



DISCOVER 4-H CLOVERBUD



COMMUNICATIVE AND
EXPRESSIVE ARTS CLUBS



EXTENSION
UtahStateUniversity



DISCOVER

4-H CLOVERBUD

4-H COMMUNICATIVE AND EXPRESSIVE ARTS 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 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.

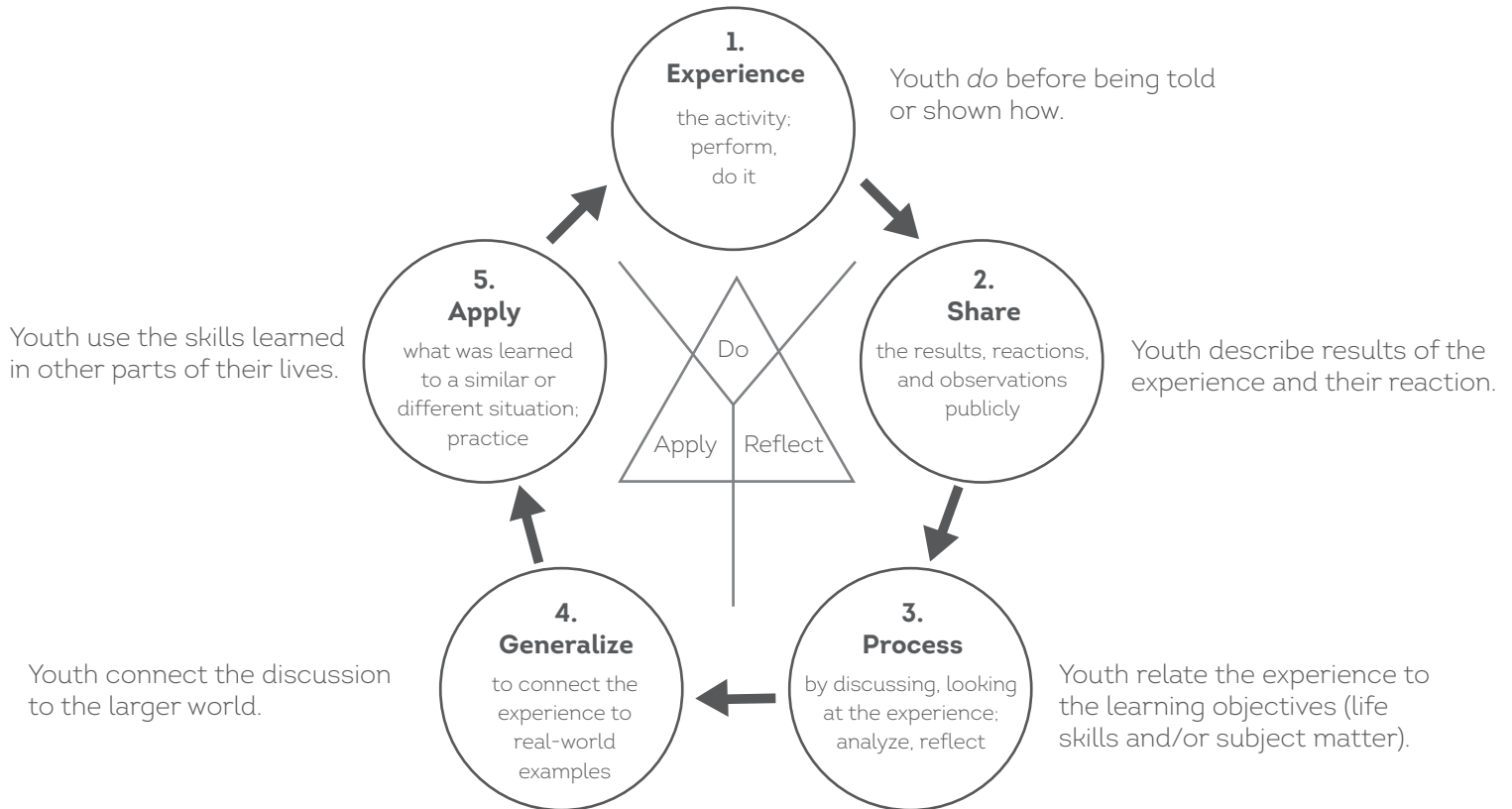
1. **Belonging:** a positive relationship with a caring adult; an inclusive and safe environment.
2. **Mastery:** engagement in learning; opportunity for mastery.
3. **Independence:** opportunity to see oneself as an active participant in the future; opportunity to make choices.
4. **Generosity:** opportunity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

1. **Citizenship:** connecting youth to their community, community leaders, and their role in civic affairs. This may include: civic engagement, service, civic education, and leadership.
2. **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.
3. **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)
 - 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

National 4-H website: 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), the National 4-H Website (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>

COMMUNICATIVE AND EXPRESSIVE ARTS *Meetings*



Club Meeting 1

Let's Talk! 2



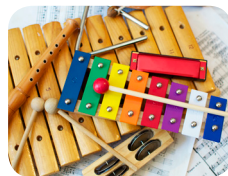
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4-H *Club Meeting 1*

Let's Talk!



Supplies

- Bowls labeled "Questions" and "Answers"
- Strips of paper
- Writing Utensils
- Small objects to be passed around
- Whiteboard or Poster to write on

INTRODUCTION

This meeting will help children understand what communication is and become more aware of ways we communicate.

Telephone



ACTIVITY 1

Time: 10-15 Minutes

- Have children sit in a circle.
- Play the game Telephone.
Have everyone sit in a circle. One person will start by silently coming up with a word or phrase. They will then whisper it into the ear of the person next to them. That person then whispers what they've heard to the next person. This is repeated until the phrase has been passed around to everyone in the circle. When the word or phrase has been whispered to the last person in the circle, that person shares aloud what they heard.
- Ask children to share what they thought of the game. Were some things funny? Were some things frustrating?
- Ask children what they think Communication means. (Communication is how we share information, thoughts, and feelings with each other. Talking, reading, and writing are all communicating.)
- As a group, make a list of ways you communicate with others. This could include in school with classmates and teachers, family members at home, or friends and family that live far away that they may write letters to or video call.
- Then ask how they see others communicate, that they may not necessarily be a part of yet (email, Facebook, texting, etc.).



Mission Mandates

SCIENCE – While discussing technology point out that science and technology changes the way we communicate. Ask them to think about ways that communication might change in the future.



Questions and *Answers*



ACTIVITY 2

Time: 10-15 Minutes

Note: This activity requires children to be able to read and write, or have someone read and write for them. If your Cloverbud group is too young, consider skipping this activity.

- Have each child write a question on a piece of paper, and put it into the "questions" bowl.
- On a second piece of paper, have them write the answer to the question and put it in a "answers" bowl.
- Have each child pick one question and one answer from the bowls. When everyone has selected a question and answer, have the children read their questions and answers together.

Tall *Tales*



ACTIVITY 3

Time: 10-15 Minutes

- Pass around an object around the circle and have each child make up a reason why it's significant or special.
- For example, if you passed around a teddy bear, the stories could be something simple like, "This was my great-great-great grandfather's favorite teddy bear," or something outrageous like, "This teddy bear comes to life at night and fights the monsters under kid's beds" or "This teddy bear belonged to an evil pirate. It was the only thing he ever loved."
- When everyone has shared their crazy story, the group will choose whose was their favorite.

Adapted from <http://www.kidactivities.net/category/Literacy-Games-and-Creative-Story-Telling.aspx>



Reflect

- What are some ways you communicate every day?
- Have you ever seen someone not communicate well, and it cause problems? Have you ever argued with someone because of a miscommunication?

Apply

- Communication is all around us. There are many ways to communicate and some, like reading and writing, take lots of practice. The better we are at communicating our ideas and feelings, the easier it is for others to understand us and our ideas.





Mastery

Children should understand that communication is something that takes work and lots of practice.



REFERENCES

Shelby, B. (2009). Literacy: Games and Creative Story Telling. Retrieved from
<http://www.kidactivities.net/category/Literacy-Games-and-Creative-Story-Telling.aspx>



4-H Club Meeting 2

Tell Me a Story



Supplies

- Paper and Writing Utensils for each child
 - A Whiteboard or Poster (To outline the stories on)
 - A Large sheet of paper (If you choose to write your story as a group)
 - Two or three of the following books:
 - *The True Story of the Three Little Pigs* by Jon Scieszka
 - *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas
 - *The Three Little Aliens and the Big Bad Robot* by Margaret McNamara
 - *The Three Ninja Pigs* by Corey Rosen Schwartz
- You can find more versions of "The Three Little Pigs" here:
<http://www2.ferrum.edu/applit/bibs/tales/other3pigs.htm>

INTRODUCTION

This meeting focuses on storytelling and how we can tell the same stories several different ways.

The Three Little Pigs



ACTIVITY 1

Time: 15-20 Minutes

As a group read two or three versions of The Three Little Pigs. Consider presenting the children with all of the books and letting them choose which ones to read themselves

Now it's Our Turn



ACTIVITY 2

Time: 20-25 Minutes

- Ask the children to tell you the basic parts of the Three Little Pigs. On a whiteboard or poster, create an outline of what happens, based on what they've said.
- Using the outline you created, have the children make up their own versions of the Three Little Pigs. Depending on how old your group is, you can either have them write their own versions down, or create one aloud as a group. Help them to pick a setting, point of view, and characters and to be creative about what things they want to keep and what they want to change.



Mission Mandates

HEALTHY LIVING – Reading helps children develop empathy and relate to others better.





Reflect

- What was different about each of the stories? What was the same?
- Have you ever seen a situation differently than someone else? (Maybe you were arguing with a friend or sibling because you had different perspectives on what happened.)
- Why is it important to consider other people's perspectives?

Apply

The same story can be told many different ways. Authors of books often take folktales that have been told over and over again and rewrite them in a unique way. Because everyone's perspective is different, writing is a good way to express yourself. No one's writing will be quite like yours!



Mastery

Children have the opportunity to learn about literature and storytelling.

Generosity

Children can understand the importance of seeing things from other people's points of views.



REFERENCES

- Penrod, A. and Lages, V. (n.d.) Fairy Tales: Another Point of View. *Learn NC*. Retrieved from <http://www.learnnc.org/lp/pages/2862>
- Hanlon, T. L. (2010). "Variants of "The Three Little Pigs" Retrieved from <http://www2.ferrum.edu/applit/bibs/tales/other3pigs.htm>



4-H Club Meeting 3

Picture This



Supplies

- Famous Paintings (Prints or Online)
- Paper
- Art Supplies

INTRODUCTION

In this lesson, children will learn to use art as a tool for creative expression, through looking at examples of feelings in famous artwork and creating their own pictures.

PRIOR TO MEETING

Make sure you have access to everything necessary to show the paintings (computer, projector, etc.)

Emotions and *Art*



ACTIVITY 1

Time: 15-20 Minutes

- Show examples of famous art works with varying moods and colors. For each one ask children to share what they think of the art. Specifically, focus on how the art “feels” or how the art makes them feel. For example, Pablo Picasso’s “The Tragedy” might feel sad, while Vincent Van Gogh’s “Starry Night” might feel relaxing or John Mactaggart’s “Rainbox” might feel exciting and energetic. Some other paintings you could look at are:
 - Edvard Munch’s “The Scream”
 - Leonardo da Vinci’s “Mona Lisa” or Johannes Vermeer’s “Girl With a Pearl Earring”
 - Salvador Dali’s “Persistence of Memory”
 - Roy Lichtenstein’s “M-Maybe”
 - Andre Derain’s “The Pool of London”
 - Pierre-Auguste Renoir’s “Girls at the Piano” or “Portrait of Jean and Geneviève Caillebotte”
 - Leonid Afremov “Emotions” or “Christmas Emotions”
 - Claude Monet’s “Autumn at Argenteuil”
- Talk about the colors used and how they affect the overall feel of the painting, as well as other elements like the use of light and shadows.



Mission Mandates

HEALTHY LIVING – Learning to recognize emotions and express them in a positive way is important to children’s social-emotional health.



Expressing *You*

ACTIVITY 2

Time: 20-25 Minutes

- Give everyone paper and drawing utensils.
- Start by having students draw lines to go with certain feelings. Ask them to draw “happy” lines or “angry” lines or “sleepy” lines. (Note: There is no right or wrong way to do this! Everyone’s lines will be different, and some may not be lines at all..)
- Have them pick an emotion, or think about how they are currently feeling, and draw or paint a picture based on it. Encourage them to think about how the colors and shapes they use can change the “feel” of their art. (Again, there is no right or wrong way to do this. Many of the pictures will be scribbles, indistinguishable to anyone other than the child who drew it.)
- When the children are finished, have them share their art with the class and explain what they were trying to paint.

Adapted from: <http://www.kinderart.com/painting/emotion.shtml>



Reflect

- What kind of paintings did you like? Why?
- Which paintings did you not like? Why not?
- What emotion did you choose to paint?

Apply

It’s important to express emotions, rather than just keeping them in. Drawing or painting might be a good way to get out anger or frustration. It might also cheer you up when you’re sad, or help you share your happiness with others. It can also share ideas or memories that are hard to put into words.

Independence

Children have the opportunity to choose how they want to express themselves.

Mastery

Children may develop an interest in art, and recognize that it is something they can practice and improve in.

REFERENCES

Mulder-Slater, A. (n.d.) Emotion Painting. *Kinder Art*. Retrieved from <http://www.kinderart.com/painting/emotion.shtml>

More ideas for teaching artistic expression are available at

<http://artlife.writing-online.org/2011/10/25/how-to-teach-children-creative-expression/>



4-H Club Meeting 4

Can You Feel The Rhythm?



Supplies

- Paper
- Art Supplies
- Dress-up clothes (wigs, hats, etc.) if available
- Variety of music (You can usually check out a wide selection of CDs from your local library, or use a computer to stream music online.)
- Art Supplies
- Empty plastic orange juice or milk cartons for each child (half-gallon)
- Uncooked macaroni, rice, or beans (or similarly sized objects)

INTRODUCTION

Music is a form of learning, and many children learn and retain more when lessons are in a musical form. This meeting will help children learn to express themselves through music.

Musical Genres



ACTIVITY 1

Time: 10-15 Minutes

- Play a variety of music and have the children draw the music or what they feel when they hear the music. Try and mix up the types of songs (i.e. upbeat happy songs then sad songs, dramatic movie scores then children's songs, slow power ballads then fast rock).
- Have children stand up and dance to or act out the music. You may have them dress up to match what they hear (cowboy hats for country, poofy hair and bright colors for 80's music, fancy hats and play jewelry for classical, etc.).

Can You Feel The Rhythm?



ACTIVITY 2

Time: 10 Minutes

- Ask your group if they know what rhythm is. Have them feel their pulse. Explain that rhythm is like a heartbeat. It can beat slowly, like when you're sleeping, or quickly, like when you're running, but it's always steady.
- Play a familiar song with a strong musical beat that children will be able to pick out. Ask the children to listen for the beats, and clap along to the rhythm.
- Slow down the song about a third of the way though, and have them continue to clap, this time slower. Then speed the song up. Alternate between slow, regular, and fast, letting the children adjust their clapping to the tempo. (If you don't have a music player that can do this, you can adjust playback speed online with YouTube's video player).



Make Some *Noise!*



ACTIVITY 3

- Decorate the outside of plastic cartons. Colored pencils and crayons tend to be the best for drawing because they will not smear. You could also try gluing decorations on (i.e. feathers, paper, jewels, etc.). You may want to do this before the other two activities, so the cartons can dry.
- Once the cartons are decorated and dry, have everyone sit in a large circle.
- Ask the children what they could do with the cartons. (You could use them for drums, making loud and soft drumming sounds. Try this.)
- You could also make maracas with them. (You may need to explain that maracas are instruments that make noise when you shake them.)
- Have everyone shake his or her cartons. They don't make any noise. Ask what you could put in them to make noise. You could put rocks, rice, beans, blocks, etc.
- Fill the cartons with enough rice or beans to cover the bottom of the container (about a $\frac{1}{4}$ cup for half gallons and a $\frac{1}{2}$ cup for gallons).
- When the maracas are ready, put the caps on and explore different ways to use them.
- Shake them loud, shake them softly, up high, behind you, try using your carton as a maraca and a drum, etc. You could take the maracas outside and march, walk, dance, and move to the sounds from your instrument.

Note: Plastic cartons can be substituted for paper towel tubes. Fill the decorated tubes with rice or beans, cover the ends with paper or fabric, and secure with tape. You can also attach streamers to the ends.



Reflect

- Which kind of music was your favorite? What do you like about it?
- What is your favorite thing about music? Do you like dancing, singing, and making music with your maracas?
- What are some things that music is used for? When do you listen to or make music the most? (Some examples could be holidays, worship services, celebrations, road trips, etc.)

Apply

Music can be a good way to express yourself. However, it's okay if it's not your favorite. If you keep trying new things, you'll find a way to express yourself that you'll love.



Mission Mandates

SCIENCE – We hear music because of the science of sound. By experimenting with different sounds, Cloverbuds are performing science experiments!

Independence

Children have the opportunity to choose how they want to express themselves.

Mastery

Children may develop an interest in art, and recognize that it is something they can practice and improve in.





4-H Club Meeting 5

Lights, Camera, Action!



Supplies

- A bowl, hat, or other container
- Strips of paper with emotions on them

INTRODUCTION

In this meeting, children will learn and explore through dramatic play, and show different ways of expressing their emotions.

PRIOR TO MEETING

Cut up strips of paper and write one of the following emotions on each one. Put them into a bowl or other container.

disgusted	shy	confused	confident	cautious
hopeful	happy	guilty	frustrated	disappointed
silly	calm	important	mischievous	mysterious
lonely	jealous	surprised	sad	overwhelmed
frightened	exhausted	curious	embarrassed	proud
ashamed	bored	anxious	angry	sympathetic
suspicious	Impatient	shocked	hysterical	brave

Depending on if you break into groups for skits or not, you may ask parents if they can volunteer to help with Activity 3.

Dramatic Feelings



ACTIVITY 1

Time: 10-15 Minutes

- Ask one child to pick out an emotion from the bowl without looking, and then act out the feeling that they chose. Encourage them to use their facial expression and body language to show what it would look like. (Younger children may need their word explained.)
- Have everyone else guess what emotion the child is acting out. The child who guesses correctly gets to go next, until everyone has gone.
- You can also give a situation for everyone in your group to act out together. Some examples are: "You are going to the amusement park" (children should smile and be excited). "You are home and can't find your Mom" (children should show concern and fear). "Oh, look Mom just came out of the bedroom" (children should show relief and smile).



Mission Mandates

HEALTHY LIVING – Play-acting helps children to recognize and cope with problems and emotional trauma. It also improves social skills, aids language development, and helps them to sort out reality from fiction.

Walk Like *This*

ACTIVITY 2

Time: 10 Minutes

- Have children form a circle. When everyone is ready, turn on music and have them walk to the beat.
- Call out different ways for them to walk. For example, you could say, "Walk like you're scared!" Other emotions and situations could include walk like you're tired, excited, proud, brave, in a jungle, going up stairs, climbing a mountain, exploring a cave, etc.
- If you run out of examples, ask the children to come up with their own.

Adapted from: http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/cdelf/ca_express.html

Time to *Shine*

ACTIVITY 3

Time: 20-25 Minutes

- Perform a short skit with your Cloverbud group! Depending on how many Cloverbuds you have, you may do one all together, or break up into groups and perform a series of short skits. If your Cloverbuds are older, you could also try a Reader's Theater.
- Consider filming your skit(s) for a cast party for the next club meeting.



Reflect

- Show me in your face how you are feeling right now.
- Show me how you look when you're happy. What about when you're sad? Angry? Tired

Apply

We sometimes act differently in different situations. How do you act at school? At Cloverbuds? At your Grandparent's house?

Mastery

Cloverbuds should receive positive feedback on their accomplishments and be encouraged after successes and failures.

References

Yalow, E. S.. (n.d.) Discover The Many Benefits of Dramatic Play. *Learning Path*. Retrieved from <http://www.leapfrog.com/en-us/learning-path/articles/article-the-benefits-of-dramatic-play.html>



4-H *Club Meeting 6* It's Time to Celebrate



Supplies

- Party Supplies (To be decided with your Cloverbud Group)

PRIOR TO MEETING

You may need split Activity Two into separate meetings, or contact your Cloverbud group in advance of the meeting to make plans.

INTRODUCTION

In this meeting, children will learn that celebrations are a way of expressing ourselves. They will also learn some of the reasons why we celebrate different holidays, and look at examples of how we use art, dance, theater, and music in different celebrations.

Traditions



ACTIVITY 1

Time: 10-15 Minutes

- Remind children about the forms of expression you've discussed in previous meetings (Art, Music, Theater, Literature, etc.)
- Explain how during celebrations and holidays all of these forms come together.
For example, during Christmas, what are some ways people celebrate? We listen to Christmas Music, and we watch Christmas movies and certain types of performances, like the Nutcracker Ballet. There is even a lot of just for Christmas.
- Talk about why we celebrate certain holidays and how people express themselves while celebrating it. You may break the children into groups and assign them a holiday.
For example, Thanksgiving is a time to celebrate what we're thankful for. Ask your Cloverbuds what are some Thanksgiving traditions that they have to celebrate.
- You can also talk about holidays they may not be as familiar with, especially international holidays like Dias de los Muertos, Chinese New Year, or Holi. Show how art, music, dance, film, and theater all come into play during that holiday.

It's time to Celebrate!



ACTIVITY 2

- Host your own celebration. It could be for a holiday coming up, your achievements as a Cloverbud group, the end or beginning of a school year, or a cast party for the skit you made in the previous meetings.
- Involve your Cloverbuds in planning the celebration. Let them choose snacks, activities, music, etc. You could decide as a group or hand out assignments. Be sure to let parents know what their child will be responsible for so that they can help out.





Reflect

- What is your favorite holiday to celebrate? Why is it your favorite?
- What kind of things do you do to express yourself during your favorite holiday?

Apply

People express themselves in many different ways during celebrations. They may wear special clothes, play certain songs, or perform dances or plays that are specific to what they're celebrating.



Independence

Club members can plan an activity and share excitement looking forward to it.



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>