or wrong answer to Reasons, rather how well the member can explain and defend their choice determines the Reasons score in a contest. The Placing (choosing them the same way as the official judge) score is another portion of the total score.

Other ideas include: 4 kinds of tape, shopping bags, hair combs/brushes, livestock bedding, etc. for the youth to evaluate.

As youth advance, the correct use of terms, delivery, and flow of the Reasons presentation is included in the score. The descriptive words or terms can change over time just like fashions, and this verbiage can influence the scores.

Proper use of the judging card would be another important lesson for discussion also.



4-H is a **community**  
of **young**  
**people**  
across **America**  
who are learning  
**leadership,**  
**citizenship** and  
**life skills.**



# CALENDAR OF EVENTS



## ENVIRONMENTAL RESTORATION SCIENCES AT UNL!

Environmental restoration initiates or accelerates the recovery of an ecosystem that has been degraded, damaged or contaminated from human activity or natural agents. Students interested in this major will receive a variety of classroom and field experiences to help them develop the skills needed to become environmental scientists.

All students majoring in Environmental Restoration Science will receive a thorough understanding of the soil-water environment, environmental regulations, toxicology, environmental sampling, and restoration techniques.

Because environmental problems are complex, environmental scientist will often work with interdisciplinary teams to find solutions. In fact, many environmental consulting firms and government agencies commonly employ both scientists and engineers to work hand-in-hand on various restoration projects (soil, surface water, groundwater, and habitat). Students interested in Environmental Restoration Science can choose between the Soil Science or Lake and Stream Restoration Option

The job market for environmental scientists is growing. Careerbuilders.com recently projected "Environmental Scientist" as one of the top 25 jobs. In this announcement, environmental scientists were defined as individuals who measure and observe air, water and soil to identify sources of pollutants, and recommend the best ways to clean and preserve the environment. Some of the careers include environmental consulting and remediation, U.S. Environmental Protection Agency, agricultural business and industry, Bureau of Land Management, U.S. Department of Agriculture, Department of Environmental Control, U.S. Forest Service, international development, natural resources districts, U.S. Natural Resources Conservation Service (formerly U.S. Soil Conservation Service), Nebraska Natural Resources Commission, soil and water conservation districts and soil testing laboratory positions.

To learn more about Environmental Restoration Sciences and to set up a campus visit contact Amanda Bergeron-Bauer, 402-472-7471 or abergeron2@unl.edu.

**4-H! YOUR FIRST CLASS AT THE  
UNIVERSITY OF NEBRASKA!**