



Ohio 4-H Cloverbud Connections



Fall 2005 Issue

For 4-H Cloverbud Volunteers working with grades K-2

Guiding Children's Behavior

You've heard the sayings "It's not the child that's bad, it's the behavior that's bad" and "Look for children being good". Understanding these educational concepts is important. So, how would you translate these values into positive and effective management techniques when it comes to guiding children's behavior?

First, you must understand that not every behavior guidance method works for every child, situation, age or behavior. It is important that you understand the developmental ages and stages of children and apply several methods or a combination of methods in working with children as you guide their behaviors toward more positive results.

Second, you must determine which techniques you will be using by evaluating the reason for the behavior, the age of the child, the child's needs and abilities, and the behaviors you want to change. Don't forget to consider your feelings at the time when you are using management techniques. When working with children and their behavior challenges, it is important to remember that positive and supportive results occur when you are feeling positive and supportive.

Third, the key to behavior guidance strategies is to begin with prevention methods. When children are working and playing together make sure that you have provided them a cooperative, educational, playful, and supportive environment. The appropriate environment will not only prevent behavior problems, but will allow children many positive opportunities to live and grow together.

Here are some ways that Cloverbud volunteers can effectively manage and guide children toward positive living and learning experiences and behaviors:

- ☆ Create a supportive environment – plan ahead, have a simple and flexible routine, keep children busy, establish basic positive rules and post them where they are visible, be clear in your expectations, and be fair and consistent.
- ☆ Develop a positive relationship with each child – get to know each child, recognize your own weaknesses, and adapt your response to each child's needs.
- ☆ Interact with children in ways that help them learn appropriate behavior – model appropriate behavior, acknowledge feelings, teach children how to express themselves, offer choices, use problem solving techniques, give children responsibilities, include parents in working with serious problems, and get outside help when you have tried everything else.
- ☆ Make every moment count when working with children and always believe and live the words of Mohandas Gandhi when he said "You must be the change you wish to see in the world".

Source: *Health and Safety in Family Child Care, Guiding Children's Behavior, Ohio Department of Health, Ohio Department of Job and Family Services*

Janet Wasko Myers, M.A., Early and Middle Childhood Education
Extension Educator, 4-H Youth Development
Ohio State University Extension, Madison County, Ohio

The Perfect Gift - The Perfect Tool

Have you ever heard the poem about Phil and Sophie?

... This is the story of Phil and Sophie
 Who never heard of "philanthropy,"
 They heard of words like "give" and "share,"
 And "help out" people everywhere.

If you haven't heard about these two young philanthropists, you may want to download "The Perfect Gift" located at <http://jefferson.osu.edu> under 4-H Youth Development. "The Perfect Gift" provides numerous activities, stories, games, and poems that teach youth the importance of giving. Not only will young people learn about Phil and Sophie, they will also learn about what makes a perfect gift, the importance of attitude when giving the perfect gift, and the cost of the perfect gift. They will read stories about giving perfect gifts including one about two brothers who learn the boomerang affect associated with being charitable.

The curriculum is divided into five sections:

- Getting Started
- Digging Deeper
- Looking Within
- Bringing Closure and
- Going Beyond



Each section is easy to understand and use. Materials needed are readily available in your home or office. Teaching time can range from five minutes up to thirty minutes, depending on your needs.

One of the key elements in a successful 4-H program is that youth learn the importance of community service and meeting the needs of others. As the relief effort for Hurricane Katrina continues, and as the holiday season approaches, it is a great time to remind children and teens that anyone can be a philanthropist. Philanthropists are not necessarily the people with the most money; they are instead, the people who are able to meet a need just when it is needed the most.

Janine Yeske

*Extension Educator, 4-H Youth Development
 Ohio State University Extension, Jefferson County, Ohio*

Give the Gift of Serving Others

Many times, children and parents alike get caught up in a gift-giving frenzy...running to this store then that store to find the perfect present for a special someone. In the process, the focus shifts from the person to the purchase, with commodities, instead of community, taking center stage. This year, rather than contributing to crazed consumption, help your Cloverbuds focus on giving the gift of service. Sit down together as a club and have each member think about all of the things they can do - running the vacuum cleaner, dusting, picking up litter, singing, dancing, coloring pictures - that would be appreciated by someone else. Next, ask the kids to think of a person or group in your community who would really benefit or enjoy such a service. Then help the group decide what they would like to do together for that someone or something in your community and plan to do it. Now ask each member what they might like to do for someone in their family. Plan enough time and have supplies for each member to make a 'coupon' that specifies their name and the service they will perform. In the end, serving others not only benefits the receiving person, but the giving person as well.



*Kirk Bloir, M.S., Extension Associate
 Human Development & Family Science
 Ohio State University Extension, Columbus, Ohio*





Flowers for the Holiday? A Great Gift Idea that Cloverbuds can Make!



Planting flower bulbs indoors and forcing them into bloom. This is a great project idea for Cloverbuds to do as a group project and to give as holiday gifts.

Tulips, hyacinths, daffodils, and crocus are your best options as they offer an array of color that can help counteract winter's bleakness. These hardy bulbs can be forced after a period of cold treatment. The following steps will help in forcing bulbs successfully.

1. Bulbs can be potted anytime from September 1 to December 1 and bulb pans are the preferred containers. These are clay or plastic pots that are much wider than high. A drainage hole is necessary.
2. Mix equal parts (by volume) of potting soil, sphagnum peat moss, and vermiculite or perlite, add mix to the pots, then set the bulbs close together, but not touching. Plant either five or six tulips, three hyacinths, three daffodils, or six to twelve crocuses per 6-inch pot (depending on bulb size). Once the bulbs are set in the pot, add soil until only the bulb tips are visible. Then water the bulbs thoroughly; it may be necessary to add more soil as it settles.
3. Mark each pot with a waterproof tag. Bulbs (except paper white narcissus) must be exposed to a cold treatment (35 to 40 degrees F) for 8 to 12 weeks depending on variety. Any cold, dark area can serve as a storage area or an old refrigerator could be used. Additional watering may be necessary for these pots so check them periodically.
4. When the bulbs' roots start to come through the drainage hole, they are ready to be forced.
5. Upon bringing a pot of bulbs indoors to force, water well, and expose to cool temperatures (40 to 50 degrees F) and low light for a week. Then gradually move pots to good sunlight and an area where night temperatures are about 60 degrees F (flowers will last longer at lower temperatures). Keep pots well watered.

When bloom is over, gradually reduce water, but water enough to keep foliage green. Plant bulbs outside as soon as the soil can be worked to allow foliage to mature. Forced bulbs may not flower the following season because the forcing process takes so much from the bulbs.

(Adapted from Jane Warner, Ohio State University, and Leonard P. Perry University of Vermont Extension)

*Chris Penrose
Extension Educator, 4-H Youth Development/Agriculture & Natural Resources
Ohio State University Extension, Morgan County, Ohio*

...and From the Web



Dear Editors: This is my first year as a 4-H advisor with my 4-H kids, Cloverbuds and the rest of the gang. One of the parents in our group has cancer again for the third time. For our first community service project we went out to her house and planted a flower garden, which she enjoys very much. We even put a bench inside this garden so she can sit and relax on her busy days. Not only did we plant flowers, but we also put yard decorations in this garden to help brighten it up. The kids had a great time getting dirty and the adults had fun socializing and getting a work out!

Sincerely,
Patti in Hamilton, Ohio

Editors' note: If you have a 4-H Cloverbud experience, idea, or activity that you would like to share with readers. Please go to www.cloverbudconnections.osu.edu and click on the "Share Ideas and Articles" tab.

Campus Connections

It has been a number of weeks since Hurricane Katrina hit the U.S. gulf coast, while the aftermath and effects of the storm will be with us for a long time. As a 4-H Cloverbud leader, you might hear questions or discussions from your 4-H Cloverbud members about what happened, especially since the recovery efforts will remain in the news.

Even though we only received rains in Ohio from Hurricane Katrina, our children know about its destruction of the Gulf Coast through TV and other media outlets. Dr. Judith Myers-Walls from Purdue University has written extensively about children and disaster. Below are her recommendations for ways to help children who are exposed to Hurricane Katrina from a distance:






- 1). It may be important to reassure children and correct misunderstandings. Some may be afraid that a hurricane will come to their community. Let them know if there are dangers that children can prepare for, or reassure them that hurricanes will not come to their area. Take time to talk about natural hazards that are local (such as tornados), and teach them some simple ways to stay safe.
- 2). Although it is important to deal with children's fears, expect their emotions to go beyond that reaction. It is very likely that children will also be sad about what is happening to other people, and they may also be angry about the fact that not all of the people are being helped as quickly as they would like. Let them express their full range of emotions.
- 3). Provide some information to children. Answer their questions, and consider looking up answers to questions that you cannot answer quickly. Follow the child's lead. Stop talking about the situation when the child is satisfied. Be prepared for new questions to appear later.
- 4). Find ways to take action and help. Taking action can help children feel in control. 4-H Cloverbud children may want to help collect materials to support families and relief workers; draw, write poems, or letters to children in those affected communities. (Myers-Walls, 2005).

Some children may have processed what happened with Hurricane Katrina and the suggestions may not be necessary. Remember that these recommendations can be useful for other natural disasters that may occur in the future.

*Scott D. Scheer, Ph.D.
State Extension Specialist, Preadolescent Education
4-H Youth Development, The Ohio State University*

Pumpkin Dessert

Ingredients

-  1 cup cold milk
-  1 small package instant vanilla pudding
-  1/2 tsp. pumpkin pie spice
-  1 cup canned pumpkin
-  graham cracker or vanilla wafers (optional)

Pour the milk in a mixing bowl. Add the other ingredients. Blend with a wire whisk or an electric mixer on the lowest speed for two minutes. Pour into dessert dishes. If desired, top with graham cracker or vanilla wafer crumbs before serving.

Joyce Shriner

*Extension Educator, Family & Consumer Sciences
Ohio State University Extension, Hocking County, Ohio*



Ohio State University Extension

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

Design & Production: Jennie Shaw, Extension Office Assistant, OSU Extension, Monroe County.

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