

Dup.



4-H DISCOVERY

Leader's Curriculum Guide
for 9-11 year olds

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Dear 4-H Volunteer,

You have just assumed one of the most exciting and motivating roles a 4-H volunteer can perform. As a 4-H Discovery Project Leader, you will be teaching 4-H'ers skills they will use throughout life. These skills are taught through the subjects found in one of seven 4-H Curriculum areas.

These subjects are what make 4-H unique. They are based upon land grant university research which has been tested for accuracy. Therefore, the knowledge and skills you will be teaching your 4-H members are backed by North Carolina State University and North Carolina A & T State University.

Likewise, the lessons are written for young 4-H'ers, ages 9 to 11. These lessons place 4-H'ers in a "hands-on" situation to discover subjects on their own while building their self-esteem.

In addition to this Leader's Curriculum Guide, 4-H'ers will have their own 4-H Discovery Member's Manual (4H M-1-163). This manual will support the teaching process because it provides many of the activity sheets and materials needed to complete each lesson.

Happy Discovering!



TIME: 20 minutes

MATERIALS YOU'LL NEED: None

LEAD-IN:

"Being perfect is a dream for all of us. Most of us will never be perfect but we try to move that way. However, there is a lot of good in all of us. We do many things well. We have to learn to be positive and build upon what we do well.

To help us learn how to pat ourselves on the back, let's play "I'm O.K."

PROCEDURE:

1. Divide participants into small groups of three people.
2. Arrange each group into a circle so that all members are facing each other.
3. Instruct everyone to think of something they have done well. This should be something they are proud of.
4. In small groups, each person should share what they are proud of. Suggest they begin with, "I feel good about the way I did this. . .," or "I'm proud that I was able to do this . . .," or "I'm proud that I am able to" Then the participants can continue telling why they feel good.
5. After everyone has finished in the smaller group, ask for some volunteers to share with the larger group.

LET'S TALK ABOUT IT:

1. Was it hard to talk about yourself?
2. How do you feel about praising yourself?
3. How do you feel when someone shares a special story about themselves with you?

Lesson 3 Let's Make a Decision

PURPOSE:

1. To discover group process as a part of the Leadership, Citizenship and Community Development curriculum.
2. To develop skill in participating in the democratic process of making decisions.

TIME: 30 minutes

MATERIALS YOU'LL NEED:

1. List of 4-H Discovery Lessons (from Table of Contents, Discovery Leader's Guide)
2. Poster board
3. Magic markers

BEFORE THE MEETING:

1. Read each lesson in this 4-H Discovery Leader's Curriculum Guide. Review the Discovery Member's Manual.
2. List all possible lessons on newsprint or poster board.

LEAD-IN:

"During our first two 4-H meetings, you were able to learn a lot about 4-H. You have seen slides of all the different projects in which you can participate. There are so many fun things we can do. We will have to select those things we do as a club and those things we do on our own. We must become "decision makers."

When we make decisions, we have to work together. Some of the things we want to do will be chosen. Some things others want to do will be chosen, also. By sharing ideas and "giving in," we will find something everyone likes.

There are 27 exciting things for you to discover. We will select nine of these as a group. When you really like others, you can do them at home with your parents."

PROCEDURE:

1. Number the group (1-2-1-2) and group 4-H'ers in pairs. Tell the group to think in pairs about one or two projects they really like; ask each pair to make statements about why they like those projects. Write all the choices they select on poster board.
2. After everyone has been given a chance to talk, tell the groups they each have three votes.
3. Take a vote on each item, recording the number of votes in a contrasting color, on the poster board. If the list is still longer than nine, take a second vote giving each group two votes.
4. Help groups decide which month the project should be used. Have 4-H'ers record the plan on their Discovery Club Calendar Maps.

LET'S TALK ABOUT IT:

1. How do you feel about ideas you had that were not chosen?
2. Can you support the club calendar we made?
3. Are you excited about the things we'll be discovering next year?

DISCOVERING ANIMAL SCIENCE

Lesson 4 *Fun with Animal Names*

PURPOSE:

1. To explore the Animal Science curriculum.
2. To learn the names of male, female and baby animals.

TIME: 30 minutes

MATERIALS YOU'LL NEED:

1. Magazines with animal pictures (pets and large animals)
2. Construction paper
3. Magic markers
4. Section on "Fun with Animal Names"
5. Glue
6. Scissors

LEAD-IN:

"Do we all have the same name? Of course, each of us doesn't have the same name. We have different names. Just as we have different names, animals have different names, too. The male or boy animal is named one thing, the female or girl animal is named something else. Baby animals often have another name.

Today we are going to make posters with animal pictures on them. Then we will label the animals with their right names. Just as you want to be called by the right name, so do the animals."

PROCEDURE:

1. Distribute magazines, scissors and construction paper to the members.
2. Instruct them to find and cut out pictures of baby and mature (adult) animals. Have 4-H'ers glue pictures onto construction paper. Encourage them to leave space to write the animal name.
3. Use "Fun with Animal Names" sheets. Set children in a circle, and let them take turns guessing what the male, female and young animals are called. Encourage them to write correct answers in their Discovery Member's Manuals. Make sure every child has a chance to answer questions. Reinforce positive answers with praise.
4. Have children complete their posters by writing the adult and baby animal names under each picture.

LET'S TALK ABOUT IT:

1. What did you learn about animals today?
2. Are animal names different?
3. If you'd like to learn more about animal names, you can complete other activities on Animal Science in your Discovery Member's Manual.

PROCEDURE: (continued)

4. How much water does a pet need? Discuss with 4-H'ers.
5. How do we show animals we love them? One way is by grooming them.
6. Demonstrate how to groom. Let one child help you with each step.
 - a. Brushing coat
 - b. Brushing teeth
 - c. Giving bath
 - d. Clipping toenails
7. Discuss how to care for other pets the 4-H'ers have.

LET'S TALK ABOUT IT:

1. Have 4-H'ers review what a pet needs.
2. What is your responsibility to your pet?
3. Do you need to show your parents that you are going to help take better care of your pet?

Lesson 6 Tour of a Pet Store

PURPOSE:

1. To discover the value of animals as a project in the Animal Science curriculum.
2. To learn the different kinds of animals which are pets.
3. To learn different breeds of specific animals.

TIME: 30-minute tour, 10-minute preparation time

MATERIALS YOU'LL NEED:

1. Transportation to pet store
2. Person to conduct tour

BEFORE THE MEETING:

1. Arrange tour to pet store and ask tour guide to cover points listed under PROCEDURE.
2. Arrange transportation. Ask parents to drive and help with tour.

LEAD-IN:

"What kind of pet do you have? Do you know other kinds?"

People have many different kinds of pets. Today we are going to visit a pet shop to see what kinds they have. We'll see how much some pets cost and what different breeds are available.

Some of our parents are going with us. There are some things we need to remember before we go."

PROCEDURE:

1. Discuss rules with children.
 - a. No running; stay in line.
 - b. Choose a partner and stay with that partner.
 - c. Stay with the tour guide.
 - d. Don't talk when someone else is talking. Direct questions to the tour guide.
 - e. Thank the tour guide for giving the tour.
 - f. Ride home in the same car as you go in.
2. Plan some questions the children can ask about the animals. Transport 4-H'ers to the pet shop.
3. Encourage parents to practice questions with children in each car.
4. Introduce the tour guide who will discuss and show
 - Differences between breeds of animals
 - The kinds of animals that make good pets
5. After the tour, thank the tour guide and owner (if available). (Be sure to write a thank-you note after the tour.)
6. Return to the meeting site. Have parents process with 4-H'ers in each car.

LET'S TALK ABOUT IT:

1. What kinds of animals did you see?
2. Did you learn what animals make good pets?
3. Do all pets have to cost money? Should you consider cost when you are looking for a pet?

DISCOVERING PLANTS AND SOILS

Lesson 7 Growing Seeds

PURPOSE:

1. To discover the Crop Production project of the Plants and Soils curriculum.
2. To develop an understanding of seed germination and growth.

TIME: 30 minutes

MATERIALS YOU'LL NEED: (for each child)

1. 2 small jars, one with a tight-fitting lid
2. 6 to 10 ounces of wheat, oats or barley
3. Glass container for planting seed
4. Paper towels and newspapers
5. Corn and bean seed (2 each)
6. Water

BEFORE THE MEETING:

Spread newspaper to cover the table or work area. Set up demonstration area with materials. Soak grain in a big container for 24 hours before meeting.

LEAD-IN:

"Have you ever wondered what happens in the spring to make plants grow again? Have you wondered why plants are so green in the spring? There are certain things a seed must have to grow into a green plant. Do you know what plants must have? Today we are going to discover the things plants need in order to grow. We are going to become plant scientists and will run experiments to find our answers.

Plant scientists, are you aready?"

PROCEDURE:

Experiment 1

1. Pass out 2 jars, 1 lid and 1 paper towel to each child.
2. Have ach child scoop grain from the big container, place it on the paper towel and let it drain.
3. While draining, discuss what grain looks like and why it looks different from dry grin. Ask what the water caused the grain to do?
4. Have 4-H'ers place half of the grain in one jar and half in the other jar. Place the lid on only one jar.
5. Tell 4-H'ers they will take their jars home. Place the jars in a safe place for 4 to 5 days at a temperature of around 70° F. Each child should be encouraged to check the jars daily and record differences on the chart in their Discovery Project.

Experiment 2

6. Prepare for the next demonstration. Give each child a glass container and paper towel. Have them line the inside of the glass with paper towel (as in picture in your Discovery Member's Manual).
7. Add water to wet the towel and leave extra water on the bottom. Keep water in bottom at all times.
8. Stuff the center with more wet towels to keep the first towel firmly against the sides of the glass.
9. Slip two beans and two corn seeds between the glass and the first towel.
10. "You will take these seeds home, also. Please look at the glass each day. Write down what you see about the seed coat coming off, how the corn and bean emerge, when the first leaves and roots appear."

LET'S TALK ABOUT IT:

"Today we have conducted two plant experiments. You will take these home and watch the containers each day. Be sure to write down what you see in your member's manual.

At our next meeting, we'll discuss what you saw and what scientific discoveries you made."

FOLLOW-UP:

Lead a discussion on what children learned about air and water germination at the next meeting.

Lesson 8 Making a Terrarium

PURPOSE:

1. To discover a project on Plants and Soils.
2. To learn what things plants need to live.
3. To learn how to make a terrarium -- a home for plants.

TIME: 45 minutes

MATERIALS YOU'LL NEED:

1. Large glass jars, one for each child (You can usually get gallon jars from the local school cafeteria. Children may be asked to bring a jar.)
2. Hammer and nails to make holes
3. Pebbles and rocks
4. Sand (enough for each child to have 1 to 2 cups)
5. Newspapers to cover table
6. Moist dirt
7. Small plants (ferns from woods)
8. Watering jar and water
9. Spade

BEFORE THE MEETING:

Gather materials at your work area. Be sure to put newspaper down before you start.

LEAD-IN:

"Look at all the things you see growing around you. The grass, flowers and trees all grow outside.

We can bring plants indoors. If we are careful and make a good home for them, they will grow.

What do you think plants need to grow? (Discuss)

Let's go outside and find some of the things nature uses to help plants grow. (You may wish to omit this step.) Then we'll come inside and make a terrarium. A terrarium is an inside home for plants."

PROCEDURE:

1. Let the 4-H'ers help you dig some dirt for their terrariums. You'll need about 2 cups for each child.
2. Ask members to decide if they want to turn their jar sideways or upright. Have them place their own jar in that position.
3. Help children place pebbles in the bottom of jars. Pour sand over pebbles until the layer is 1 inch high.
4. Add a 2-inch layer of soil on top of the sand.
5. Plant ferns, flowers or other green plants in the soil. Be sure not to crowd the plants. Check each terrarium to insure that roots are covered.
6. Have children place some pebbles or pretty rocks around the plants.
7. Let members water their own terrarium. Encourage them to sprinkle the plants lightly. Discuss the fact that too little or too much water will make the plants die.
8. Use hammer and nails to make small holes in lids.
9. Help put the lids on the jars.

LET'S TALK ABOUT IT:

1. What things did we use to make a home for our plants?
2. Where should we put our terrariums? (in indirect sunlight) Have members tell where they will place their own terrarium.
3. Ask the children when they should water their terrariums. (Usually once every two weeks, but if the plants start looking brown before then, they should be sprinkled with water.) Tell them that sprinkling the plants with water is like rain. The plants will be thirsty and need water.
4. Let members take their own terrariums home.

FOLLOW-UP:

At your next meeting, let members share what they have learned from watching their terrariums grow.

Lesson 9 Do Plants Prevent Soil Loss?

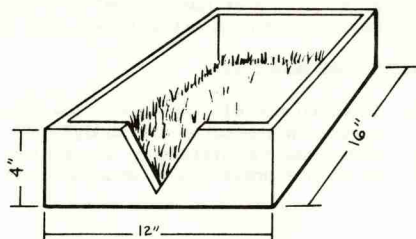
PURPOSE:

1. To discover the Soil Conservation project of the Plants and Soils curriculum.
2. To understand erosion and how it can be prevented.

TIME: 30 minutes

MATERIALS YOU'LL NEED:

1. 2 boxes, each 16" x 12" x 4"
2. 2 large plastic trash bags
3. 2 watering cans with water
4. Soil to fill boxes
5. Sod to cover one box
6. 2 bowls
7. 2 measuring containers
8. 2 sticks, each 1-inch thick
9. Watch or clock
10. Scissors



BEFORE THE MEETING:

1. Find or make two small boxes about 16" long, 12" wide and 4" deep. Cut a V-shaped opening at one end of each box. This V should run from the top edge of the box down to the bottom and be about 1 1/2" across at the center. Line each box with a plastic trash bag to make it watertight.
2. Cut a piece of sod (grass) to fit one of the boxes. Trim the grass with scissors to about 1 inch high. Fill the other box to the same height with soil only.
3. Set the boxes on an old table so the V-cut ends extend over the edge. Place a stick under the other end to raise it and direct the V-opening downward.
4. Place one bowl on the floor under each V-cut.

LEAD-IN:

"Have you ever ridden down the highway and noticed lots of mud all over the street? Was this after a rainstorm? Was it near a construction site? Was it near a newly plowed field?"

LEAD-IN: (continued)

Why do you think the soil was in the highway? Do you know how you might prevent this from happening?

One way is through soil conservation. This means that people must take special steps to prevent soil from leaving its home. Soil must be kept on the site. Today we will run a scientific experiment to find out one way to keep soil at home."

PROCEDURE:

1. Assign the task of timing to two 4-H'ers, with one 4-H'er to each box. They will time how long it takes the water to flow into the bowl once it is poured on the sod/soil. They should also discover how long the water continues to flow into the bowl.
2. Give two other 4-H'ers the task of pouring water from the watering can onto the sod/soil. Hold cans 12 inches high. Have the timers tell them when to pour and make sure they begin at the same time.
3. After the water has stopped draining into the bowl, have two more 4-H'ers measure how much water flowed into each bowl.

LET'S TALK ABOUT IT:

1. In which box did the water flow through the soil faster? Which had more water? Which water was muddy?
2. What made the difference in erosion for each box?
3. Do plants prevent soil erosion? Why or why not?

Lesson 10 *Printing with Nature*

PURPOSE:

1. To explore the Environmental and Natural Resources curriculum and the Communications, Arts and Leisure Education curriculum.
2. To use creativity in designing a print.

TIME: 30 minutes

MATERIALS YOU'LL NEED:

1. 2 or 3 paint brushes
2. Newspaper
3. Leftover house paint, ink or textile paint
4. Paper or fabric to paint on
5. Tree Identification Book (4H M-14-3)

BEFORE THE MEETING:

1. Find nearby trees and identify leaves from the Tree Identification Book.
2. Cover table surface with old newspaper.

LEAD-IN:

"Some fabrics have designs on them. Others are plain. Have you ever wondered how designs are put on fabric? What makes the design?"

Today we are going to use something from nature as the design. We are going to learn about leaves as we gather them for prints. We will try to find several kinds of leaves."

PROCEDURE:

1. Take children outside to collect leaves. Have children get three different leaves each, hopefully from different trees. (Reinforce safety with them.)
2. If the weather is pretty, sit down outside and help children identify their leaves. Use the Tree Identification Book.
3. Return to the table and help 4-H'ers place leaves on newsprint. Place some leaves with center vein up, others with vein down.
4. Help 4-H'ers each paint one leaf. Place painted side down on paper. Repeat until each leaf is painted and placed on paper. Cover leaves and paper with another piece of paper. Press down on leaves with fingers.
5. Use leaves three times without repainting them. "Did you use enough paint? Too much paint? What would you do next time?"
6. After using newspaper as background for leaf prints, you may want to print on other materials. Fabrics and papers absorb ink well so you can use them as other printing surfaces.

LET'S TALK ABOUT IT:

1. Can you tell how much ink to use on your prints?
2. Do different leaves make different designs?
3. What leaves did we find today? Do you remember any other leaves that grow in North Carolina?
4. What other things could you use to print? (examples: vegetables cut on diagonals, strings dipped in ink)

FOLLOW-UP: Encourage 4-H'ers to practice leaf printing at home.

DISCOVERING ENVIRONMENTAL AND NATURAL RESOURCES

Lesson 11 *Hunting in Nature*

PURPOSE:

1. To discover Environmental Awareness in the Environmental and Natural Resources curriculum.
2. To discover items found in a community environment.

TIME: 30 minutes

MATERIALS YOU'LL NEED:

1. Refreshments
2. Whistle
3. Bags for carrying treasures
4. Copy of Hunt List for each child

Ideas To Include in Hunt List

Natural

Rock—black and white
Mica piece
Oak leaf
Pine needle
Clump of red clay
Clover
Piece of vine
Orange peel
Flower
Bird feather

Man-Made

Piece of glass
Bottle cap
Chewing gum wrapper
Popsicle stick
Aluminum can
Button
Piece of metal
Paper
Penny
Paper clip

LEAD-IN:

"Is your community clean? Do you have clean streets or roads? We hear a lot today about community pride. Everyone wants a clean community. Whose responsibility is this community? Are you responsible?"

Have you ever thrown a piece of trash out your car window? Who should clean up roadside trash?

LEAD-IN: (continued)

We all have a responsibility to our community. Today we are going to hunt around the community to see what kinds of things are here. There may be lots of natural things or people may have left their trash behind. Let's discover what's in our community."

PROCEDURE:

1. Distribute Hunt List and bag to each child.
2. Read rules as follows:
 - a. You will have 15 minutes to find as many items as you can.
 - b. Do not leave the boundary areas which are (leader establishes).
 - c. Do not take an object away from someone else. If you both see something, the first one who reaches it will claim it.
 - d. Any special items you find which are not on the list will add bonus points.
 - e. No running is allowed.
 - f. When I blow the whistle, you will start. When you hear a second whistle, please come back and sit in a circle so we can share items.
3. After 10 minutes, blow the whistle to recall children.
4. In the circle encourage the children to show something they found. Then let them show a "special" object they found. Discuss why that object is special.
5. Count the number of man-made objects and compare them to the natural objects.

LET'S TALK ABOUT IT:

1. What did we find in our community environment today?
2. Are we careful about the man-made objects we leave behind?
3. What can you do to keep our environment clean?

Lesson 12 Bug Out

PURPOSE:

1. To discover Entomology as a project of the Environmental and Natural Resources curriculum.
2. To learn that insects have a "good" impact on our environment.
3. To discover where insects live.

TIME: 30 minutes

MATERIALS YOU'LL NEED:

Xeroxed copy of Handbook of the Insect World (4# M-9-1P) from the file in county 4-H Extension agent's office

BEFORE THE MEETING:

Print "Insects Have..." poster.

LEAD-IN:

"The study of insects is called entomology (en-to-mol-o-gy). A person who studies them is called an entomologist. What is an insect? We know that all living things are either plants or animals. We divide plants or animals even more by grouping them in ways they are alike. Some animals have backbones but spiders, earthworms and insects do not.

There are more kinds of insects than all other living things put together. Some are so small we can't see them with our eyes. Others are several inches long. Insects are everywhere--in your backyard, garden or home. If you live in a city, you can find insects in buildings, at parks or on sidewalks. 'Country' insects are found in open fields, under logs or around the house. Today, we'll try to find some insect homes."

PROCEDURE:

1. Before finding insect homes, we have to learn how to identify an insect. They have certain characteristics. These are (poster)
 - no backbone
 - a body covered by a hard shell
 - three body regions - head
 - thorax
 - abdomen
 - three pairs of jointed legs
 - one pair of antennae
 - wings--vary from none to two pair
 - compound eyes
2. Are insects good or bad? Discuss the purpose of insects in our ecosystem. Insects balance the ecosystem. They eat smaller plants or animals. They are sometimes eaten by bigger animals. When this happens, the ecosystem is balanced. When it is not balanced, there are too many of some plants or animals and not enough of others. We need to know that insects are good. They help balance the ecosystem.
3. Take a hike to find insects. Look in the following places:
 - in a wood pile
 - under a log
 - in the soil
 - in decaying fruit
 - flying in the air
 - around street lights
 - on growing vegetables or plants
 - in windows
 - in storage boxes
4. Identify each insect you find. Use the handbook for any you don't know. Let the 4-H'ers help you decide what the insect is named.

LET'S TALK ABOUT IT:

1. Are insects our friends or enemies? Why?
2. Where did we find the most insects? Where do insects live?
3. Help me remember how we can tell if a "bug" is an insect.

DISCOVERING HOME AND FAMILY

Lesson 13 Family Trees

PURPOSE:

1. To discover the Family as a project of the Home and Family curriculum.
2. To learn about family heritage and recording ancestors.

TIME: 30 minutes

MATERIALS YOU'LL NEED:

1. Family Tree section in Discovery Member's Manual
2. Any family records the 4-H'er has (birth certificate, family records in Bible, family history books, and other sources)
3. Poster with sample clover

BEFORE THE MEETING:

Encourage 4-H'ers to ask their parents to attend the meeting. You may want to send a note home to their parents to explain that the meeting subject is genealogy and that 4-H'ers will need their help.

LEAD-IN:

"Have you ever walked through a cemetery and noticed a tombstone with your last name on it? Did you wonder if that person was your ancestor? An ancestor is a relative from 'your roots.' It might be your mother's grandmother or your father's father. This person is connected to you by a family tree.

By writing down our family history, we can have a record of our past. People have recorded family histories in books. Some common books are The Smith Family, Medlin Family History and Boone's Roots. Do you know about a history book for your family name?

Today we will record part of your family tree. At home, you can fill in more about your family."

PROCEDURE:

1. Pair 4-H'ers with an adult (preferably a parent).
2. Use poster to show what information goes in the clover.
See example in Discovery Member's Manual.
Name in Center
Birthday in Upper Left Leaf
Wedding Date in Upper Right Leaf
Date of Death in Lower Left Leaf
Number of Children in Lower Right Leaf
3. Ask a 4-H'er to be your model clover. Use the 4-H'er's biographical information to help fill in his clover. Explain that not every blank can be completed. Not everyone gets married or has children.
4. Instruct 4-H'ers to complete their clovers.
5. Have parents help the members complete clovers for their own mother and father. Continue filling in clovers until you don't have any information left or until 15 minutes have elapsed.

LET'S TALK ABOUT IT:

1. Do you know more about your family tree than you did before today? Did you learn something about yourself or your parents?
2. Why is it important to learn about family heritage?
3. If you liked this project, you might want to enroll in the Family project next year. You'll learn a lot about your family history.

Lesson 14 Shop Along

PURPOSE:

1. To discover the Consumer Education project of the Home and Family curriculum.
2. To develop an awareness of shopping skills as they are affected by advertising.

TIME: 30 minutes

MATERIALS YOU'LL NEED:

1. Newspaper grocery ads
2. Product ads from magazines
3. Scissors
4. Glue
5. Colored markers
6. Paper
7. Three cans of different brand-name vegetables (peas, beans or corn)
8. Three different kinds of paper towels

BEFORE THE MEETING:

Locate and clip pictures of brand-name ads in magazines. Be sure at least some of the brands match your product examples.

LEAD-IN:

"How many hours do you watch television? What comes on during an hour to interrupt programs? Do you watch these commercials?"

Does your mother or father use the grocery store newspaper ads before going to the store? What can we learn from ads?

Being a smart shopper is important. We want to get the best buy for our food dollar. We need to know when the 'sale' price is really a good one. We also need to learn how to become 'ad snoopers.'"

PROCEDURE:

1. Have members each select a food they want to snoop. Try to have individual members select different foods.
2. Have them look through magazines and newspaper ads to find pictures and costs of the foods. Then have them glue the costs from different stores and pictures on a piece of paper.
3. They can color newspaper ads to make brighter posters.
4. Have members share their posters with the group and discuss why the costs vary for products and among stores. Help them realize that they may be paying for pretty stores and good ads as well as the food. Other stores may cut costs by having the basics. A trade-off usually occurs.
5. Present comparison demonstrations of vegetables. Compare:
 - 1) cost
 - 2) label attractiveness
 - 3) advertisements used
 - 4) product appearance
 - 5) amount of water in productAsk 4-H'ers which one they would purchase. Discuss why.
6. Present comparison demonstrations of paper towels. Compare:
 - 1) cost
 - 2) label attractiveness
 - 3) advertisements used
 - 4) absorption
 - 5) texture/weight of towelAsk 4-H'ers which one they would purchase. Discuss why.

LET'S TALK ABOUT IT:

1. Why do we buy what we buy?
2. Have you discovered how advertisements affect purchasing?
3. What other points affect how and when we purchase items?
4. When your parent goes to the grocery store again, take your poster along and compare prices. You and your parent may learn more about advertising and shopping.
5. Remember to be a good "ad snooper."

Lesson 15 Pizza Pizzaz

PURPOSE:

1. To explore Foods and Nutrition as a project of the Home and Family curriculum.
2. To practice group cooperation.
3. To explore food processing and packaging.

TIME: 45 minutes

MATERIALS YOU'LL NEED:

1. Large kitchen space
2. Ingredients for two pizzas (You may want to use a mix if you haven't made many pizzas.)
3. A frozen pizza
4. Plates, napkins, beverages
5. Cleaning materials

BEFORE THE MEETING:

Print a chart with pizza directions from a recipe or package. Assemble all ingredients ahead of time on trays. Prepare a chart to compare the costs of frozen pizza to mix or to a "make-from-scratch" pizza.

LEAD-IN:

"Eating foods which are good for us is important. Each day we need to eat some meat, fruits and vegetables, dairy foods and breads. A magic formula helps us remember how much of each food group to eat. It's called 4-4-3-2 and tells us we need 4 servings of fruits and vegetables; 4 servings of breads and cereals; 3 servings of dairy foods; and 2 servings of meat each day.

Today we are going to make something that has each of these food groups in it. Can you think what food it might be?

It's a pizza."

PROCEDURE:

1. Follow your chart on making pizza dough to demonstrate how to make the dough.
2. Discuss some child's favorite toppings, such as cheese, pepperoni, ground beef, onion and green pepper. Show the children how to cut their toppings.

PROCEDURE: (continued)

3. Divide into two groups by having each child number himself (1-2-3 . . .). Place even numbers in one group and odd numbers in another.
4. Have the even-numbered group (2) make the pizza dough, roll it out and put it into the pizza pan.
5. The odd-numbered group (1) will cut up the toppings and prepare them for the pizza. After group 2 has the dough in the pan, group 1 puts tomato sauce and toppings on the pizza.
6. Display "homemade" pizza and frozen pizza. Compare the appearance of each. Ask children which pizza was more expensive and which will taste better.
7. Cook the pizzas. (While pizzas are cooking, you may want to clean up the kitchen.)
8. Let the 4-H'ers taste test each pizza to decide which is better.

LET'S TALK ABOUT IT:

1. Which pizza would you buy? When might you buy the other pizza?
2. Does cost make a difference? Does quality make a difference?
3. Were all four food groups used in the pizza? If yes, name them.
4. You may want to complete other activities in the Home and Family section of your Discovery Member's Manual with your family.

Lesson 16 Have a Party

PURPOSE:

1. To explore the Home and Family curriculum.
2. To practice skill in planning a fun party.

TIME: 30 minutes

MATERIALS YOU'LL NEED:

1. Colored paper
2. Felt markers
3. Glue
4. Scissors
5. Children's game book
6. Magazine pictures to decorate invitations

BEFORE THE MEETING: Select two or three games for the party.

LEAD-IN:

"Do you like to go to parties? What kind of parties do you like?"

Parties are special. There are birthday parties, Christmas parties, Valentine's Day parties, Halloween parties. You can even have parties because you want to thank people for something they've done.

Can you think of someone you'd like to invite to a party?

Today, we will plan a party. Then we will make invitations for our party."

PROCEDURE:

1. Help 4-H'ers decide what kind of party they want to plan. Help them choose
 - . whom to invite,
 - . a time, place and day for the party and
 - . two or three games they can play.
2. Give 4-H'ers one sheet of plain construction paper each and ask them to fold it into a shape for the invitation.
3. Divide 4-H'ers into two groups. Have one group use scissors and a piece of construction paper to cut shapes to decorate invitations. The other group will use markers to draw on invitations and to list time, place and day for the party.
4. Have groups switch materials and finish invitations. Let members say something "good" about their own invitation.

LET'S TALK ABOUT IT:

"Today we have planned a _____ party. At our next special meeting, we will have this party. Be sure to give your invitation to the person you want to come to the party.

We will also have refreshments at the party. Please bring fruit, snacks or other party foods with you. Our club treasury will purchase drinks and paper products."

1. What have you learned today?
2. Did you enjoy planning a party?
3. What do you need to bring to our party (friend, parent and refreshments)?

Lesson 17 A Stitch in Time

PURPOSE:

1. To explore the Clothing Construction project in the Home and Family curriculum.
2. To learn how to thread a needle.
3. To learn how to sew on a button.
4. To improve eye-hand coordination.

TIME: 45 minutes

MATERIALS YOU'LL NEED: (for each child)

1. Needle
2. Thread
3. 4" x 4" fabric swatch
4. Button
5. Pencil
6. Copies of "How To Thread a Needle" and "How To Sew on a Button" sections

LEAD-IN:

"How many of you have had a rip in your favorite jeans? Have you ever put on a pretty shirt and found that one button was missing? Did you have to hang it back in the closet until your mom had time to sew it back on?"

You can also use buttons to decorate your clothes or as eyes for a puppet. They can become craft decorations. Knowing how to sew on a button can be fun as well as useful.

Would you like to practice sewing on a button? Before we begin, we must learn to thread a needle."

PROCEDURE:

1. Pass out needle, button and fabric swatch to members.
2. Help members cut a piece of thread about as long as their arm.
3. Demonstrate how to hold a needle and thread. Then show how to bring the thread toward the needle and push it through the "eye" of the needle. Show how to tie a knot in the end of the thread.

PROCEDURE: (continued)

4. Have members practice threading a needle and tying the knot. Be sure to assist those who have trouble learning how.
5. Have members mark a dot on the fabric where they want to sew on the button. Use a pencil.
6. Demonstrate how to make a stitch on the pencilled dots. This stitch will reinforce the button. Have 4-H'ers practice this skill.
7. Show how to stick the needle up through the hole in the button and down through the other hole. If the button is flat, show how to put a pin on top of it to form a loop. Again show how to stick the needle up through one hole and down the other. Repeat making stitches four times. Let children practice.
8. Show how to remove the pin and wrap thread around the button, between the button and fabric. Repeat wrapping thread four times. Explain that this is a "thread shank" and that it lifts button away from fabric. This shank keeps fabric and button from ripping when it's buttoned. Let 4-H'ers practice.
9. Demonstrate how to push the needle back up through one button hole and down through the other. Push it through fabric to the under side. Make a thread knot to secure the button. Cut off extra thread. Let 4-H'ers practice.

LET'S TALK ABOUT IT:

We have learned how to sew on a button and thread a needle. Each of you has done a good job. Let's show each other our buttons. Select one child at a time to show the button, until all children have shown their buttons.

1. Can you think of ways to use buttons?
2. What items have buttons on them?
3. Can buttons be used for things other than clothes? Name other uses.
4. You can take your buttons home. Be sure to tell your mom that you can sew buttons onto your clothes. Then practice.

DISCOVERING LEADERSHIP, CITIZENSHIP, CAREERS AND COMMUNITY SERVICE

Lesson 18 Where Do I Live?

PURPOSE:

1. To discover Community as a project of the Leadership, Citizenship and Community Service curriculum.
2. To explore the community where 4-H'ers live.
3. To help members learn their own address.

TIME: 30 minutes

MATERIALS YOU'LL NEED:

1. North Carolina map
2. Postcard and stamp for each child
3. Pencils
4. Picture of a big city, a small town and a country village
5. Newsprint or poster board
6. "Where Do I Live?" Discovery Sheet

BEFORE THE MEETING:

Locate pictures and mount them on construction paper. Print both the town name and state name on newsprint.

LEAD-IN:

(Hold up picture of city) "Who lives here? What kind of people live in a big city? (Picture of a small town) Who lives here? (Picture of village) Who might live here? We have just looked at three very different pictures. People live in each kind of town or city. Where do we live? Is our town big or small?"

Do you like where we live?

We live in a community. A community is a place where people do things together. They like one another and choose to live close together. Big communities are called cities. In a big city, there may be many little communities. New York City, the biggest city in the United States, has many communities. You may have heard of Queens, the Bronx, Little Italy, Chinatown, Upper East Side, Harlem. These are all communities where people live together.

Smaller communities are called towns. There are many towns in North Carolina. Can you name some towns?

A village is even smaller. Villages usually have only a few stores to supply the small number of people there."

PROCEDURE:

1. Hold up the North Carolina map. Who can find a big city in North Carolina? Who can find a small town? Who can find where we live?
2. Have children draw a star on the map of North Carolina in their Discovery Member's Manual.
3. Ask the name of the county and state in which we live. Write the names on newsprint or poster board to help children spell them correctly in their member's manuals.
4. What is the community name? If your club covers a large geographic population, it may have more than one community represented.
5. Have 4-H'ers describe the kinds of stores and services available. As one is named, encourage them to place a check by the proper name in their member's manuals.
6. "Knowing our address is important. How many of you know your address? Today we are going to send a postcard to ourselves. First, let's practice writing our name and address on the Discovery postcard." (Help children with spelling. You may also want to check addresses for accuracy from your enrollment cards.)

PROCEDURE: (continued)

7. Pass out postcards and have children address them to themselves. Then encourage them to write a message on the back of the card. Take up postcards and mail them.

LET'S TALK ABOUT IT:

1. Today we have learned about communities and cities, villages and towns. Where do we live?
2. Why do we need to know our county and state names?
3. When do we need to know our addresses (fire, emergency, writing home from camp and other times)?
4. If you'd like to learn more about your community, you might complete the Cloverville, USA section of Discovery Member's Manual.

Lesson 19 Cloverville, USA

PURPOSE:

1. To discover the Community as a project of the Leadership, Citizenship and Community Service curriculum.
2. To explore what makes a community.
3. To explore who lives in a community.

TIME: 30 minutes

MATERIALS YOU'LL NEED:

1. Cloverville, USA map (from Discovery Member's Manual)
2. Crayons
3. Pencils

LEAD-IN:

"Do you know what a community is? Do you live in a community? What is its name? How do we know it is a community?"

A community is more like a place. It is a group of people who live near each other, share ideas and depend on each other. A community can be big like a city or small like a village.

LEAD-IN: (continued)

Communities help us live better. One family cannot hire a teacher, fireman, librarian and policeman. When families join together, they can afford services these people provide.

The first communities grew up around the market place. People sell food, records, bicycles, clothes, haircuts and other things in communities. Some communities have a newspaper, radio and TV to let others know what's happening.

We can learn more about communities by going on a tour of Cloverville, USA."

PROCEDURE:

1. Make sure each 4-H'er has a copy of Cloverville.
2. Explain that Cloverville is like many communities. But there are some problems in Cloverville. The signs on each building have been jumbled up. Our job is to save Cloverville by repainting the signs. There are clues which will help us. If we look in the store windows and at the people, we'll be able to get clues about the businesses.
3. Divide children into teams of two. Assign numbers between one and 27 to each team until all numbers have been assigned.
4. Have children unscramble names of the stores with the numbers assigned to them. Explain that most numbers are written on the sidewalk; some are written on the store.
5. Help children with any names that pose a problem.
6. After the names have been unscrambled, review them with the group. Allow time to write names on the store roof.
7. Have the children color the sidewalk square in front of stores in the community. Be sure everyone is talking about the same community.

LET'S TALK ABOUT IT:

1. Some communities are big, some are small. Is our community big or small? What is the name of our community?
2. What kind of stores do we have in our community?
3. What kind of public servants (police, fire and others) do we have? Do we need other helpers?
4. Remember to thank your community helpers the next time you see them.

Lesson 20 Let's Go on a Tour

PURPOSE:

1. To explore the Leadership, Citizenship and Community Service curriculum.
2. To learn about a business, agency or community service.

TIME: 30 minutes preparation and travel time; 30 minutes tour

MATERIALS YOU'LL NEED:

1. A place to tour, usually one which the 4-H'ers selected during the planning meeting
2. Transportation
3. A list of questions to ask the tour guide
4. A copy of the address of the tour guide for each child
5. Parents/junior leaders to chaperone

SUGGESTED PLACES TO TOUR:

- | | |
|--|---------------------|
| 1. A farm which produces leading commodities | 7. Bakery |
| 2. Bank | 8. Grocery store |
| 3. Newspaper office | 9. Fabric store |
| 4. Farm machinery business | 10. Factory |
| 5. Radio/TV station | 11. Fire department |
| 6. Restaurant | |

LEAD-IN:

"Do you really know what happens in a business in our town? How are radio shows produced? Where do our farm products come from?"

Many people help make our community work. Can you name some of these people?

Today we will visit a _____ . This visit is called a tour. We can learn many interesting facts on this tour if we listen. What are some things you'd like to learn on our tour?"

PROCEDURE:

1. Pass out a list of questions you have prepared for the tour. Ask for a different 4-H'er to volunteer to ask the tour guide each question. Make assignments.

PROCEDURE: (continued)

2. Divide the group into teams for transportation. If parents are driving, you may want to ask them to have the 4-H'ers practice their questions (en route). Have parents also discuss the "good behavior code" with children in each car.
3. Reinforce good behavior at the business or agency entrance.
4. Introduce the tour guide or guides.
5. Participate in tour. Allow 4-H'ers to ask questions during and after the tour. Have 4-H'ers thank their host.

LET'S TALK ABOUT IT: (Have each chaperone process the tour with 4-H'ers on the way back to the meeting site.)

1. What new things did you learn about (Business) today?
2. Review answers to questions the children asked.
3. Are there other tours you'd like to take? Who might take you on these tours? (Encourage family involvement in the tours.)

FOLLOW-UP:

Ask each 4-H'er to write a thank-you note to the tour guide. Very young 4-H'ers will need to ask their parents to help them. Be sure to distribute the address of the tour guide to each child.

DISCOVERING COMMUNICATIONS, ARTS AND LEISURE EDUCATION

Lesson 21 Let's Be Scavengers

PURPOSE:

1. To discover Recreation as a project of the Communications, Arts and Leisure Education curriculum.
2. To promote team work and cooperation among 4-H'ers.

TIME: 30 minutes

MATERIALS YOU'LL NEED:

1. Chair for treasure deposit
2. Scavenger Hunt List (sample list is provided)

LEAD-IN:

"What is a scavenger? A scavenger is someone or something that continually removes or salvages articles. Scavengers are good or bad, helpful or destructive.

Today our 4-H program is on recreation. We will learn a game which makes us become scavengers. We'll have to work together to become a team. Then we'll have an opportunity to go out looking for items to "scavenge."

The team that works together will excel in this activity. Ready-Set-Go."

SAMPLE SCAVENGER HUNT LIST

Indoors

Belt
Shoe for right foot
Ring
Comb
Piece of paper
Picture of George Washington
Lipstick
Boy wearing white shirt
High-heeled shoe
Left tennis shoe
Watch
Hair barrettes
Picture of Abe Lincoln
4-H project
Earring
Girl wearing blue jeans
Blue sock
Brush
Pencil
Cup
Paper clip

Outdoors

Blade of grass
Rock
Stick
Wildflower
Tin can
Bottle top
Piece of glass
Walnut or other nut
Ink pen
Piece of paper
Piece of brick
Old test paper
Rubber snake
Balloon
Plastic spoon

Add more items to the list as 4-H'ers put their items on the floor. They'll find things you'd never have thought possible.

PROCEDURE:

1. Select an official scorekeeper. Divide group into two teams if you have less than 15 children, three teams if you have 25 or less, and four teams for more than 25.
2. Put teams in opposite corners of the room. Have them select a team captain.
3. Prepare the group to hunt for items. Read two items from the list to give 4-H'ers an idea of what to look for (example: rock and belt).
4. Send 4-H'ers on the hunt. Allow 10 minutes for them to collect items. Bring groups back together and have them sit in opposite corners of the room.

PROCEDURE: (continued)

5. Explain game rules to 4-H'ers.
 - a. Only the captain can carry items to the Treasure Chair in the center of the room.
 - b. Items can be put in a pile on the floor.
 - c. Four-H'ers must stay behind the boundary. (You may want to put tape on the floor for a line.)
 - d. The scorekeeper tallies points based on when each captain reaches the chair with the item.

| | |
|---|-----------------------------------|
| 4 | First captain to reach the chair |
| 3 | Second captain to reach the chair |
| 2 | Third captain to reach the chair |
| 1 | Fourth captain to reach the chair |
6. Call out items to be carried to the Treasure Chair. Tally points and announce scores periodically.
7. Tally final scores and announce winners. Positively reinforce all groups.

LET'S TALK ABOUT IT:

1. Did you learn anything today about working as a group? What?
2. Why did the team (Champion) do well? How could the other teams improve?
3. Did you become a team or work as individuals (on your own)?
4. Did you cheer your team? Does this help? We should learn to cheer for our friends when they do well. We should also support our friends when they don't do as well as they would like. We need to encourage one another.

Lesson 22 Paper Bag Puppets

PURPOSE:

1. To discover the Dramatic Arts project of the Communications, Arts and Leisure Education curriculum.
2. To provide members with an opportunity to creatively express themselves.
3. To make puppets for a future puppet show.

TIME: 30 minutes

MATERIALS YOU'LL NEED:

1. Paper bags, lunch size
2. Felt-tip pens
3. Yarn for hair, colored (blue, green, brown) fabric for eyes
4. Magazines with age-appropriate pictures
5. Glue
6. Scissors

BEFORE THE MEETING:

Cut yarn into 3- to 4-inch strips for hair. Cut fabric into circles for eyes. Make sure you have two circles for each 4-H'er. Set up work table for constructing puppets.

LEAD-IN:

"How do you feel today? Are you happy? Are you excited? Or are you sad?"

Today we are going to learn how to show others how we feel. This is sometimes called 'expressing ourselves.' We can do this by making puppets and pretending that the puppets are 'us.'

As we begin to make our puppets, let's try to let others see the good things about us. What are some good things you'd like to have people know about you."

PROCEDURE:

1. Allow members to say one good thing about themselves.
2. Move group to work table.
3. Pass out paper bags and yarn.
4. Ask members to select their own eye circles.
5. Help children glue yarn (for hair) on top of bag; put eyes in place.
6. Encourage children to share felt-tip pens to draw noses and mouths on paper bags.
7. Help children cut out pictures that represent their feelings about themselves. Glue pictures on back of bags.
8. After members have finished, sit down in a circle and have each puppet say something nice about the person holding him.
Example: puppet says of Joey while Joey moves puppet's mouth, "Joey has a nice smile and is a happy person."
You may need to help each puppet say something good about his person.

LET'S TALK ABOUT IT:

"Today we have made very special friends...our puppets. At our next meeting we will write a script for our puppets. Then we'll have a puppet show for our parents and friends.

Before our next meeting, think about some things you'd like to have our puppets talk about. Jot down some of your ideas on paper.

Remember to bring your puppet to our next meeting."

Lesson 23 Writing the Puppet Show

PURPOSE:

1. To continue to discover the dramatic arts project of the Communications, Arts and Leisure Education curriculum.
2. To use writing skills to develop a storyline for a script.

TIME: 45 minutes

MATERIALS YOU'LL NEED:

1. Pencil and paper
2. Newsprint

BEFORE THE MEETING:

Invite two or three parents to help the small groups write their stories.

LEAD-IN:

"At our last meeting we made bag puppets of ourselves and gave them our names. Today we want to write little skits for a puppet show. We will also practice our skits so that we'll be ready for our families and friends to see them at our next meeting.

Use your imagination to write your stories. Some of our guest parents will help you write your stories."

PROCEDURE:

1. Have children count themselves by number (1-2-3-4...). Divide the even numbers into one group and the odd numbers into another.
2. Give each group leader (assigned from parents) newsprint and each child paper and pencil.
3. Have groups work as individuals to begin writing a story. After 5 to 8 minutes, have leader begin writing a storyline (script) on newsprint. Call on members to contribute an idea to the story. Make sure members have a part for their own puppet.
4. Write the storyline in 10 minutes.

PROCEDURE: (continued)

5. Bring groups back together and allow one 4-H'er to read a group story while two 4-H'ers hold newsprint script. Allow a second group to share its story.
6. Practice the skits. This time have the leader hold the newsprint script so children can say their lines.
7. Return the group to the circle for processing.

LET'S TALK ABOUT IT:

1. Did you enjoy writing stories about your puppets?
2. How did you feel when you were practicing your parts?
3. At our next meeting we'll do our puppet show for our parents. Be sure to bring your puppets with you. Invite your parents and a friend to come to the next meeting to see our puppet show.

FOLLOW-UP:

Hand out copies of the puppet show to members so they can practice their parts. You might have the 4-H office make copies for you.

Lesson 24 Presenting the Puppet Show

PURPOSE:

1. To continue discovering the Dramatic Arts project as a part of the Communications, Arts and Leisure Education curriculum.
2. To use creative expression to share with others.
3. To develop confidence in speaking before a group.

TIME: 30 minutes

TIME: 30 minutes

MATERIALS YOU'LL NEED:

1. A large white sheet with a 24- x 30-inch rectangle cut 1 yard up from the floor to make a picture window
2. Chairs for the audience
3. Puppets (4-H'ers bring their own)
4. Newsprint scripts

BEFORE THE MEETING:

1. Hang the sheet in a corner of the room or in a doorway.
2. Set up chairs for the audience.
3. Remind 4-H'ers to bring their puppets to the meeting.

LEAD-IN:

(Standing in front of puppet stage.)

"Good afternoon! Welcome to our 4-H Puppet Show. Today all of our 4-H members will participate in our puppet show. They have worked very hard to prepare for this show. For the last two meetings we have made puppets and have written scripts. We have even practiced our scripts.

Boys and girls in group one, please take your places behind the puppet stage."

PROCEDURE:

1. Make sure every 4-H'er is ready to perform. Give them encouragement.
2. Announce the first show title to the parents.
3. Assist with the performance.
4. Introduce each puppet and 4-H'er to the audience.
5. Repeat numbers 2, 3 and 4 for the second group.
6. Thank parents for coming to the 4-H Puppet Show.

LET'S TALK ABOUT IT:

1. Bring 4-H'ers together in a circle. Ask each one to describe how they felt as performers in the puppet show.
2. Praise each child. Then have members praise the person sitting to their right for something positive that person did in the puppet show.
3. Encourage 4-H'ers to use puppets for other puppet shows.

LEAD-IN:

"Every family should have a first-aid kit. This will prepare the family for most life-threatening emergencies. A good kit, kept in a handy place, helps in handling minor injuries. First-aid kits can be bought or put together by the family.

A good container will help you find your supplies when needed. A checklist inside the lid will help you know when supplies need to be replaced. Your family may want to have a kit for the home and one for the car.

Today, we will make a first-aid kit for our 4-H Club. Can you think of a time we might need a kit?

By watching closely, you will know how to put together a first-aid kit for your family."

PROCEDURE:

1. Place the waterproof box in front of the demonstration table. Discuss why a waterproof container is best (materials need to be dry when used).
2. Ask two 4-H'ers to print the list of supplies from the Discovery Member's Manual on paper. This will be put in top of the kit.
3. Begin preparing supplies for the kit.
 - a. Have each 4-H'er package one of the following in a plastic bag: soap, cotton, gauze squares, roller bandages, adhesive bandages.
 - b. Have other 4-H'ers place salt and baking soda in airtight bottles. Label the bottles.
 - c. Help two 4-H'ers cut and tear the sheet into a triangular bandage. Use a 4-H'er as a model to determine length (usually 1 1/2 yards for adults, 1 yard for youth).
4. Place prepared items into the kit. As you work, discuss when each item is used.
 - a. Sterile gauze squares, roller bandages and adhesive bandages for cuts
 - b. Adhesive tape and safety pins to hold bandages in place
 - c. Tongue depressors to check airways or to splint a finger
 - d. Soap to clean wounds
 - e. Flashlight
 - f. Scissors, tweezers and razor blades to remove objects or to cut
 - g. Calamine lotion for bites
 - h. Cotton to swab cuts or apply medication
 - i. Thermometer to take temperature
 - j. Towel
 - k. Sling to keep an arm in place
 - l. Salt
 - m. Soda for stings
 - n. First-aid book to look up proper treatment
 - o. Phone number for nearest Poison Control Center, family doctor and pharmacist*

* Duke University Medical Center in Durham has a 24-hour consultant service in diagnosis and treatment of illness resulting from toxic substances. Do not hesitate to call them in case of emergency. Do not administer any antidote or induce vomiting without consulting a medical doctor or the Poison Control Center. Treatments vary for poisons and toxic substances.

POISON CONTROL CENTER—STATE COORDINATOR 1/800/672-1697

LET'S TALK ABOUT IT:

1. Why do we need a first-aid kit for our club?
2. Do you know how to call for help in case of an emergency? Review fire and EMT phone numbers. Encourage children to list numbers by their phones when they get home.
3. Do you have a first-aid kit in your home? Can you help an adult make one after today's lesson?
4. Let's be safe.

Lesson 26 Hazard Hunting

PURPOSE:

1. To discover the Safety project of the Mechanical Science and Safety curriculum.
2. To develop awareness of home safety hazards.
3. To explore methods for correcting safety hazards.

TIME: 30 minutes

MATERIALS YOU'LL NEED:

1. A room with obvious safety hazards (to be set up before meeting)
2. Hazard Hunt worksheets

BEFORE THE MEETING:

Set up a safety hazard room—not a regular meeting room). Some of the possible hazards are

- pan on stove with handle over edge of stove
- matches where young children can reach them
- electric cord running under carpet
- cleaning chemicals on lower shelf
- toys all over floor
- cupboard doors open
- appliance in water (don't turn it on)
- medicine where children can reach it
- unlabeled medicine
- toys with loose parts
- sharp objects/tools in room

LEAD-IN:

"How many of you have heard a siren in the middle of the night? Were you frightened? Did you wonder what had happened? A siren usually means that a policeman, fireman or rescue squad is in a hurry to get help to someone.

If we want to help these safety people and if we want to keep our 4-H pledge to health, there are some things we can do. We can check to see if we are safety conscious in our homes.

Today we are going to go on a safety hunt. We want to find any hazard which might hurt someone or which might cause us to ask for help from our policemen, firemen or rescue squad friends."

PROCEDURE:

1. Distribute Hazard Hunt worksheets to 4-H'ers.
2. Provide instructions for the Hunt as follows:
 - a. Four-H'ers are to hunt for hazards on their own, listing where the hazards are found.
 - b. Caution that not all hazards listed on the sheet are found in this room; additional hazards may be written in blanks at the bottom of the sheet.
 - c. Allow 15 minutes for the Hunt. Be sure you've located ("staged") enough hazards.
3. Discuss hazards which members found. List these hazards on newsprint.

Ask:

 - Why was each a hazard?
 - How could each be corrected?
 - Who could correct each?
4. Encourage members to plan a Hazard Hunt in their homes.

LET'S TALK ABOUT IT:

1. What kinds of hazards have we found today?
2. Why do we need to remove hazards?
3. What phone numbers should we know if we have a problem? (List emergency numbers on a piece of newsprint.) Where should these numbers be located?
4. Are there other safety tips you'd like to share with the group?

Lesson 27 *Bicycle Safety Check*

PURPOSE:

1. To discover Bicycle Safety as a project of the Mechanical Science and Safety curriculum.

Prepared by
Sharon L. Runion
Extension 4-H Specialist

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