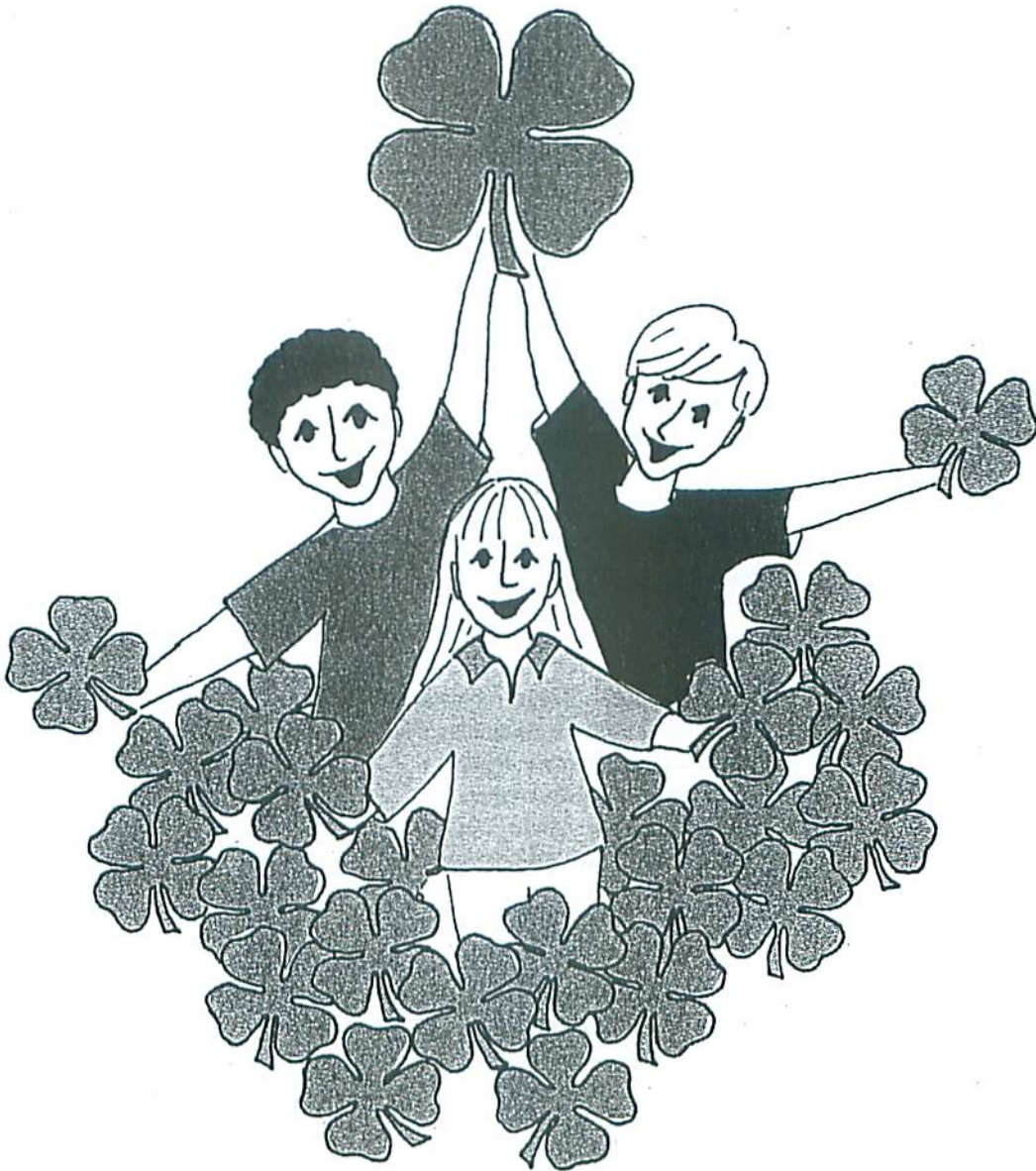


OHIO – K through 2

Cloverbud Program



Curriculum Instructional Materials

The Cloverbud Curriculum from Ohio State is older, so some of the information may be out of date. This being said, we hope you may find it a good resource to get ideas from.

– Riley County Extension

Ohio K-2 Cloverbud Curriculum

Publication of the Ohio K-2 Cloverbud curriculum was made possible through an Innovative Program Grant sponsored by Ohio State University Extension and a grant through the Ohio 4-H Foundation. This project was designed to meet the needs of youth in kindergarten through the second grade. It is an eclectic, broad based approach focusing on cooperative learning in a non-competitive environment. The following individuals have given leadership to the development of the Ohio K-2 Cloverbud curriculum:

- ☼ **Senior Writer:** Bobbie Grawemeyer, Consultant
Worthington, Ohio
- ☼ **Project Coordinator & Editor:** Gary Gibbons, Associate Professor
Ohio State University Extension
- ☼ **Curriculum Consultant & Editor:** Robert L. Horton, Ph.D.
Assistant Professor
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A special thanks to the following individuals for their involvement in the original task force which established much of the foundation for the Ohio K-2 Cloverbud curriculum:

Duane Plymale - District Specialist, 4-H
Chuck Bell - District Specialist, 4-H
Steve Joseph - County Agent
Barb Phares - County Agent
Ken Lafontaine - County Agent
Robert Horton - State Specialist, 4-H

Please note that each lesson may have a contributing author listed on the final page. Our appreciation to all faculty and staff whose creative talents helped to make this publication possible.

DEDICATION:

This publication is dedicated to the memory of Steve Joseph. We hope it will serve as a lasting reminder of his dedication and contribution of the future direction of Ohio's K-2 Cloverbud program.



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Fitness is Fun

OBJECTIVES:

- To realize the relationship between exercise and healthy bodies.
- To learn a variety of ways to exercise and be active.

GROUP SIZE:

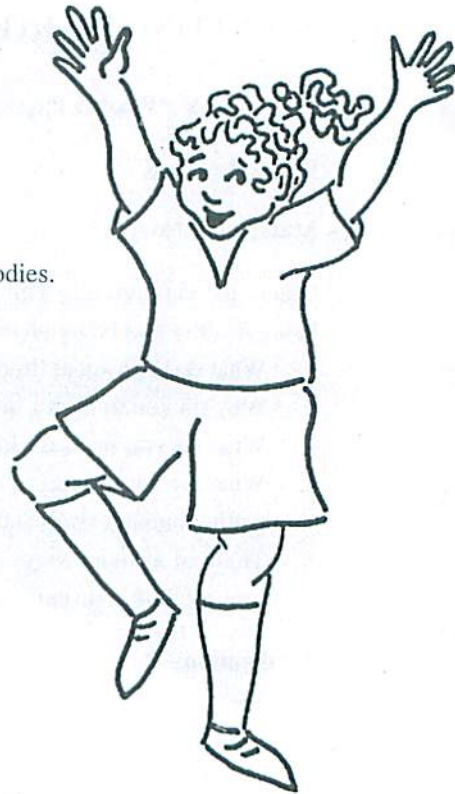
6 to 8 children per adult volunteer.

TIME FRAME:

This lesson is designed for a group meeting between 30 and 60 minutes.

BACKGROUND:

Help children become excited about physical fitness! Share these games and activities to promote a better understanding of exercise and how it keeps us healthy. Help the children realize there are lots of ways to exercise our bodies.



Fitness is Fun

LIFE SKILL AREAS

Children will develop social skills through the group games and discussions. Group games that require children to make choices will develop decision making skills. Fine motor skills and eye-hand coordination will be developed through using scissors, markers, and tape. Large motor development will be enhanced by the games and exercises.

HELPS TO THE VOLUNTEER

Try these suggestions:

- Choose one or two of the following activities from each section.
- Try to create appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-meeting preparation by the 4-H members, thinking about special seating arrangements and background music.

Healthy Life Style
Group Size: 6-8 children
per adult volunteer



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 Author: Bobbie Grawemeyer



LEARNING ACTIVITIES

I. GETTING STARTED

☀️ **ACTIVITY** "What is Physical Fitness?" (4 - 6 minutes)

Grade Level: K - 2

Materials: None.

Gather the children into a circle and tell them you would like to find out about being healthy and being physically fit. Ask and discuss the following questions:

- What does physical fitness mean?
- Why do you think it's important to be physically fit?
- What do you think it's like to not be physically fit?
- What are some ways to keep our bodies healthy and physically fit? (be sure to include getting enough sleep and eating right, as well as plenty of exercise).
- Think of as many ways as you can that we exercise our bodies.
- Can each of you share your favorite way to exercise?



Application: Think about how many times you exercise your body during the day.

Do you:

- walk to the bus stop?
- climb stairs?
- run on the playground?
- play outside with your friends?
- play sports?
- take dance or gymnastics lessons?

☀️ **ACTIVITY** "Choosing the Right Kind of Exercise" (4 - 6 minutes)

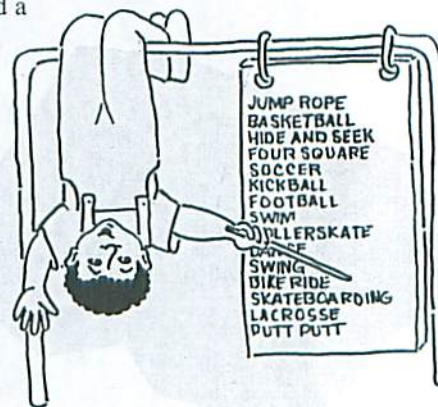
Grade Level: K - 2

Materials: Large magazine picture of a person doing some type of physical exercise and a large picture of someone reading or sitting still, activity choice cards, and a baseball cap.

Place the two pictures on the floor. Cut the choice cards out and put them in a baseball cap. Pass the cap around and let each child pick a card. Have each child read their card (help them if necessary) and decide if it is an active exercise or a quiet activity, and place it on the corresponding picture.

Application: What kinds of active exercise do you get everyday?

- at home
- at school
- at a friend's house
- after school



JUMP ROPE
 BASKETBALL
 HIDE AND SEEK
 FOUR SQUARE
 SOCCER
 KICKBALL
 FOOTBALL
 SWIM
 ROLLERSKATE
 DANCE
 SWING
 BIKE RIDE
 SKATEBOARDING
 LACROSSE
 PUTT PUTT

II. DIGGING DEEPER

☀️ ACTIVITY "Aerobics Fun: Our Resting and Racing Pulse" (4 - 6 minutes)

Grade Level: 2

Materials: Clock with second hand.

Ask if anyone has ever heard the word "aerobic." Does anyone know what it means? Explain that it is exercise that makes your heart beat faster. This is good for our bodies. Show the children how to feel their pulse by putting two fingers on their neck under their chin (help them if they have trouble locating their pulse). When everyone can feel their pulse, ask them to count each beat for ten seconds. Ask them to share how many beats they counted. Have them run in place or do jumping jacks for thirty seconds. Have them feel their pulse and count again for another ten seconds. What happened? The rate increases because exercise has made our heart work harder.

Application: Pay close attention to your heart the next time you are really active. Can you feel your pulse racing?

☀️ ACTIVITY "Exercise Spinners" (6 - 8 minutes)

Grade Level: K - 2

Materials: Paper plates, scissors, brads or thumb tacks, construction paper strips (1 x 4") and crayons.

Help children divide their paper plates into four sections with crayons. Have them write an exercise (toe touches, jumping jacks, etc.) in each section, and decorate each section with a different color. Give each child a construction paper strip and brad. Help attach them to the center of the plate. Spin it. Does it work? Help children make needed adjustments.

Note to the Volunteer: Have the children make extra spinners to use in the Art Exhibit and Cloverbud Display lessons in the subject area of Community Expressive Arts.

☀️ ACTIVITY "Spin an Exercise" (4 - 6 minutes)

Grade Level: K - 2

Materials: Exercise spinners.

Have the children spread out. Let each child have a turn spinning a spinner and leading the group in the exercise. If duplications occur, ask the child who spun to think of a special way that exercise could be done differently (backwards, in slow motion, etc.).



III. LOOKING WITHIN



☀️ ACTIVITY "Baton with Streamers" (7 - 9 minutes)

Grade Level: K - 2

Materials: Newspaper, masking tape, crepe paper, scissors.

Make colorful batons to use while exercising to music! Show the children how to roll a section of newspaper into a short baton. Secure it with tape. Cut crepe paper streamers about 2 - 3 feet long; attach the streamers to the baton at the ends with tape. Demonstrate how the batons should be used safely. Caution the children about having enough space in which to move safely.

Note to the Volunteer: Have the children make extra streamers to use in the Art Exhibit and Cloverbud Display lessons in the subject area of Community Expressive Arts.

☀️ ACTIVITY "Creative Movement - Streamer Style" (7 - 9 minutes)

Grade Level: K - 2

Materials: Record or tape player, recordings of lively music (marches are great!), and batons with streamers.

Have the children spread out so they have enough space. Randomly select a leader. Turn on the music and have the leader choose how to move with the batons and streamers. Switch leaders so that every child has a chance to be a star! Help the children make creative choices by offering suggestions like these:

- pretend you are an eagle soaring through the air
- pretend you are a cheerleader
- pretend you are a robot
- pretend you are running out of gas

Application: When you hear music at home, think of ways you can move creatively to it!

☀️ ACTIVITY "Let's Do the Freeze" (6 - 8 minutes)

Grade Level: K - 2

Materials: Record or tape player, recordings of lively music to dance to.

Invite the children to exercise their hearts (and legs) by dancing. Explain that while the music is on, they can dance any way they wish. When the music stops, they must freeze until the music starts up again.

IV. BRINGING CLOSURE

❁ ACTIVITY Song "This is the Way We Keep Fit" (4 - 5 minutes)

Grade Level: K - 2

Materials: None.

Sing this old favorite with the children using their suggestions for different exercises to do for each verse.

This is The Way

(sung to the tune of "Here We Go Round the Mulberry Bush")

This is the way we
(do jumping jacks)
(do jumping jacks)
(do jumping jacks)

This is the way we
(do jumping jacks)
So early in the evening.

Encourage each child to think of an exercise that they like to do.

IV. GOING BEYOND

1. Help the children play a game of balloon volleyball with a large balloon (have several on hand, just in case!) and a masking tape "net" on the floor.
2. Encourage the children to invite their parents and siblings to take an evening stroll around the block. Don't forget the flashlight!

Reading Adventures

This listing of reading materials can be used by you as background or for sharing before to set the stage for the lesson or for sharing afterward to reinforce the lesson.

Albert the Running Bear's Exercise Book, by Barbara Isenberg

Bend and Stretch, by Jan Ormerod

Play Ball Amelia Bedelia, by Peggy Parrish



ACTIVITY CHOICE CARDS

ROLLERSKATE	PLAY SOCCER
RUN WITH YOUR DOG	SIT ON A SWING
SQUARE DANCING	EAT YOUR DINNER
READ A BOOK	PLAY A BOARD GAME
PLAY THE PIANO	PAINT A PICTURE
GO SKATEBOARDING	WATCH A MOVIE
WORK A PUZZLE	RIDE A BIKE
JUMP ROPE	PLAY IN THE SWIMMING POOL

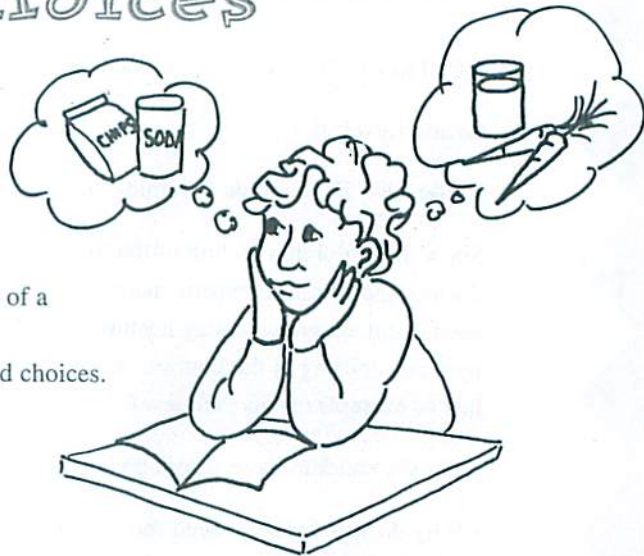
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This Is The Way That We Keep Fit (Mulberry Bush)



Making Healthy Food Choices



OBJECTIVES:

- To help children understand the importance of a balanced diet.
- To encourage children to make healthy food choices.

GROUP SIZE:

6 to 8 children per adult volunteer.

TIME FRAME:

This lesson is designed for a group meeting between 30 and 60 minutes.

BACKGROUND:

Help children discover the importance of making healthy food choices. Use the food pyramid to illustrate the kinds of food our bodies need every day. Stress the importance of healthy snacks and balanced meals.

LIFE SKILL AREAS

Group games are important to the development of social skills and decision making. Critical thinking and concept formation will be enhanced by the hands-on experiments. Development of fine motor skills and eye-hand coordination will be encouraged by the use of scissors, markers and assembly of the snack.

HELPS TO THE VOLUNTEER

Try these suggestions:

- Choose one or two of the following activities from each section.
- Try to create appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.

Making Healthy Food Choices

Healthy Life Style
Group Size: 6-8 children
per adult volunteer

LEARNING ACTIVITIES

I. GETTING STARTED

ACTIVITY "Introducing the Food Guide Pyramid" (4 - 5 minutes)

Grade Level: K - 2

Materials: Food Guide Pyramid Chart.

Show the children a picture of the food guide pyramid. Explain that doctors and nutrition experts made this chart to show people what they need to eat everyday to stay healthy. Point out each level of the pyramid, starting at the bottom. Ask the children to help think of lots of examples from each level.

After the children have shared their examples, ask the following:

- Why do you think we need food from each group?
- Why is the first level (breads) the biggest?
- Why are fats and sweets at the tip of the pyramid the smallest group?
- Can you think of examples of food that aren't very healthy?
- What group would they fit in?
- What are some of your favorite healthy foods?

Application: Look at meals that are served in restaurants, at school and at home. Do they have something from each food group?

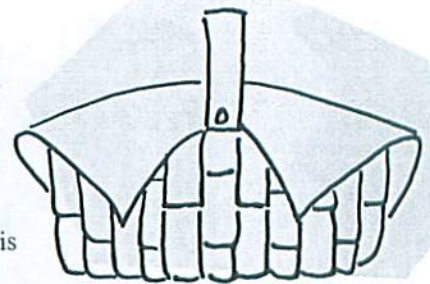
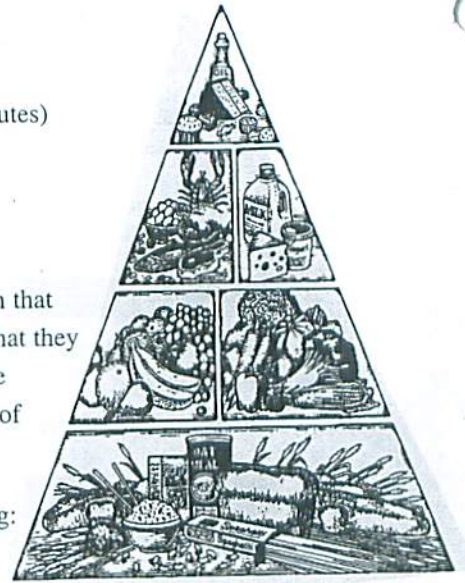
ACTIVITY "A Picnic with the Food Guide Pyramid" (5 - 7 minutes)

Grade Level: K - 2

Materials: Food guide pyramid chart, picnic basket.

Play a memory game to reinforce the concept of the food pyramid. Have the children sit in a circle. Tell them to imagine they are going on a picnic and they are responsible for packing the picnic basket. Give the picnic basket to the first child who will say, "I'm going on a picnic and I'm taking (item from bread and cereal group). The basket is then passed to the next child who repeats what the first child said and adds an item from the vegetable group. As the basket is passed again, the next child repeats what the first two said and adds something from the fruit group. Continue around the circle, adding selections from the milk group and the meat group. As more food is added to the picnic basket, the harder it will be to remember what other children have packed. Encourage the children to put on their thinking caps and help each other if they need to! Repeat the sequence (bread, vegetable, fruit, milk, and meat) as needed. After each child has added their imaginary selection to the picnic basket, talk about the kinds of food they chose. Were the choices healthy? Would they taste good together?

Application: Ask your parents to help you explore your kitchen. Can you find items that fit into all of the food groups? Plan a pretend meal using the food guide pyramid. Ask your parents if you can plan a real meal with their help.



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☀ ACTIVITY Game "Tastes Like..." (6 - 8 minutes)

Grade Level: K - 2

Materials: A blindfold and small samples of healthy food to taste such as pretzels, bread, crackers, grapes, raisins, banana slices, celery, carrots, peanuts, cheese.

Place all the food samples on a tray so that everyone can see them. Blindfold one child at a time and give them a sample taste. See if the food can be identified by taste. Ask what food group it belongs to. Let each child have a turn. Reinforce the idea that a good snack doesn't have to be "junk food." Encourage them to think of other examples of healthy snacks.

Application: The next time you go to the grocery store, be a snack detective! Look for healthy foods that would make a good snack.

II. DIGGING DEEPER

☀ ACTIVITY "What's on Your Plate?" Food Collage (7 - 9 minutes)

Grade Level: K - 2

Materials: Paper plates, magazines for women, grocery ads, scissors, glue.

Invite the children to look through magazines and ads for pictures of healthy foods to cut out. Ask them to find examples of foods from each of the food groups that might taste good together for a meal. Have them paste the foods on paper plates. Talk about their choices. Ask them to tell the group what their favorite meals are. Emphasize the importance of balanced meals.

Note to the Volunteer: Have the children make extra collages to use in the Art Exhibit and Cloverbud Display lessons in the subject area of Community Expressive Arts.

Application: Think about packing school lunches.

- Are your lunches balanced?
- Is there anything you could change to improve it?
- What about lunches served at the school?



ACTIVITY "Be a Fat Detector" (4 - 5 minutes)

Grade Level: K - 2

Materials: Brown paper bag (cut into two inch squares), pencil, salad dressing, potato chips, french fries, bread, apple, water.

Try this experiment to see what foods have fat in them. Rub a little bit of the food on the paper bag squares. Make sure you label each piece of paper with its corresponding food. While you're waiting for the food spots to dry, talk about these points:

- Fats and sweets are at the top of the pyramid and are supposed to be "used sparingly."
- What does that mean?
- Why should people watch how much fat they eat?
- Can you think of examples of foods that probably have a lot of fat in them?

When the spots have dried, hold them up to the light. Fat will be absorbed into the brown paper and look shiny. Ask if any of the foods contained fat. Which ones? Was this a surprise? Encourage children to think about the foods they eat and try to make healthy choices.



ACTIVITY Song "Did You Ever See A Bagel?" (5 - 7 minutes)

Grade Level: K - 2

Materials: None.

Gather children in a circle. Explain that you are going to sing a song that has the same tune as "Did You Ever See a Lassie?" only this song is about food. Each child will have an opportunity to choose a food and act out something about it (popcorn popping, bananas peeling, pancakes turning, etc.) while the rest of the group follows along. Here are the words:

Did You Ever See A Bagel?
(sung to the tune of "Did You Ever See a Lassie?")

Did you ever see a bagel
A bagel, a bagel.
Did you ever see a bagel
Go this way and that?

Go this way (act out spreading a bagel with cream
And that way. cheese or popping out of the toaster)
Go this way
And that way.

Did you ever see a bagel
Go this way and that?

Encourage each child to think of a food and help them create actions to go along with their ideas.



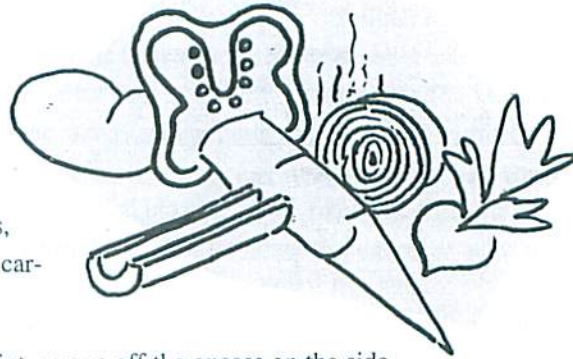
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III. LOOKING WITHIN

ACTIVITY "Veggie Art Prints" (7 - 9 minutes)

Grade Level: K - 2

Materials: Tempera paint, spoons, styrofoam meat trays, paintshirts, paper, newspaper, cut up vegetables such as carrots, celery, peppers, onions.



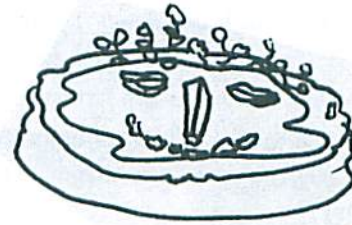
Show the children how to dip the vegetables into the paint, scrape off the excess on the side of the tray and print with them. Encourage them to experiment with repeating patterns and colors.

Application: Look for examples of how food is often used as a subject for works of art. Many famous paintings are of food. Look at home, friend's homes, your school, the library, and even in the grocery store!

ACTIVITY "Funny Face Muffins" (7 - 9 minutes)

Grade Level: K - 2

Materials: Plastic knives, small paper plates, sandwich bags, English muffins cut in half, peanut butter or cream cheese, carrot and celery sticks, sprouts, shredded cheese, raisins and coconut.



Arrange the ingredients and supplies on the table and let the children use their imaginations to create a funny face on a muffin. Since children may want to make one funny face to eat and one to take home, make sure to have enough ingredients available. Package the "keepers" in sandwich bags for the trip home!

Application: What other fun combinations can you think of that would make healthy snacks?

III. BRINGING CLOSURE

ACTIVITY Story "You Are What You Eat"

Grade Level: K - 2

Materials: None.

Gather the children together and tell them the following story, encouraging them all to participate.



"You Are What You Eat" A Group Participation Story

A long time ago in a land far away lived the healthiest kids you ever saw. They had very strong muscles (**flex your muscles**). They had excellent posture (**stand very tall**) and they had the brightest eyes and the most beautiful white teeth (**smile**).

These kids were healthy because they ate lots and lots of good, healthy, fresh foods (**ask group to give examples of healthy foods**). Because they were so healthy they could swim farther than anyone else (**pretend to swim**). They could do more jumping jacks than anyone else (**do jumping jacks**) and they could run farther than anyone else (**run in place**).

Across the street lived the laziest kids you ever saw! They were real, honest to goodness couch potatoes! Their muscles weren't strong at all (**flex weak muscles**). Their posture was terrible (**slump your shoulders**). They had eyes that just stared and mouths that wouldn't smile because their teeth were so rotten (**stare blankly, looking sad**).

These kids were lazy and out of shape because they ate lots and lots of greasy, junk food and sweets (**ask group to give examples of unhealthy snack foods**). Because these kids were so out of shape, they weren't very strong swimmers (**pretend to swim weakly**). They had trouble doing jumping jacks (**do uncoordinated, sloppy jumping jacks**) and they were slower than turtles when they ran (**run in place slowly**).

The healthy kids (**flex muscles, stand tall, and smile**) wanted to help the lazy kids (**slump over, look sad**), so they invited them to their house for lunch. They served lots of healthy foods (**ask for suggestions**). They all had a great time! The healthy kids invited them for lunch and dinner every day for the whole month. Guess what happened? (**ask for ideas**) The healthy kids and the kids from across the street looked and acted exactly the same! Now they all had great posture (**stand tall**) and now they all had bright eyes and great smiles (**smile**). Now they all could swim farther than anyone else (**pretend to swim**). Now they all could do more jumping jacks than anyone else (**do jumping jacks fast**) and now they all could run faster than anyone else (**run in place real fast**). They were all very happy to be friends and always remembered what they had learned. Can you? (**ask for ideas**)

V. GOING BEYOND

1. Play a game of twenty questions. Randomly select a child to pick a healthy food that the rest of the group must guess by asking questions that can be answered with only a "yes" or a "no".
2. Let the children draw their favorite meal on a paper plate using crayons or markers. Encourage them to include something from each area of the food pyramid.

Reading Adventures

Cloudy With a Chance of Meatballs, by Judi Barrett

The Berenstain Bears and Too Much Junk Food, by Stan and Jan Berenstain

Stone Soup, by Marcia Brown

Strega Nona, by Tomie dePaolo

Gregory the Terrible Eater, by Mitchell Sharmat

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Safe At Home

OBJECTIVES:

- To understand the importance of following safety rules and guidelines at home.
- To be aware of safety hazards in the home.

GROUP SIZE:

6 to 8 children per adult volunteer.

TIME FRAME:

This lesson is designed for a group meeting between 30 and 60 minutes.

BACKGROUND:

Children must make choices that affect their safety and well being everyday. Help them learn to make wise decisions and follow safe practices at home. Stress the importance of knowing their names, addresses, and telephone numbers. Help them recognize potential dangers at home and what to do in situations involving strangers.



Safe at Home

LIFE SKILL AREAS

The group games, discussions and role playing activities will help develop social and decision making skills. Large motor skills will be developed through participation in group games. Fine motor skills will be enhanced by using markers and scissors.

HELPS TO THE VOLUNTEER

Try these suggestions.

- Choose one or two of the following activities from each section.
- Try to create appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.



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Author: Bobbie Grawemeyer
Contributing Author: R. Duane Plymale, District Specialist, 4-H South District



LEARNING ACTIVITIES

I. GETTING STARTED

☀️ **ACTIVITY "Address and Telephone Numbers" (4 - 6 minutes)**

Grade Level: 1 - 2

Materials: A 3 x 5" index card for each child with their name and address (including street, house or apartment number, city, state, and zip code) printed on the front and their telephone number (including area code) printed on the back.

Gather the children into a circle. Talk about the importance of knowing their addresses and telephone numbers. Ask them why they think this is important. Show them the index cards. Explain that you have one for each of them. Tell them to listen for their own address or telephone number as you randomly select cards to read. When they recognize their address or telephone number, give them their card (they will use their cards in another activity). Ask if anyone can say their name, address, and telephone number from memory. Give the children positive feedback even for attempts at saying their addresses and telephone numbers.

Application: Ask the children to think of situations when it would be important to know their addresses.



☀️ **ACTIVITY "I Know My Address" (7 - 9 minutes)**

Grade Level: 1 - 2

Materials: Outline of house, crayons or markers, scissors, index card for each child with their address printed on them.

Give each child a house outline. Encourage them to fill in their address including house or apartment number, street, city, state, and zip code by looking at their index cards. Assist the children as needed. Reinforce their learning by saying their addresses out loud as you help them individually (many children can recite their addresses but are unfamiliar with what they look like in print). After they have finished printing their addresses, encourage them to color and decorate their houses to look like their own.

Application: Ask the children to look at mail that has been delivered to their home to see how their address looks when printed out by a computer, typewriter, or by hand.



☀️ **ACTIVITY "I Know My Telephone Number" (5 - 7 minutes)**

Grade Level: K - 2

Materials: Telephone outline, scissors, markers or crayons, curling ribbon and tape.

Give each child a telephone outline. Show them where to write their telephone number. Ask them to fill it in using their index card if necessary. Help the children by repeating the numbers out loud as they write them. Let them cut the telephones out and help them attach the ribbon (curled to look like a telephone cord) to the telephone.

Application: Ask the children to think of situations where it would be important to know their telephone number.



☼ **ACTIVITY:** "Lost Child Game" (7 to 9 minutes)

Grade Level: K - 2

Materials: None.

Gather the children in a circle. Tell them you are going to play a game that requires using their observation skills and memory. Select one child to be a "police officer." Have that child leave the room. Select two different children to be the parents and one more to be the lost child. Tell the "parents" to look carefully at their "child." What does he or she look like? What is he or she wearing? Invite the "police officer" back into the room. Have the "parents" tell the "officer" that they've lost their child in the crowd (the child stays seated in the circle with the other children). Have the "parents" provide a description of the child. See if the "officer" can locate the lost child. Have the "parents" provide additional clues until the child is found. Repeat with new parents, police officer, and lost child.

Application: Encourage the children to use their skills of observation and memory every day.

II. DIGGING DEEPER

☼ **ACTIVITY** "Fire Safety With Simon: True or False?" (5 -7 minutes)

Grade Level: K - 2

Materials: None.

Tell the children to listen to what Simon says. Simon will say statements about fire and fire safety. If the statement is true, the children should jump up and shout "true!" If the statement is false, they should remain seated and shout "false!" Discuss briefly after each statement why it is true or false.

Fire Safety With Simon: True or False?

Simon says:

- Every house needs a smoke detector.
- If a fire starts in your house, run outside and get help.
- It's okay to light candles without an adult.
- Never leave the room when something is cooking on the stove.
- You should have an escape plan in case of a fire.
- Papers or boxes too close to the furnace can be dangerous.
- If the smoke alarm buzzes, turn it off and go back to bed.
- It's safe to lay papers on top of the stove.
- It's a good idea to put a screen in front of a fire in the fireplace.
- Smoke detectors are only for schools.
- If a fire starts in your house, don't leave without all of your toys.

When you finish, congratulate the children for making smart choices.

Application: Encourage the children to be aware of fire hazards at home and in their neighborhood and to share fire prevention tips with their friends and family.

☼ **ACTIVITY** "Smoke Alarms" (6 -8 minutes)

Grade Level: K - 2

Materials: A smoke alarm with batteries, candle, matches.

Show the children the smoke alarm. Ask if anyone knows what it is. See how many children have them in their homes. Demonstrate how the smoke alarm works. Warn the children to be prepared for a loud noise. Light the candle and then blow it out, letting the smoke reach the smoke alarm. When the alert sounds, turn it off and ask



the children what they should do when they hear a smoke alarm go off. Discuss when it is appropriate to dial 9-1-1.

Application: Ask the children to see if they have a smoke alarm at home. Encourage those who don't have one to tell their parents how important it is to have one. Have them look at school and other public buildings for other kinds of equipment or alarms used for fire safety.

 **ACTIVITY:** "Stop, Drop, and Roll" (5 to 7 minutes)

Grade Level: K - 2

Materials: None.

Do the following fingerplay with the children. Talk about why it is important to stop, drop, and roll. When you finish the fingerplay, let each child have a turn to actually practice stop, drop, and roll.

Stop, Drop, and Roll

If your clothes catch on fire	(cross your arms and pat shoulders)
Make no mistake	(hold pointer finger up and wave back and forth)
Stop, drop, and roll	(hands up with palms facing forward, drop hands with palms facing down, roll hands around each other)
Is the best choice to make!	(thumbs up)

Application: Have the children be on the lookout for other fire safety tips - at school, on television, or in the newspaper or in magazines. Encourage them to talk to their families about fire safety.

III. LOOKING WITHIN

 **ACTIVITY:** "Poisons Make You Sick!" (4 to 6 minutes)

Grade Level: K - 2

Materials: Empty containers of household poisons such as bleach, paint, cleaners; empty prescription or medicine bottles; containers of non-poisonous products such as soft drinks, syrup, cereal, etc., and two brown grocery bags.

Display the containers so that they are all visible. Tell the children that everyone's house has products that can be poisonous if they are used incorrectly. Emphasize that this doesn't only mean if they are swallowed, or "taken internally." Some products can be harmful if their fumes are inhaled or if they touch your skin. Point out the label on one of the household poisons. Show the children the words "warning" or "caution." All products must have this kind of label if they can be hazardous. Encourage the children to find other product containers with "warning" or "caution" on them. Show the group a prescription or medicine bottle. Warn the children that medicine can also be poisonous, if not take correctly. After each child has seen the labels, ask the group to decide if each product is a poison or if it is safe. Have them place the poisons in a grocery bag marked ""POISONS" (draw a skull and cross bones if you wish). Place the safe items in a grocery bag marked "SAFE." Discuss the following:

- What ways can poisons make you sick?
- What should you do if someone accidentally swallows some poison? (share the local poison control telephone number with the children)
- What are some ways to prevent accidental misuse of household poisons?

Application: Encourage the children to look at home for the local poison control telephone number. If it is not posted, have them ask their parents to post the number at each telephone in the house.



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☀ **ACTIVITY** "What Would You Do If..." (5 - 7 minutes)

Grade Level: K - 2

Materials: None.

Discuss what a stranger is with the children. Emphasize that anyone they don't know is a stranger, and that strangers can be young, old, mean, nice, men, women, nice looking, ugly, neat or messy. Explain that most people are good, but a few are not and that is why it's important to stay away from strangers. Encourage the children to role play the following situations.

"What would you do if..."

- a nice looking man shows you a dog's leash and asks you to help find his lost dog?
- a man you don't know calls you on the telephone and wants you to meet him at the playground?
- a woman in a car offers you money or candy to go with her?

Discuss each situation in detail when you finish.

Application: Encourage children to keep these safety tips in mind when they play outside or go shopping.

IV. BRINGING CLOSURE

☀ **ACTIVITY** "Safety First!" (4 - 6 minutes)

Grade Level: K - 2

Materials: Brown paper grocery bag with the words "SAFETY FIRST" written on it, and a large safety pin for each child.

Give each child a safety pin. Ask each child to think of a safety tip or rule. Pass the bag around. Let each drop their "safety" pin in as they tell the rest of the group their safety tip.

Application: Remind children that we need to use safety tips and safety rules every day. Ask them to think of all the different safety tips they follow during the coming week and to share them with their parents and friends.

