



Nebraska 4-H Clover Kid Corner

Fall, 2010

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Special points of interest:

- **Clover Kid Clubs**
- **Self-Esteem**
- **Coping with Conflict**
- **Teaching Money to Clover Kids**

Making Clover Kids an Awesome Experience

What do you need to do in order to have an awesome Clover Kid club? There are several things that you need to consider. First, think about yourself as a Clover Kid volunteer. Are you really interested in children during this stage of development? Perhaps you are the parent of a Clover Kid. One of the prerequisites to having an awesome club is that you enjoy being with excited, energetic, young children. You will also need to work with parents, to encourage their support and help with special activities, as well as the staff at your county Extension office.

It is also important to

recognize that 4-H Clover Kid programs are activity centered and leader directed. As the leader, the amount of time, energy, and enthusiasm that you commit to the program is likely to impact its success. Your organizational skills will also play a big role in the success of your club. To get organized, carefully review and think about the how, what, where of Clover Kid meetings before you begin enrolling members for the year.

Successful clubs have a good balance between numbers of members and leaders. A ratio of 5 Clover Kid members per volunteer seems to work well. Parents are an

important part of the 4-H program.. Most are interested in their child's 4-H activities and experiences and are willing to help when asked. During the program planning process, make a list of tasks that parents could perform.

Clover Kid meetings usually last about one hour. The meeting is called order, the 4-H pledge recited and roll call is taken during the first 10 minutes. The activity period, when you teach a lesson typically lasts 30-40 minutes. The remaining time is spent enjoying refreshments and recreation.

SOURCE: Ohio 4-H Cloverbud Connections

Clover Kids Deserve Great 4-H Volunteers

Adults were major influences to each of us when we were 5, 6, and 7 years of age. And the same is true today, whether the adult is a parent, aunt, uncle, babysitter, teacher, day-care assistant, swimming instructor or 4-H club volunteer. As the child's self-esteem is beginning to take shape, each adult has the power to build and enhance the youngster's esteem,.

**BECOME A CLOVER KID
VOLUNTEER TODAY!**



Building Self-Esteem



Clover Kid age children face many growing up questions everyday. One of the most important is “Who Am I?” and “How do I feel about myself?” A major goal of the Clover Kid program is to help develop self-esteem by having a positive effect on a child at an early age. This will help the child develop into a happy person as an adult. The philosophical base of the program is achieved by having activity-based, short-term experiences that are cooperative.

What are some of the other ways that advisors can help develop self-esteem in Clover Kids? Here are some ideas:

- Give each child some individual attention
- Ask members to help with special tasks at a meeting
- Be accepting of all children
- Say “thank you”
- Provide equal recognition to all in the form of certificates, ribbons, etc.
- Hand out compliments

- Ask a member to share a special skill or talent with the group
- Give verbal praise and be specific
- Give non-verbal praise
- Let members make decisions

SELF PORTRAIT COLLAGE

To help members think about themselves—their hobbies, families, friends, backgrounds, favorite activities, future goals, etc. and make a collage representing themselves.

Coping with Clover Kids in Conflict

Children at one time or another will have conflict with each other (sharing materials or play space) or with themselves (understanding material or having difficulties participating) when involved in Clover Kid activities. Conflictual experiences can hinder the development of self-understanding and social-interaction skills when not handled properly. When working with Clover Kid youth, we can help them by using the following conflict resolution techniques:

1. Approach children calmly—a peaceful, calm, adult demeanor will help them sort through the problem to reach a solution.
2. Acknowledge their feelings—simply state the feelings you observe. Such a statement helps children identify and understand why they are having feelings of frustration or anger.
3. Gather information about the problem—listen to each child’s point of view. This will help you understand the situation as the children see it and to discover with them what to do next.
4. Restate the problem—repeat what the children have said to convey that their point of view has been heard; it also

allows more time for emotions to settle.

5. Ask for feedback and ideas to solve problems—open a dialogue with the children to consider various solutions to the problem; help them consider the consequences of their suggestions.
6. Give support—be there to help the children carry out the solution.



Children who learn how to problem solve and deal with conflict care self-confident. They also expand their self-understanding and social-interaction skills.

SOURCE: Ohio 4-H Cloverbud Connections

It seems that everyone is talking about money these days! Some of the worldwide financial problems today may be the result of lessons that we adults did not learn as children. As a Clover Kid volunteer, you have opportunities to teach money concepts to Clover Kids. Teaching children good money habits will benefit them for years to come. In their newsletter titled Centsible Parenting, Donald, Sickels, and Sternweis, of Iowa State University Extension suggest the following concrete activities to teach money concepts:



Play counting games with coins. This is how a child learns how many pennies it takes to make a dime.



Pick out pictures of needs and wants in magazines and catalogs to help your child see he or she can't have everything.



Give your child a certain amount of money and help the child shop for a school backpack. This can teach about money limits and making choices.



Make a birthday card for a grandparent to teach how sometimes you can make something cheaper than buying it at the store.



Play restaurant or grocery store to teach the concept of using money to buy things.

Teaching children that money is not just to spend is an important life lesson, one that starts early. Learning to give to others is also an important early learning concept. Parents can serve as role models in helping teach the concepts of giving, spending and saving.

There are rewards for incorporating these skills into a child's life. Giving helps them recognize the needs of others and the value of giving to those less fortunate. That giving might take the form of money but can also be of time, material items such as clothing or food, or a skill or talent. Saving will allow you to buy something in the future because you do not have the money to buy it now. Saving has value as money earns interest in a bank or credit union account. For a young child, that savings might be used to purchase a wanted toy or educational resource. Spending is using some of their financial resources to make a purchase or using resources (money) now to trade for things.

Young children are capable of learning simple spending concepts. Work with children to identify categories for spending plans and ways to save money.

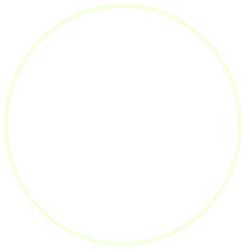
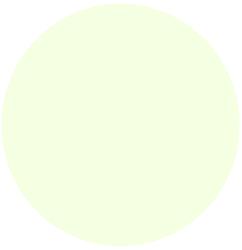
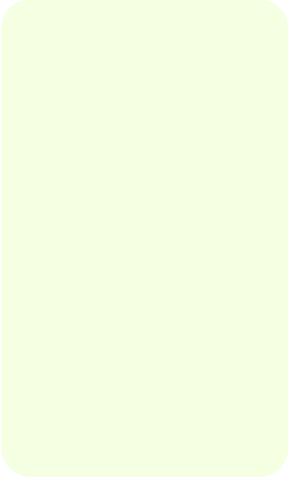
Resources and tools:

The Ant and The Grasshopper: <http://www.dltk-teach.com/fables/grasshopper/mstory.htm>

Thrive By Five, Teaching Your Preschooler about Spending and Saving: http://www.creditunion.coop/pre_k/index.html

17 Things a Five Year Old Should Know About Money: http://www.creditunion.coop/download/pre_k_12.pdf





4-H CLOVER KIDS

University of Nebraska-Lincoln Extension



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