



# DISCOVER 4-H CLOVERBUD



FAMILY & CONSUMER SCIENCE CLUBS



# DISCOVER 4-H CLOVERBUD FAMILY & CONSUMER SCIENCE CLUBS

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## Description

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

## Purpose

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

## What is 4-H?

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

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

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



## Utah 4-H

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

## The 4-H Motto

"To Make the Best Better!"

## The 4-H Pledge

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

## 4-H Clubs

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

## Club Enrollment

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

## Elect Club Officers

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



## A Typical Club Meeting

Follow this outline for each club meeting:

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



## Essential Elements of 4-H Youth Development

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

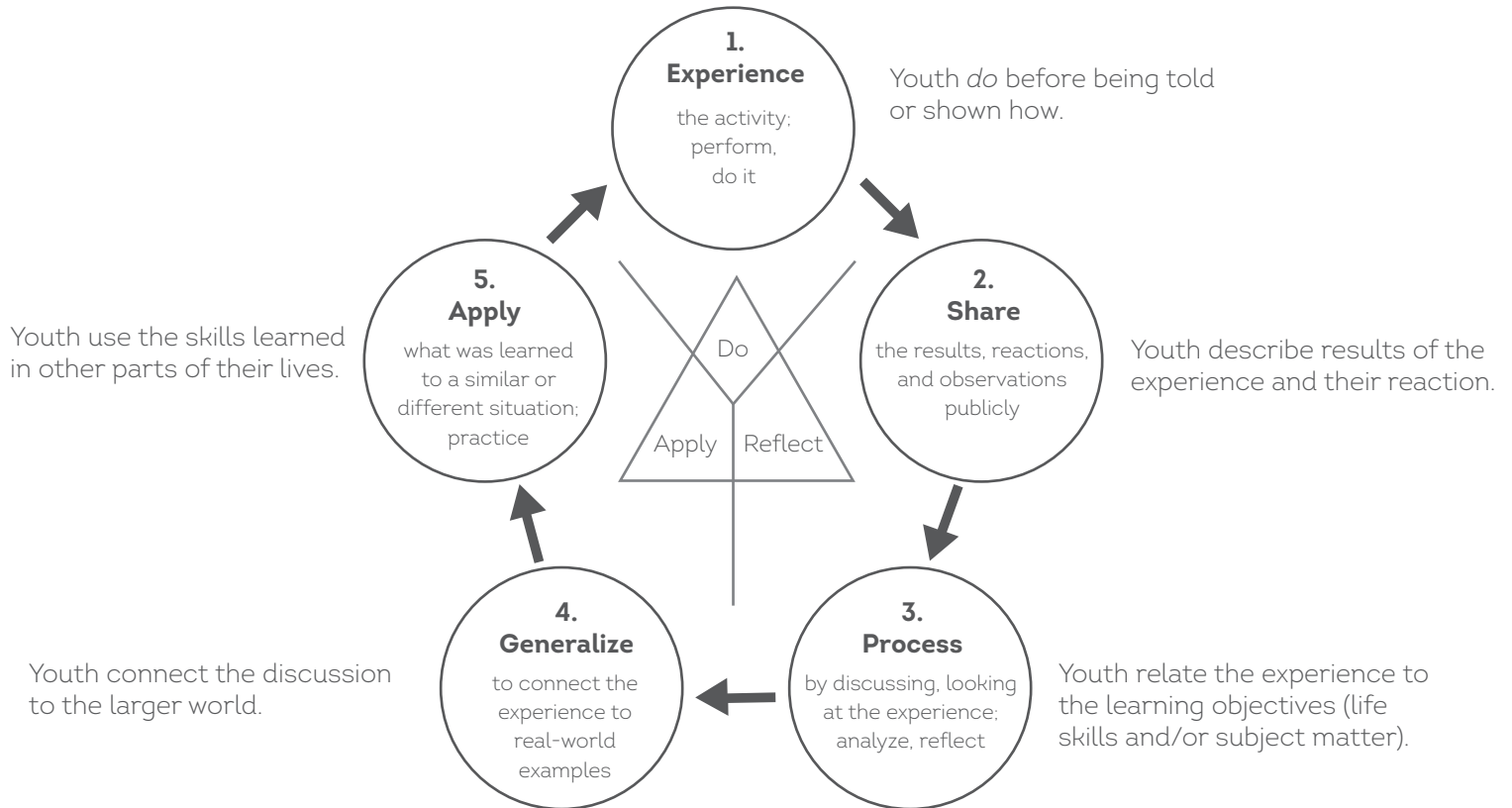
1. **Belonging:** a positive relationship with a caring adult; an inclusive and safe environment.
2. **Mastery:** engagement in learning; opportunity for mastery.
3. **Independence:** opportunity to see oneself as an active participant in the future; opportunity to make choices.
4. **Generosity:** opportunity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

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



## 4-H “Learning by Doing” Learning Approach

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



## 4-H Mission Mandates

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

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

## Getting Started

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



## Other Resources

Utah 4-H website: [www.Utah4-h.org](http://www.Utah4-h.org)

National 4-H website: [www.4-h.org](http://www.4-h.org)

4-H volunteer training:

To set up login:

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

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

(password = volunteer)

## References

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

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

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

<http://tinyurl.com/lb9tnad>

# 4-H FAMILY AND CONSUMER SCIENCE CLUB *Meetings*



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### Supplies

#### Kitchen Tools

- Can opener
- Cheese grater
- Egg beater
- Butter knife
- Whisk
- Rolling pin
- Spatula
- Saucepan
- Measuring spoons

#### Cooking Rules

- Poster board
- Black marker
- Scissors
- Tape

#### Measure Up

- Measuring cups and spoons
- Liquid measuring cup
- Bowls
- Water
- Flour
- Plastic knives

#### Reading a Recipe

- Copies of several different recipes
- Measuring cups and spoons

### INTRODUCTION

In this club we will explore family and consumer sciences through fun, hands-on activities that teach basic sewing and cooking skills, nutrition, and money management. For this activity we will learn how to use different cooking tools, measure ingredients, and read a recipe!

## Kitchen *Tools*



### ACTIVITY 1

Time: 10 minutes

- Collect several kitchen tools and give one to each participant. Go around in a circle and have each child hold up the tool and explain what he or she thinks it is used for.
- Discuss how to use it properly and safely.



## ACTIVITY 2

Time: 15 minutes

- Use the marker and poster board to write down basic rules for being a good cook.
- Ask the children if they can think of any rules that apply before they begin cooking, while they are cooking, and when they finish cooking. Guide them to come up with the following rules:

### **Before you start:**

- Wash your hands.
- Read through the recipe carefully.
- Make sure you know how to use all the equipment you will need.
- Make sure you understand all the instructions.
- Place everything you will need on the table.

### **When you are cooking:**

- Measure everything carefully.
- Always cut, peel, and chop downward and away from your body.
- Use oven mitts when working with hot pans or dishes.
- Always turn saucepan handles so they don't stick out over the edge of the stove.

### **When you are done:**

- Make sure the stove or oven is turned off.
- Clean your work area.
- Wash your dishes.

- Cut the poster board into strips so that each piece has a rule written on it. Mix up the pieces and give one to each child.
- Go around in a circle and have each child read the rule and then tell everyone whether they should do it before they start cooking, while they are cooking, or when they are done cooking.
- Tape the rules in order on the wall so all the children can see them.

## ACTIVITY 3

Time: 15 minutes

- Have the children separate into pairs. Each partnership should have a set of measuring cups and spoons, a liquid measuring cup, a bowl, and a plastic knife.
- Demonstrate how solid ingredients and liquid ingredients should be measured. Demonstrate how to use the flat back of the knife to level off the top of the measuring cup to remove the excess flour. Show the children how to look at the liquid measuring cup from eye level to see if they have the desired amount. Measuring spoons should be filled right to the top without letting any spill over.
- Once you have demonstrated the correct measuring techniques, let the children practice the different methods using water for the liquid measurements and flour for the solid measurements. Call out different measurements and have the children demonstrate how to measure them.



## ACTIVITY 4

Time: 10 minutes

- Pass out copies of the different recipes. Explain that ingredients and instructions of recipes are written in a specific order and need to be followed carefully.
- Have the children read through the different recipes and select the proper measuring tool to measure each ingredient.



## Reflect

- Why is it important to read the recipe carefully?
- Why are there different measuring cups for liquids and solids?
- What are some things you should do before you begin cooking?
- What new kitchen tools did you learn about today?

## Apply

- Why are cooking skills important to learn?
- How can learning to cook influence other areas of your life?
- What are some healthy snacks that you could help make at home?



## Independence

As participants practice cooking skills, they will begin to develop independence and self-sufficiency.

## Healthy Living

Learning to cook will help participants eat healthy, save money, and create a happier, healthier lifestyle.

## Mastery

Participants will learn how to read a recipe, measure ingredients, and use different cooking tools.



### Supplies

#### Danger Identity

- Stove
- Saucepan
- Hot pads
- Pan
- Knives

#### Germ

- GloGerm powder
- UV light
- Soap
- Paper towels
- Sink

#### Fruits and Vegetables

- Variety of fruits and Vegetables
- Cutting boards
- Child-appropriate knives

### INTRODUCTION

In this club we will explore family and consumer sciences through fun, hands-on activities that teach basic sewing and cooking skills, nutrition, and money management. For this activity we will discuss safety precautions, learn about germs, and wash and cut fruits and vegetables!

### ACTIVITY 1

Time: 15 minutes

- Go into the kitchen area and ask the children to identify possible dangers (sharp objects, hot appliances, etc.)
- Discuss possible dangers using the stove, oven, microwave, knives, etc.
  - o **Stove:** Burners stay hot even after removing the pan from the stove, so never set a towel or anything plastic on the burner. Steam coming from a pot of boiling water can cause burns. Pan handles should be turned toward the stove and not outward into the kitchen. Never wear loose fitting clothes that could drape over the burner. Be careful when reaching across to use a front and back burner at the same time. Use hot pads for metal saucepan handles.
  - o **Oven:** Always use hot pads when placing something in or removing something from the oven. When removing something from the oven, always place it on the stove or on a hot pad. Remember to turn off the oven when finished.
  - o **Microwave:** Do not put anything that is metal in the microwave. Consistently check on items that are in the microwave so they do not catch fire or bubble over. Be careful when removing items because they are very hot.
  - o **Knives:** Always cut downward and away from your body. Keep your fingers far away from the blade. Keep the knife pointed down when walking through the kitchen. Do not place a knife with the handle over the edge of the counter.
- Demonstrate proper techniques and show improper techniques and ask the children how to fix them.

## Danger *Identity*



## ACTIVITY 2

Time: 15 minutes

- Place a few drops of the GloGerm powder on each child's hands. Have the children rub their hands together including the backs of their hands, under their fingernails, etc.
- Turn out the lights or find a dark room and shine the UV lights on everyone's hands. Tell the children that if we could see germs and viruses with our eyes, this is what they would look like on our hands.
- Review proper hand washing techniques with the participants.
  - Use soap and hot water.
  - Wash for at least 20 seconds.
  - Be sure to get between fingers and under fingernails.
  - Dry with a paper towel.
- Have the children thoroughly wash their hands. Take another look at each person's hands under the UV light. Discuss the importance of washing hands thoroughly to remove all germs.

## Fruits and *Vegetables*

### ACTIVITY 3

Time: 15 minutes

- Make sure all children properly wash their hands before beginning. Divide the fruits and vegetables so that each child has the opportunity to wash and cut a couple of different items.
- Have each child thoroughly wash the fruits and vegetables to remove all dirt and microbes.
- Demonstrate knife safety to the participants and discuss proper cutting techniques. Have the children carefully cut the fruits and vegetables.
- Discuss the importance of always washing your hands and food before preparing it.



### Reflect

- How long should you wash your hands?
- Why is it important to wash fruits and vegetables before eating them?
- Did you get all the GloGerm powder off your hands when you washed them?
- What are some possible dangers to be aware of when cooking?

### Apply

- Why is it important to follow proper safety precautions?
- Why are cooking skills important to learn?
- How can you use this knowledge in other areas of your life?



## **Independence**

As participants practice cooking skills, they will begin to develop independence and self-sufficiency.

## **Healthy Living**

Learning to cook will help participants eat healthy, save money, and create a happier, healthier lifestyle.

## **Mastery**

Participants will learn about germs and potential dangers when preparing and cooking food.



### INTRODUCTION

In this club we will explore family and consumer sciences through fun, hands-on activities that teach basic sewing and cooking skills, nutrition, and money management. For this activity we will practice different cooking methods by making pretzels, granola, and banana dips!

### PROIR TO ACTIVITY

Make the dough for the pretzel bites prior to this meeting. Dissolve the yeast in water. Add sugar, salt, and 3 cups of flour. Mix until smooth. Add the rest of the flour until dough is stiff. Knead for 5-10 minutes.

### Supplies

- Cookie sheet
- Measuring cups and spoons
- Spatula
- Large bowl

### Pretzel Bites

- 1 package yeast
- 1 ½ c. warm water
- 1 tsp. salt
- 1 Tbsp. sugar
- 4 c. flour
- 1 egg beaten
- Salt
- Cooking spray
- Knife

### Stir Crazy Granola

- 1 c. oatmeal
- 1/3 c. wheat germ
- 1/4 c. coconut
- 1/4 c. subflower seeds
- 1/4 c. dry powdered milk
- 1 tsp. cinnamon
- 2 Tbsp. honey
- 2 Tbsp. oil
- 1 tsp. vanilla
- Sealable bags

### Banana Dips

- 1 banana/person
- Popsicle sticks
- Chocolate chips
- Wax paper

## Pretzel *Bites*



### ACTIVITY 1

Time: 15 minutes

- Make sure all children have washed their hands before beginning.
- Preheat the oven to 425 degrees. Divide the pre-made dough into pieces. Give each child a piece of dough to roll into a snake about 15 inches long.
- Place the snakes on a greased cookie sheet. Brush the dough with beaten egg. Top with salt and bake at 425 degrees for 15 minutes. When cooled, cut the pretzels into bite-sized pieces.
- Move on to activity #2 while the pretzels are cooking and cooling.

## Stir Crazy *Granola*



### ACTIVITY 2

Time: 15 minutes

- Preheat the oven to 375 degrees.
- In a large bowl mix the oatmeal, wheat germ, coconut, sunflower seeds, dry powdered milk, and cinnamon. Add the honey, oil, and vanilla. Let each child take a turn stirring the mixture until it is fully mixed.
- Spread the mixture on a cookie sheet and bake at 375 degrees for 8-10 minutes.
- Allow the granola to cool and then divide and put into sealable bags, one for each child.
- Move on to activity #3 while the granola is cooking and cooling.

## Banana *Dips*



### ACTIVITY 3

Time: 15 minutes

- Pour the chocolate chips into a microwave-safe bowl and microwave in 30 second increments until the chocolate is melted.
- Give each child a banana to peel and place a popsicle stick in one end.
- Place a piece of wax paper on a cookie sheet. Help each child dip the banana in the chocolate and place it on the cookie sheet.
- Place the bananas in the freezer until the chocolate hardens.



### Reflect

- What are some important things to remember when baking in the oven?
- What should you always do before you begin cooking?
- Which was your favorite thing you made today?
- Have you helped with any cooking at home?

### Apply

- Why is it important to wash your hands before cooking?
- What are some healthy snacks that you could help make at home?
- Why are cooking skills important to learn?



## **Independence**

As participants practice cooking skills, they will begin to develop independence and self-sufficiency.

## **Healthy Living**

Learning to cook will help participants eat healthy, save money, and create a happier, healthier lifestyle.

## **Mastery**

Participants will practice cooking precautions, methods, and skills.





### Supplies

- MyPlate mini poster

### Healthy Foods

- Food pictures
- Tape
- Poster board

### The Very Hungry Caterpillar

- *The Very Hungry Caterpillar* by Eric Carle
- Food pictures
- Poster board
- Black marker
- Tape

### Play Dough Nutrition

- 1 c. flour
- 1 c. water
- 1/2 c. salt
- 1 tsp. cream of tartar
- 1 Tbsp. oil
- Food coloring

### INTRODUCTION

In this club we will explore family and consumer sciences through fun, hands-on activities that teach basic sewing and cooking skills, nutrition, and money management. For this activity we will learn about MyPlate, read a fun story, and make nutritious meals with play dough!

### PRIOR TO ACTIVITY

Use the given recipe to make play dough in several different colors. Collect pictures of healthy and unhealthy foods using the Internet or magazines. Find the following pictures to go along with *The Very Hungry Caterpillar* book: apple, pear, plum, strawberries, orange, chocolate cake, ice cream cone, pickle, cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon, green leaf.

### ACTIVITY 1

Time: 15 minutes

- Hang up the poster of the MyPlate. Discuss with the group the various food groups and what belongs in each of them. Ask the children if they can name a few food items from each group.
- Show the children different pictures of food, both healthy and unhealthy. Ask the children if each item would be something that would be good to eat every day or something that would not be healthy to eat every day.
- Label one poster board "Healthy to Eat Every Day" and the other one "Not Healthy to Eat Every Day." Tape the food pictures in the correct category.

## Healthy Foods



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# The Very Hungry *Caterpillar*



## ACTIVITY 2

Time: 15 minutes

- Draw a MyPlate on the poster board and divide it into the different food categories.
- Read the book *The Very Hungry Caterpillar* by Eric Carle. Have the children place the different food pictures in the correct category of the MyPlate as they are mentioned in the book.
- Ask the children if the caterpillar ate healthy food and how it affected the way he felt. Ask the children what they like to eat and if those foods are healthy.

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# Play Dough *Nutrition*



## ACTIVITY 3

Time: 15 minutes

- Divide the play dough so that all the children have a few different colors. Encourage the children to be creative with the play dough and make it into healthy foods. They could even combine those foods to make an entire meal.
- Discuss why it is important to eat healthy foods. It is okay to have treats once in awhile, but healthy foods need to be consumed regularly.
- Have children show the healthy foods they create to everyone else.



## Reflect

- How many categories are in the MyPlate?
- What is your favorite healthy snack?
- What happened when the caterpillar ate all that food?
- What food items did you make out of the play dough?

## Apply

- Why is it important to eat healthy, well-balanced meals?
- How can good nutrition help you in other areas of your life?
- Why are cooking skills important to learn?
- What are some ways you can eat more nutritiously?



## References

*The Very Hungry Caterpillar* by Eric Carle.

Publisher: Philomel; ISBN: 0399226907



### Independence

As participants learn proper nutrition, they will be able to make healthy and nutritious choices.

### Healthy Living

Learning proper nutrition will help participants live a healthier lifestyle.

### Mastery

Participants will learn about MyPlate, healthy eating habits, and what makes a healthy meal.

## Play Dough *Recipe*



### INGREDIENTS

1 cup flour  
1 cup water  
½ cup salt  
1 tsp. cream of tartar  
1 Tbsp. oil  
Food coloring

### INSTRUCTIONS

Mix all ingredients together and cook in a pan over medium heat until it forms a ball. Let the mixture cool before using.

# What's on your plate?



Choose **MyPlate**.gov



Before you eat, think about what and how much food goes on your plate or in your cup or bowl. Over the day, include foods from all food groups: vegetables, fruits, whole grains, low-fat dairy products, and lean protein foods.



Make half your plate fruits and vegetables.



Make at least half your grains whole.



Switch to skim or 1% milk.



Vary your protein food choices.



### Supplies

#### Money Match

- Pennies
- Nickels
- Dimes
- Quarters
- Half dollars
- Dollar bills

#### Grocery Store

- Play money
- Fake food or toys
- Grocery bags
- Cashier box
- Pen
- Paper

#### Needs vs. Wants

- *Berenstain Bears' Trouble with Money* by Stan & Jan Berenstain
- Poster board
- Black marker

### INTRODUCTION

In this club we will explore family and consumer sciences through fun, hands-on activities that teach basic sewing and cooking skills, nutrition, and money management. For this activity we will count money, play pretend grocery store, and learn about spending and saving from the *Berenstain Bears*!

## Money *Match*



### ACTIVITY 1

Time: 15 minutes

- Place several amounts of pennies on one side of the table. On the other side of the table put the matching amount of quarters, dimes, nickels, etc. For example, on the right side of the table put a row of five pennies, a row of eight pennies, and a row of ten pennies. On the left side of the table put a nickel, a nickel and three pennies, and a dime, etc.
- Place the coins on the left side in a different order so that the children have to count them and match them to the correct number of pennies.



## ACTIVITY 2

Time: 20 minutes

- Make a grocery store and a bank. Place the fake food on tables or shelves in the grocery store. If you have toys instead of groceries then make the store a toy store. Set the cashier's box on a table in the bank and put all the fake money in the box.
- Select one child to be the banker, banker's assistant, cashier, and the rest to be shoppers. Each child will be given a certain amount of money, he or she can also earn more money by taking a turn being the cashier, banker, or banker's assistant.
- The banker will give the customers money when they go to the bank. The banker's assistant will keep track of how much money each customer withdraws. The cashier will check out the customers and collect their money.

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# Needs vs. *Wants*



## ACTIVITY 3

Time: 15 minutes

- Have the children sit in a circle while you read the *Berenstain Bears' Trouble with Money* by Stan and Jan Berenstain. The children will hear about the cubs' irresponsible spending and how Mama and Papa Bear teach them to earn and save money.
- Ask the children questions about how they saved, spent, and shared their money.
- Write "Needs" at the top of one poster board and "Wants" at the top of another. Ask the participants what things they use or buy and whether they are needs or wants. Needs include food, clothing, shelter, etc.



## Reflect

- What did you learn from the *Berenstain Bears' Trouble with Money*?
- What kinds of things do you have to save for in order to buy?
- What is the difference between needs and wants?

## Apply

- Why are money management skills important?
- What are some ways that you could save and earn money?
- In what ways can money management skills help you in the future?



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## References

*Berenstain Bears' Trouble with Money* by Stan and Jan Berenstain.

Publisher: Random House; ISBN: 0394859170



### **Independence**

As participants practice money management skills, they will begin to develop independence and self-sufficiency.

### **Healthy Living**

Participants will learn about healthy ways to save, spend, and budget money.

### **Mastery**

Participants will develop money skills and learn the value of money through dramatic play.



### Supplies

#### Lace Up

- Poster board
- Tape
- Scissors
- Colored yarn
- Hole punch
- Coloring book pages

#### No-Sew Cinch Bag

- Fleece
- Scissors
- Measuring tape/ruler
- Pins
- Ribbon

### INTRODUCTION

In this club we will explore family and consumer sciences through fun, hands-on activities that teach basic sewing and cooking skills, nutrition, and money management. For this activity we will trace coloring pages with yarn and make a no-sew cinch bag!

## Lace *Up*



### ACTIVITY 1

Time: 20 minutes

- Find a picture of a coloring page with a simple object or character. Cut out the picture and glue it onto a piece of poster board. Cut out the poster board around the edges of the picture. Punch evenly spaced holes around the edges of the picture.
- Cut a piece of yarn that is about 2 feet long. Tie a knot in one end of the yarn. On the other end of the yarn, roll a piece of tape around the end of the yarn to stiffen it and taper it into a point.
- Show the children how to thread the yarn through the holes to outline the picture. Older participants could even use different colors of yarn to coordinate with the picture. After threading around the outline of the picture, trim the end of the string and tie a knot to secure the yarn.





## ACTIVITY 2

Time: 25 minutes

- Use the ruler to measure a 20 inch circle on the fleece fabric. You can make the measurements smaller or larger according to the size of bag you want. Cut out the fabric circle.
- Place pins 1 inch from the edge of the circle and about 1 ½ inches apart from each other. Do this around the entire circle. These pins act as place holders for where the slits will be cut.
- Remove one pin from the fabric. Show the children how to pinch the fabric to make a little slit where the pin used to be. The slit should be cut just slightly larger than the width of the ribbon. Do this for all the rest of the pins until there are slits cut around the entire circle.
- Show the children how to thread the ribbon in and out of each slit. After threading, tie the ends of the ribbon together in a knot and then pull, gathering the edges of the circle together to make a small bag.



## Reflect

- Have you ever used a sewing machine before?
- Which project was your favorite?
- Have you completed other sewing projects before?
- What other things can you make using these sewing skills?

## Apply

- How do you plan to use these sewing skills in the future?
- Why are sewing skills important to learn?



## References

Julie Cerdas (2011). A child's sewing project. Nurturing Learning. Accessed from <http://www.nurturinglearning.com/a-childs-sewing-project/>



## Independence

Participants will use the basic skills they learn to measure, cut, pin, and sew a bag all on their own.

## Mastery

Participants will develop basic hand sewing skills and will practice measuring and following directions.



## More to *Discover*

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

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

## Become a 4-H Member or Volunteer

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

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

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

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

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



## Stay *Connected*

### Visit Your County Extension Office

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

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

## Enjoy the Fair!

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

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



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

For Utah state events and programs visit:

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

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

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

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

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

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



## Discover *Service*

### Become a 4-H Volunteer!

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

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

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

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

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

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

## Hold a Club Service Project

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

<http://tinyurl.com/lu5n2nc>



## Donate 4-H Projects

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

## Partner with Local Businesses

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

<http://tinyurl.com/pu7lxyw>

## Donate Money

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

<http://tinyurl.com/mqtfwxo>



## Give Us Your *Feedback*

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

<http://tinyurl.com/lb9tnad>