

# Clover Kids Toolbox

## Section B

# Child Development

IOWA STATE UNIVERSITY  
Extension and Outreach

... and justice for all

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## Ages and Stages of Development

### Developmental Characteristics of Children and Implications for Program Delivery

Children develop best when the learning environment is appropriate for their individual ages and stages of development. As an adult working with children, you will want to match the learning opportunities with each child's functioning level. If the task is too easy or too difficult, children will lose interest. Base your programming decisions on how each child is currently functioning. Add new challenges as appropriate to encourage growth and learning.

Middle childhood, ages 5 to 8, is an exciting time for children. It is often the time when first childhood memories are made and when much growth and development occurs. During this time period, children are maturing physically, mentally, emotionally, and socially. It is also during this time that children begin to branch out socially and build new relationships.

To be successful, children must acquire new skills, knowledge, and abilities.











Development is not the same from one child to the next, nor is it consistent across developmental domains within a single child. All children grow and develop at their own rate.

Adults can greatly assist in middle-childhood development by guiding children's involvement in activities and enriching the learning experience by soliciting children's ideas, responding to their questions, engaging them in conversations, and challenging their thinking.

The "ages and stages" information is meant to be a guide that outlines the general characteristics and capacities of children ages 5 to 8. This information is not intended to be used as criteria for assessing development, but as a guide for selecting activities that will promote the healthy development of children in middle childhood. Remember that each child is unique and will mature in a unique way!



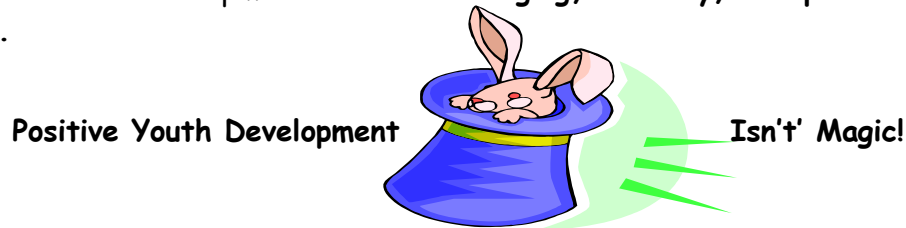
## Appropriate Developmental Tasks

MOTOR SKILLS	GRADES K-1	GRADES 2-3
<b>Cutting</b> 	Start with large items for early kindergarten. By the end of first grade they can cut very well.	No problems with cutting.
<b>Coloring</b> 	Start with large spaces, and then move to medium sized spaces by end of first grade.	Can do details quite well.
<b>Drawing</b> 	Start with large scale with few details, and then move into medium scale by end of 1 <sup>st</sup> grade.	
<b>Gluing</b>	Supervision required.	Minimal supervision needed.
<b>Tracing</b>	Start with large scale and few details, and then move to medium scale with some detail.	Can do quite detailed tracings.
<b>Writing</b> 	Can print name in large letters. By end of first grade, can copy printed words.	Can print sentences by end of second grade. Begin to write in cursive in third grade.
COGNITIVE SKILLS	Grades K-1	Grades 2-3
<b>Reading</b> 	Learning to identify letters when written.	Beginning of reading skills, by end of third grade can read simple paragraphs.
<b>Identification of ABC's</b> 	Can say but are just learning to identify letters.	Can identify letters and associate them with sounds.
<b>Numbers</b> 	Can say numbers and learn to identify when written.	Can do simple addition and subtraction.
<b>Shapes</b> 	Can identify and name basic shapes.	Can locate shapes within shapes.
SOCIAL SKILLS	Grades K-1	Grades 2-3
<b>Interactions</b> 	When possible, do things in small groups. The younger the age the fewer the children in each group.	Can work as individuals on individual projects.
<b>Language</b>	Like to talk to adults or group leader. Will interrupt when they have something to say.	By this age, kids are better listeners.
<b>Sitting Still</b> 	Not longer than 20 minutes at any one time. If they need to have longer periods, break up activities into smaller segments.	Can concentrate on one activity for up to 20 minutes. It's still better to break up time with various activities.
<b>Type of Activities</b>	Hands-on manipulating materials.	Can do paper and pencil work.



## Meeting Developmental Needs

Clover Kids Leaders can support the positive development of all children by helping to meet children's four basic developmental needs: **Belonging, Mastery, Independence, and Generosity.**



### **Belonging**

Perhaps the most important need for children in grades K-3, the need to belong, can be met in many ways in a great Clover Kids Group! Children need to know they are cared about by others and feel connected to the others in the group. Adults give kids the opportunity to feel physically and emotionally safe while actively participating in a group. Developmentally K-3 children are still learning how to behave in a group and relate to adults and each other. For that reason, competitive activities are not appropriate for children this age.

Be intentional in...

- Learning children's names and calling children by their names.
- Greeting kids warmly each time they arrive at a gathering - even if you are in the middle of an activity.
- Meeting regularly - every other week or once a month across an entire year is recommended.
- Recognizing children who are behaving well and letting them know you have noticed their positive behavior.
- Helping children get to know each other's names.
- Playing games that help children get reacquainted with one another at each gathering.
- Helping children have fun and feel connected to each other by playing cooperative games.
- Offering activities where children are allowed to participate in the entire game (no one "gets out"!).
- Encouraging children to interact with each other during crafts and other individual activities.
- Creating T-shirts and other identity items that show the children belong to Clover Kids; belonging to a group is important to children this age.
- Noticing when a child has been absent and comment that you are happy to see them return.
- Reinforcing children's belonging within a family - get to know the children's family members/care providers and call them by name.
- Trying not to remove children from the group; remove only if child's behavior is hurtful to themselves or others.

## **Mastery**

Children need to feel they are capable and successful at meeting challenges to develop their self-confidence. Children in grades K-3 have a wide variety of small and large motor skills. Kids need opportunities to practice and develop these skills within Clover Kids Groups.

Be intentional in...

- Providing opportunities for cutting, pasting, drawing, and other small motor skills.
- Developing activities for hopping, jumping, running, and other large motor skills.
- Offering quality and varied materials, like scissors, for children with special need and/or left and right handed kids.
- Facilitating alternate ways to complete tasks - keep tasks open ended.

## **Independence**

Children need to know they can influence other people and events. Children in grades K-3 are still learning about cause and effect when it comes to their behavior. Set them up for success.

Be intentional in...

- Letting children work out disagreements themselves.
- Explaining, before an activity, what is going to happen and remind them of the guidelines you have set up for the group.
- Developing opportunities for self-expression (creativity).
- Offering opportunities for children to help select activities
- Providing children opportunities to make choices throughout the gathering.

## **Generosity**

Children need to be able to "give back" to others in their lives. By exploring community service, kids can connect to their community and give back.

Be intentional in...

- Helping kids see opportunities to help others in their community.
- Keeping service learning activities meaningful.
- Focusing on doing for others.
- Assisting children to be generous by encouraging sharing.
- Helping kids understand other people's feelings.



## Quality Group Management Strategies

A common concern expressed by staff is how to effectively include individuals with challenging behaviors within activities. Frequently heard frustrations include coping with children who ignore directions, who wander away from activities, who do not participate in activities, or who disrespect peers and activity leaders. Here are some strategies which can be implemented to ensure that all participants are supported in a positive, proactive manner.

### **Plan Ahead**

Be on the lookout for stumbling blocks or situations that may trigger problem behaviors. For example, don't leave food out on the table in plain view that kids shouldn't eat and don't leave materials or props out that you don't want children to use.

### **Avoid IDLE Time**

Waiting in line or waiting one's turn to use supplies are all times when problem behaviors can occur. If supplies are limited, have alternate activities to keep everyone active doing other tasks or playing educational games.

### **Keep Rules Simple**

Keep rules simple and make sure everyone understands them. Discuss and demonstrate how the rules can be followed. Involve children in creating the rules and they will respect them more. Children may use poor judgment so check for compliance and understanding. Decide in advance how you and the children will know if a rule is being followed. Don't just have a rule, without deciding how you'll know when the rule is being observed or broken. Only have rules that are enforceable.

### **Make Expectations Clear**

Be consistent with all children regarding expectations. Review the schedule at the beginning of group gatherings. Communicate expectations for each activity or project. Remember many children, especially those with special needs, lack the internal organization to provide environmental order. Establishing routines at potential high stress times (beginning of meeting, transition times, ending, etc.) can help a lot. When possible, be sure to explain in advance when changes to the schedule or expectations will occur. Do not excuse inappropriate behavior because an individual has a special need, but be sure that expectations are appropriate.

### **Reduce Distractions and Disruptions**

While working on projects or eating, turn off music or other distractions. Make changes in routines slowly; avoid sudden endings to activities—try to always warn that there are "three more turns" or "five more minutes"; use a timer to reinforce sense of passage of time. Time your requests of activities to fit with the child's schedule; don't take a highly stressed child and expect them to focus on a complex task. Don't go from high energy tasks to low energy tasks without a bridge. Break things down into small tasks and vary activities.

### **Minimize the Chance of Bad Days**

Post routines in plain sight to serve as a reminder of the sequence of activities to follow; use charts or other reminders to help children know what they are supposed to do. Check for hidden rewards for misbehavior. Remember that most often the more one-on-one adult-child or child-child time is better for development. Encourage and support friendships between children by allowing time for fun activities.

### **Don't Wait for a Crisis**

Check periodically to make sure activities are progressing positively. Address problems while they are manageable - don't wait for a crisis - intervene when you suspect a problem may be starting.

### **Be Clear and Specific in Communicating**

- Start activities for kids to model behavior. For example, if you want a child to pick up materials, stand next to the child and pick up the first item. Pick up another item and hand it to the child and say, "You pick up the rest. I'll be back in five minutes to make sure everything is put away."
- Give specific instructions. Rather than saying, "Listen when I talk to you," instead say, "Please sit down and look at me when I ask you to listen."
- Make definite statements rather than asking a question. Rather than saying, "Are you ready to quit?" instead say, "In five minutes, you need to put away your materials and quit for today."
- State word requests in positive terms. Rather than saying, "Shh, don't talk so loud," instead say "Whisper."
- Only request one thing at a time and make sure you have children's attention.

### **Respect All Participants and Their Choices**

Recognize and explore preferences. Present instructions and information in ways that each participant can understand. Pay attention to individual responses to activities. Encourage respect for peers and instructors at all times. Pay attention to participant likes and dislikes. Respect the choice not to participate in some activities. Explore ways to make involvement easier, such as encouraging small steps toward involvement in activities that initially may seem difficult or confusing. Emphasize children's strengths.

### **Be Fair**

When activities are planned, keep all participants in mind. Consider how everyone can participate at least partially in games, events, or programs. Keep in mind that effective instructions facilitate all types of learners in reaching their highest potential.

### **Maintain Dignity**

Respect participants' dignity. Behavioral issues and personal hygiene issues should be addressed privately. Concerns and fears should be taken seriously and discussed confidentially with children. Help kids to identify and communicate feelings before a conflict occurs. Be honest with yourself. If you are feeling at a loss, or feel you are losing patience, ask for help from other staff or outside resources.

### **Involve Parents/ Care Providers**

Communicate with parents/care providers for overall consistency and support. Ask for ideas and strategies for working with their children. Encourage parents to be involved with program activities to provide additional support.





## Inclusion of Children with Special Needs

For children with physical special needs, it may be easier for leaders to identify how to assist the young person to fully participate in programs. A number of developmental special needs, however, may not be readily visible. Children with special needs represent every social class, race, and ethnic group. This checklist highlights strategies which can be implemented by leaders to ensure that all participants with special needs are supported in a positive, proactive manner.

- Have you provided multiple ways to share information with children in addition to through written words?**  
Difficulty with reading is common among young people with special needs. Be sensitive and don't expect participants to all read out loud or depend on reading to understand what to do. Information like daily schedules can be shared verbally (repeated several times), or with pictures, and/or by video.
- Is information about events or activities shared with children other than requesting children writing information?**  
Many young people have difficulty writing, or writing quickly enough to keep up with someone speaking. Information can be shared verbally, with pictures, by video, by modeling behavior, or shared in outline form which requires only a little writing.
- Do you provide alternatives for kids who might have trouble speaking in front of large groups?**  
Some kids may have difficulty with speech, whereby making it difficult for others to understand them in conversations. Offer children with special verbal needs alternative speaking opportunities such as presenting in front of a single peer or pre-recording their words with an electronic device.
- Do you have multiple types of materials that assist children with hand-eye coordination?**  
Many children with special needs have trouble with fine motor skills (handwriting, cutting with scissors, tying shoelaces, etc.). Be cognizant of ways to support children with special needs by offering developmentally appropriate materials like larger pencils with grips, rotating spring-clip scissors, or Velcro fasteners.
- Do you consistently remind children of upcoming events or needed materials?**  
Children with special needs may have difficulty remembering the sequence of events or facts, always check for understanding and provide reminders. Be sure to also follow routines and help children identify what comes next.



- Do you check to make sure children understand what they are supposed to be doing?**  
Some children with special needs may use poor judgment or have trouble keeping impulses in check. Help keep kids focused by providing directions one step at a time and make sure they understand what is expected by checking for understanding.
- Do you include games or activities that provide opportunities for movement?**  
Make sure to include opportunities every 20 minutes for children to move around to avoid problem behaviors and to make it easier for kids to sit still when it is absolutely necessary.
- Do you try to make it easy to pay attention?**  
For some children paying attention is hard work, especially if it's difficult to hear or there are lots of other distractions going on in the surrounding environment.
- Do you allow children to choose not to participate in some activities?**  
Some kids with special needs may be highly sensitive to smells, tastes, touches, and textures that are involved in various activities or surroundings.
- In your Clover Kids group, have you gotten to know the children personally to better recognize their skills and capacities?**  
You may be surprised to discover that for some children there are large gaps between skill areas. A child who excels in communication may have difficulty reading.
- Do you encourage fun activities and small group activities to help build friendships?**  
Children with special needs may have trouble making friends. Encourage children and adults to recognize the strengths and uniqueness of all 4-H'ers.
- Do you encourage kids with special needs to participate in 4-H?**  
4-H programs and activities emphasize hands-on learning. Learning by doing experiences are developmentally appropriate for all children.



## Redirecting Children's Behavior

Provide children clear and specific instructions on any behavior changes needed. Offer support to the young person including encouragement and redirection. Remember to use the **I-CARE** sequence when redirecting children's behavior.

**I**nterrupt—Be willing to interfere or interrupt and break up a process of misbehavior if you see it starting. Use a code word like "huddle" to call the children aside for a brief talk; stay calm.

**C**ool off—Allow kids time to cool off before having to solve problems, if it has already escalated. Briefly separate him/her from the group. Take time to calm down and gain your composure.

**A**ffirm—Start with trying to understand the child's feelings. Listen, communicate you understand, and acknowledge how they feel.

**R**edirect—Steer the child in a new direction, suggest an alternative or compromise. Try to seek an option that works for everyone involved.

**E**ducate—Explain the natural consequences of the misbehavior. Take time to review what happened immediately before the misbehavior occurred. This is an important clue in preventing the misbehavior in the future. Talk with the young person about the misbehavior as a mistake and help him/her come up with other ways the situation could have been handled differently.

Remember that many children require clear choices. Be firm and simplify moral choices between good/bad, kind/mean, etc. Do not, however, label the child, but rather emphasize the behavior was inappropriate and provide the child with alternative positive behaviors.



## Experiential Learning Teaching Strategies

There are several ways to teach children. Telling children what you want them to learn is a fast teaching method, but the information is easily forgotten. Children will remember more if you show and tell them. Getting children involved in an activity takes more time and effort, but children will learn more and remember what they learned longer.

### LEARN BY DOING

The traditional 4-H motto, "learning by doing", is the best method for engaging children in their own learning. Experiential learning happens when a child thinks about what was learned during the activity, looks back at it critically, determines what was useful or important to remember from the activity, and uses this information in doing something else.

Leading children through the experiential learning process requires short, simple questions that help the children understand and verbalize the activity and leads them to apply what they understand to what they already know about the world.

Use open ended questions in these three steps

- Do
- Reflect
- Apply

to turn a simple activity into a truly educational experience!

Start by identifying what you want the children to learn by participating in the activity. Which life skill(s) do you want to emphasize?

Next, choose a topic the children enjoy that will provide a variety of learning experiences that will compliment the selected life skill(s).

Think about how the activities can help the children develop those skills and determine questions to lead them through the experiential learning process.

### DO:

An effective way to use experiential learning is to be directly involved with the children while they are engaged in activities. Involvement allows you to direct the learning experience toward the concepts you want them to understand and the skills you hope they will master. Sample

questions might be: What did you like best about the activity? Was the activity hard or easy?

### REFLECT

A natural next step after a child engages in an activity is to have him/her share what they thought about the experience; this helps children think more deeply about their learning. Sample questions might be: What surprised you about the activity? Why do you think that happened?

### APPLY

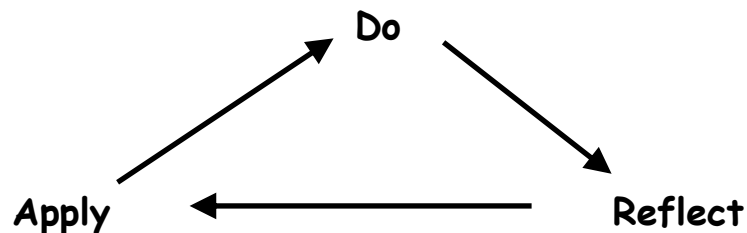
The final step in the experiential learning process is for children to apply what they have learned from the activity to something they already know or have experienced.

This creates a connection for the child so he/she can re-use what they have learned in different settings. Sample questions might be: Can you think of something you've done before that is similar to this? How will you share what you learned with your friends?





## Experiential Learning - Simplified Model



### **DO**

Lots of hands-on activities and be involved with the group while they do them. By being involved, you can lead the discussion toward the concepts and skills you want the group to learn. Use open ended short questions and let all children give input! Encourage lots of sharing!

### **QUESTIONS:**

Tell me what you did? Can you explain what happened? What was different before and after the activity? How did you get that to happen?

### **REFLECT**

As the group goes through the activities, you can build on the sharing (DO) questions help them by "wondering" out loud about what is happening and why it is happening.

### **QUESTIONS:**

Have you seen anything like this before? What? Were you surprised by anything? Was anything different than you thought it would be? What did you expect to happen? What did you learn about \_\_\_\_\_? What types of decisions did you make? How did you make them?

### **APPLY**

Help the group make the jump between their thoughts and the real world - or what they already know by helping them apply what they are learning to other situations.

### **QUESTIONS**

How can you use what you learned at home? How about at school? Will you do anything differently because of this activity?



## Experiential Learning - Expanded Model

Experiential learning is more than doing activities. It involves discussing what was done, thinking about what was learned, and applying that information to the real world. All five steps are crucial to effective learning and none should be left out.

### The steps of experiential learning are:

- **Experience:** Begin with a concrete experience. This can be an individual activity or a group activity, but it involves "doing something." Activities may include exploring a topic of interest, demonstrating a new skill, rating items (e.g., which snack is better), creating something, attending field trips, or playing games.
- **Share:** The group or individual discusses the experience with others, sharing reactions and observations.
- **Process:** Participants reflect on what was learned. They should try to answer questions that are created by the activity. Some examples of these process type questions are included with this manual.
- **Generalize:** Find general trends or common lessons in the experience. Stress these important points.
- **Apply:** Talk about how the new information can be applied to everyday life or future experiences.

### Sharing Questions

1. What happened?
2. What did you think about that?
3. Did anything change??
4. Tell me what you did.

### Processing Questions (Use data generated from sharing questions)

1. Did anything happen again and again?
2. What happened in this activity that's like things you have seen or done before?
3. How was today's activity like things you have done before?

### Generalizing Questions

1. What did you learn about (life skill, i.e., making decisions)
2. What did you have to think about to make your decision?
3. Where can you do \_\_\_\_\_ besides here?

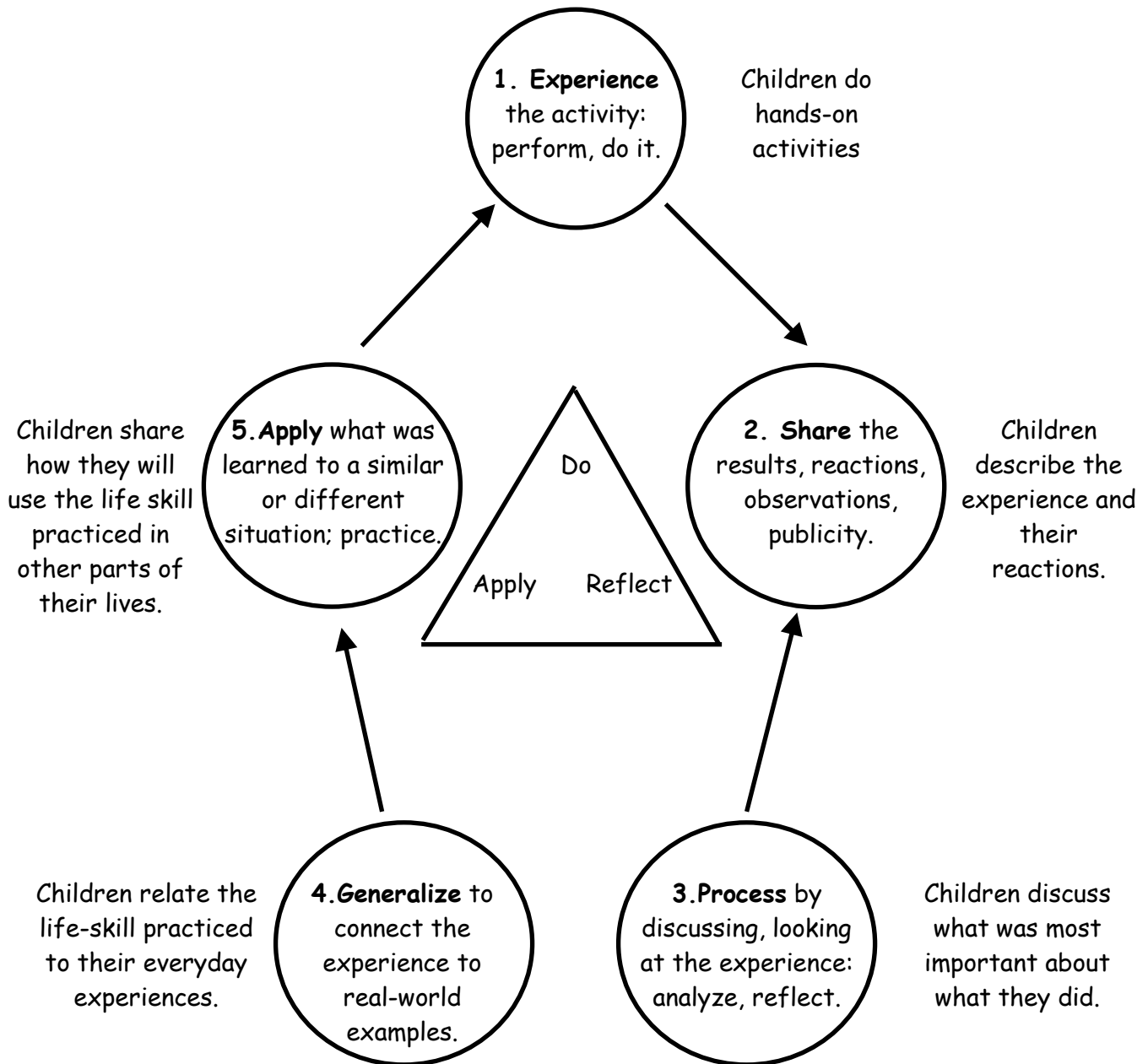
### Applying Questions

1. How can you use what you learned today in other situations?
2. How will the issues raised by this activity be useful in the future?
3. How will you act differently in the future as a result of this activity?

Each of these general questions could be enhanced by adding specific language referring to the experience. When possible, questions about content should tie in the life skill to be targeted.



## Experiential Learning Model Graphic







## Life Skills

The Iowa 4-H Program supports the natural child development process. 4-H uses the research base of the land grant university system to develop and deliver non-formal child development education programs that focus on life skill development.

Life skills are defined as abilities, knowledge, attitudes, and behaviors that must be learned for success and resiliency when facing life's challenges. Life skills enable children to adapt to and master life situations.

Through development of life skills, children learn to live comfortably with others, express their own feelings safely, enjoy life, and welcome new experiences. For the 5-to-8-year old, there are five specific life skills that have been identified as developmentally appropriate. By focusing on these life skills, 4-H

can help its youngest participants grow and develop the necessary skills for positive and happy young lives, as well as prepare them for a more secure, enjoyable, and productive future.

### Life Skills for 5- to 8-Year-Old Children

- Self-understanding
- Social interaction
- Decision making
- Learning to learn
- Mastering physical skills

### Self-understanding Skills

Each child has different interests, personality traits, skills, learning styles, and temperaments. 5-to-8-year-olds need to try new things so they can begin to test themselves, build their base of experiences, and begin to master skills. To nurture self-understanding, adults working with 5-to-8-year-olds need to encourage creativity and curiosity. Clover Kids

Leaders should also help children see and appreciate the differences and similarities among other children and adults.

### Social Interaction Skills

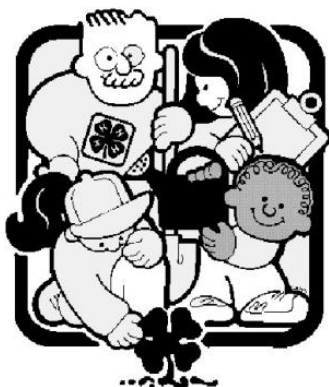
Interaction with other people helps mold a child's social and emotional development. Children learn what values, beliefs, and behaviors are acceptable to others by interacting with family members, other young people, and adults.

Through interactions, children learn how to appropriately express feelings and discover what behaviors are acceptable in their society.



### Decision Making Skills

Children, as well as adults, face decisions and problems every day. Learning to make wise decisions and to take positive action are important parts of growing up. Children need to understand the step-by-step processes of problem solving, decision making, and cause and effect.



They also need to understand how their decisions can affect themselves and others and be willing to accept responsibility for their actions. For 5- to 8-year-olds, focusing on decisions that provide for their personal safety is important (not leaving with strangers, etc.).



They must have opportunities to practice problem solving and decision making while in safe situations, with guidance from an adult or older youth.

### Learning to Learn Skills

5-to-8-year-olds are concrete thinkers and need real life experiences on which to base their learning. By applying the steps of experiential learning (Do-Reflect-Apply), children can understand not only what they have learned, but how they learned it and why the information is useful.

### Mastering Physical Skills

The developmental need for physical activity is great for children between the ages of 5 and 8. They need to use their large muscles both for development and to absorb the tremendous amount of energy they possess. Children are also refining their small muscle development. The level of control they have with a pencil when they write their names is an indicator of small muscle development. Children need practice using pencils, scissors, small utensils, and tools in order to develop small muscle control and eye-to-hand coordination.





## Cooperative Learning

### Cooperative Learning

Many people associate 4-H with competition. From county and state fairs to judging events and talent shows, 4-H uses competition to motivate older youth to achieve. Competitive events, however, are only one of three ways to teach and encourage children. In addition to competition, 4-H uses individual and cooperative learning designs.

The cooperative learning design is best for children ages 5 to 8 because it encourages the development of social skills. Cooperative activities are appropriate because they affirm the child's abilities and respect their individuality while allowing them to develop at their own pace. Competition is not appropriate at this age. Children need to feel emotionally and socially safe to practice the basic skills they need to learn at this age. Competition counteracts that safe feeling and inhibits social skill development.

Cooperative learning is an exciting concept that organizes learning into experiences for small groups rather than for individuals. Working in groups is not a new idea—it is as old as humankind. The survival of our species has been largely dependent upon the capacity of individuals to work cooperatively to accomplish shared goals. The ability of people to work together is the basis for friendships, families, careers, and communities.

### Why use cooperative learning groups?

The value of cooperative learning groups is based on the belief that the interaction that most influences young people's performance in instructional situations is child-child interaction.

### How are cooperative learning groups unique?

Cooperative learning groups do have special guidelines that make them unique. To be a cooperative group, all members of the group must share in leadership roles of providing information, setting goals, and making decisions. Older youth and adults working with cooperative learning groups act as facilitators that actively teach the social skills that enable group members to work together. How group members interact depends primarily on the type of interdependence the leader encourages. It may be necessary to guard against one or two of the group members assuming all of the responsibility of moving the group toward its goals. Likewise, the older youth or adult leader may have to practice overcoming the tendency to step in and manage the functioning of the group.

### **When do we use cooperative learning groups?**

All of this may lead you to believe that learning to function as a cooperative learning group takes time; this is true. Cooperative learning is an appropriate format for groups that meet often enough that the members become comfortable with one another. Cooperative learning programs may be used in many situations, as long as there are enough gatherings with the same group members and leaders working together to establish the cooperative learning style.

### **Elements of cooperative learning**

Clover Kids Leaders must understand and practice the elements of cooperative learning. Establishing a cooperative learning group process is as important as completing the subject matter content of the program. In order to make the programs cooperative, it is important to include all five elements of cooperative learning.

1. **Positive Interdependence:** Group members recognize the need for teamwork. They depend on each other to reach group goals because they share responsibility and information. Group members need to understand that they will be successful only if everyone is working together.
2. **Face-to-Face Interaction:** Group members talk to each other. They ask questions, respond, explain, and clarify. Groups need to be structured to allow face-to-face interaction among all group members.
3. **Individual Accountability:** Each group member is responsible for specific information. All members need to share the information for the group to learn the material completely.
4. **Social Skill Development:** Social skills are directly taught to cooperative learning groups. These skills vary with the age and experience of group members.
5. **Processing and Analyzing:** This step checks children's comprehension. Do group members understand the subject matter? Have they mastered new skills? In addition, group members can discuss how well they used cooperative skills. (Refer to experiential learning processing questions included in this manual.)

### **COOPERATIVE- VS-COMPETITIVE ACTIVITIES**

Clover Kids cooperative activities and games respect and affirm children's skills and abilities. Competitive activities and games are not appropriate for Clover Kids members because the focus is on what children can't do instead of what they can do. For example, children get out in tag because they can't run fast enough or strikeouts in baseball because they can't hit the ball.





## Using the Curriculum Instruction Materials

The curriculum materials selected for use in Iowa 4-H Clover Kids programming are filled with learning opportunities that are fun and educational for both Clover Kids and their adult leaders. The materials were selected because they contain valuable learning opportunities that are processed through use of the experiential learning model. There are 24 different groups of activities to choose from when planning. It is not expected that all activities will be used. There are enough activities to last some groups more than one year, depending on how often the group meets. It is planned that more developmentally appropriate activities will be added to extend the usefulness of the Clover Kids Toolbox.

### Tips and Insights

The following are some tips and insights into using these materials.

- All activity cards are color coded by subject matter content.
- Each card contains several short, related learning experiences that create a lesson.

- Those six areas are:
  1. Getting Started
  2. Digging Deeper
  3. Looking Within
  4. Bringing Closure
  5. Going Beyond
  6. Reading Adventures

The leader can follow the lesson plan or adapt it to the special needs and interests of the group.

- The grade level stated on the activities reads K-2 because the Ohio program is available to kids in kindergarten through the second grade. The activities were designed, however, with K-3 children in mind. It is up to the leader to consider the age and abilities of the children in the group, and adapt the activities to suit their needs.
- Since the curriculum materials were purchased from Ohio, references are made throughout that are specific to Ohio.
- Ohio calls their program Cloverbuds and Iowa calls their program Clover Kids.
- Under Plants and Animals, in *Our Feathered Friends*, the Iowa state bird is the goldfinch. Use the goldfinch picture provided.

- In *Notes to the Volunteer*, activities identified may not be available in Iowa.
- The *Pets* activities may not be sensitive to children without pets.
- Some resources, for example, a tour of a pet shop, may not be available in some communities.
- The tune to *I'm A Little Teapot* in activity *Super Seed Fun* is actually *Old McDonald Had a Farm*. *I'm a Little Teapot* is in activity *Heart to Heart*. You will want to make note and substitute the right tune to fit the words.
- Two addresses you will want to substitute are:

The Iowa Department  
For the Blind  
524 Fourth Street  
Des Moines, IA 50309  
Ph: 515-281-1333

Deaf Services  
Commission of Iowa  
Dept. of Human Rights  
Second Floor  
Lucas State Office Bldg  
Des Moines, IA 50319  
Ph: 888-221-3724