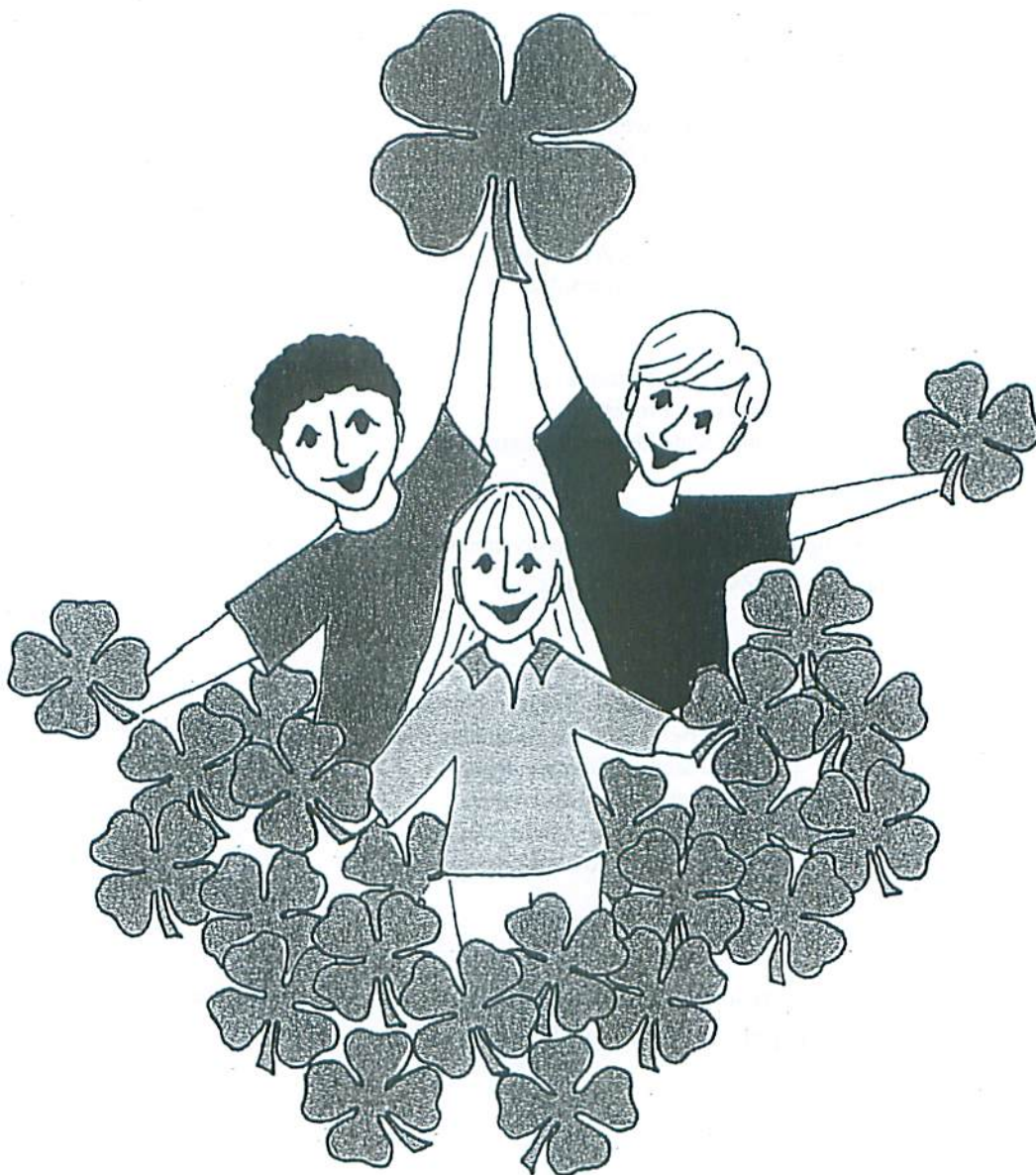


OHIO – K through 2

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The Cloverbud Curriculum from Ohio State is older, so some of the information may be out of date.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
Ohio State University Extension

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.



 For-sale publication

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Managing Time

OBJECTIVES:

- To understand relative values of time such as minute, afternoon, week among others.
- To understand the value of using time wisely.

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:

Although younger children do not all have skill in telling time yet, they can learn and understand basic temporal concepts such as the ways in which people spend time, relative values of time (hours, days, etc.), the idea of procrastination, and the importance of using time wisely. Help children strengthen these concepts through the following activities and games.



Managing Time

LIFE SKILL AREAS

Social skills will be developed through group games and discussions. Decision making opportunities will be provided by the Procrastination! game. Gross motor skills will be developed by playing group games and singing the action song. Fine motor skills will be practiced in the Shoe Scramble game and in using scissors and markers.

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.

Consumerism/Family Science
Group Size: 6-8 children
per adult volunteer



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 Author: Bobbie Grawemeyer



LEARNING ACTIVITIES

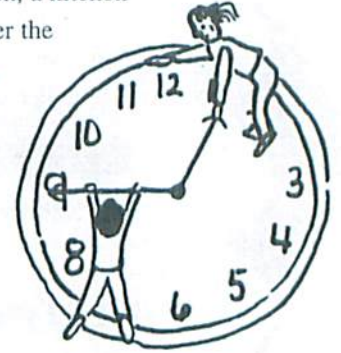
I. GETTING STARTED

☀️ **ACTIVITY "Let's Talk About Time" (4 - 6 minutes)**

Grade Level: K - 2

Materials: Bag or box with various time-related items inside such as a watch, a kitchen timer, clock, stopwatch, alarm clock, clock radio, calendar, date book. Gather the children in a circle. Show them one item at a time. Ask them what each is, what it is used for, and how it is used. Ask them what all the items have in common. Point out that each of these items help people in some way to keep track of time. Ask what kinds of "time keepers" they have at home.

Application: Ask the children to look around their homes and see how many "time keepers" they can find.



☀️ **ACTIVITY "How Do You Spend Time?" (5 - 7 minutes)**

Grade Level: 1 - 2

Materials: Large sheet of paper and marker or chalkboard and chalk.

Ask each child to think about how they spend their time. Go around the circle and ask each child to tell one way they spend time. Record each suggestion. Ask open ended questions, if needed, to have them list sleeping, eating, chores, and school. When the list is completed, have the children categorize each item as either a "have to do" (put an "H" beside it), "need to do" (put an "N" beside it), or "it's my choice" (put a "C" beside it). Have them look at the list again. Which category has the most examples? Look at the items that are choices. Count how many are active compared to not active. Point out that every day has the same amount of hours in it, and that it's important to make each minute and hour count.

Application: Encourage the children to look at how their parents spend their time. How much of their time is spent on others?

☀️ **ACTIVITY "Tick, Tock, Where's That Clock?" (7 - 9 minutes)**

Grade Level: K - 2

Materials: A wind up clock or kitchen timer that ticks loudly.

Wind up the clock so that it is ticking. Select one child to hide the clock while the others wait outside. The clock does not have to be visible. Let the children try to find the clock simply by using their ears. The first person to find the clock gets to hide it for the next game.



Application: Ask the children to listen for other examples of clocks, at home, school and in the community. What other noises can clocks make?

II. DIGGING DEEPER

☀️ **ACTIVITY "Paper Plate Clocks"** (7 to 9 minutes)

Grade Level: K - 2

Materials: Large paper plates, construction paper "hands," markers or crayons, paper fasteners, and an example of a clock face with regular numerals.

Give each child a plate, a long and a short hand, a paper fastener and markers or crayons. Ask them to write the numbers on the "face of the clock," helping them as needed. Encourage them to decorate their clock with the markers. Help the children attach the hands with the paper fastener. Briefly demonstrate how the short hand indicates the hour and the long hand indicates the minutes. Ask them to make their clocks show various times, such as when school is out, or when the Cloverbud meeting begins.

Application: Encourage the children to look at a clock at home or school and try to associate it with specific times such as lunchtime, bedtime, or time for a favorite television program.




☀️ **ACTIVITY "Be A One Minute Manager"** (10 -12 minutes)

Grade Level: K - 2

Materials: Several different items that are commonly part of children's "chores," such as towels to fold, flatware to sort, pet dish to fill, dirty laundry to put in the hamper, etc., and a stopwatch.

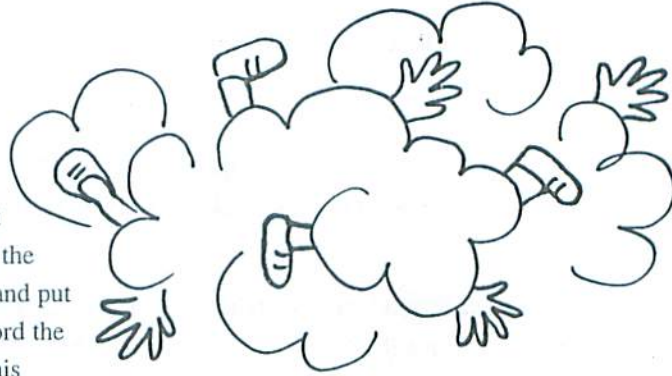
Set up several "work" stations with the items listed above (or others of your choice). The purpose of the activity is to illustrate to children how little time (less than a minute!) most small chores take. Let the children take turns timing each other on the jobs. Point out to the children that lots of things they are asked to do don't take much time at all; putting the job off and worrying about it is what consumes time! The sooner the job gets done, the sooner they will have time to do what they would like to do!

Application: Ask the children to be aware of chores they do at home and pay attention to how long they really take.

 ACTIVITY "Shoe Scramble" (7 -9 minutes)

Grade Level: K - 2

Materials: Each child's shoes, a stop watch or second hand on a clock.



Ask each child to take their shoes off and put them in a pile in the center of the floor. Mix the shoes up. Ask them to find their own shoes and put them back on. Time how long it takes. Record the time. Repeat the activity, timing it again. This time should not take quite as long. Why? Because the second time the children knew what was expected and they have what is known as "experience." Talk about the time saved, and ask why they think it took less time the second time. Emphasize that time usually can be saved or "trimmed" with practice and with knowing what to expect.

Application: Ask the children to think of things their parents can do much faster and/or better than they can. Remind them that their parents have had a lot more opportunities to practice!

III. LOOKING WITHIN

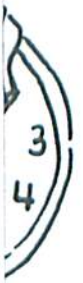
 ACTIVITY "Procrastination, the Game" (7 to 9 minutes)

Grade Level: K - 2

Materials: Procrastination cards.

Invite the children to play a game of Procrastination. Ask if anyone knows what this big word means. Explain, if needed, that procrastination is putting things off, mostly jobs or chores we'd rather not do, until later. It is the opposite of doing something when needed, or "keeping up." Discuss the phrase, "never put off until tomorrow what you can do today." Shuffle the cards and read one at a time asking a child to decide whether or not the activity written on the card is an example of procrastination or not. Make two piles in the center of the floor, one for "PROCRASTINATION" and one for "KEEPING UP." Have each child take a turn to decide where a card goes.

Application: Ask the children to be aware of how many opportunities they have at home this week to "keep up."



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☀️ **ACTIVITY** Song "Now It's Time To..." (6 to 8 minutes)

Grade Level: K - 2

Materials: A paper plate clock with moveable hands.

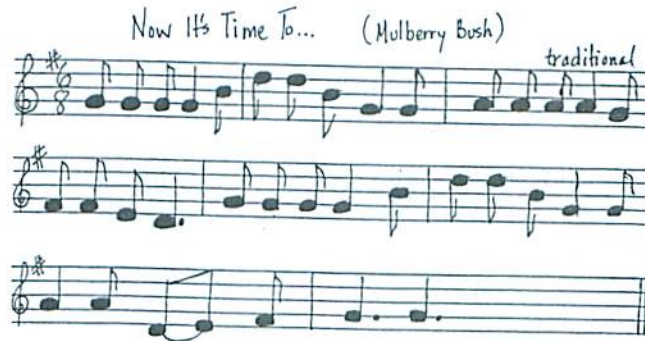
Gather the children in a circle. Explain that each person will get to think of something he or she does during the day or evening. Put the hands at 7:00 and ask a child "What do you do at 7:00 in the morning?" Sing the following song, adding appropriate actions, to the tune of "Mulberry Bush."

Now It's Time To...

Now it's time to get out of bed (stretch)
get out of bed, get out of bed.
 Now it's time to get out of bed (stretch)
 So early in the morning.

Move the hands on the clock to 8:00 and ask the next child what he does then. Sing the song and do appropriate actions. Continue around the clock and circle until each child has had a turn.

Application: Ask the children to think of what they are doing at specific times during the day.



IV. BRINGING CLOSURE

☀️ **ACTIVITY** "Free Time - What Would You Do?" (4 - 6 minutes)

Grade Level: K - 2

Materials: None.

Ask each child to think of how they would spend an afternoon if they could choose any leisure time activity they wanted. Ask them how long they would like to do their activity and who they would do it with. Talk about how others spend free time. Does it necessarily have to cost money to use free time? What kinds of things could they do at home in their room with a block of free time?





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 Author: Bobbie Grawemeyer



V. GOING BEYOND

Encourage the children to enlist the help of their parents in recording how their time is spent. See how many of their activities are "have to," "need to," and "their choice."

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 afterwards to reinforce the lesson.

Every Kids Guide to Using Time Wisely, by Joy Berry

The Grouchy Ladybug, by Eric Carle

The Man Who Tried To Save Time, by Phyllis Kasilovsky

PROCRASTINATION CARDS

You promise to feed the dog later, after you play with your friends.	You do your job of folding the laundry before watching cartoons.
You feed the dog as soon as you are asked.	You tell your brother you will help him after school but decide to walk the dog instead.
You forget to clean your room when you are invited to visit a friend.	You put your clothes in the hamper before going outside to play.
You put your toys away before getting new ones out.	You tell your mother you can't help with the laundry right now but you'll do it later.
You promise yourself you will practice the piano as soon as your favorite TV show is over.	You make your bed before you play with your baseball cards.
You practice the piano before playing with friends.	You play with baseball cards instead of making your bed.
You agree to clean up your toys as soon as your friends leave, but you remember that you have homework to do.	You clean up your toys before you do your homework.

Be Smart with Money

OBJECTIVES:

- To understand the importance of good money management.
- To understand the importance of saving.
- To learn to make wise consumer 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:

Children are exposed to money and spending every day. Help them develop an appreciation of where money comes from, how to know the difference between wanting and needing something, making good spending choices, and the importance of saving money.



LIFE SKILL AREAS

The group games, discussions, and role playing activities will help develop social and decision making skills. Eye-hand coordination and fine motor skills will be developed by the use of scissors and markers.

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.

Be Smart with Money

Consumerism/Family Science
Group Size: 6-8 children
per adult volunteer



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LEARNING ACTIVITIES

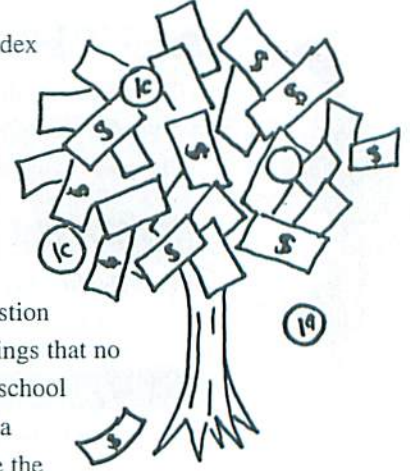
I. GETTING STARTED

ACTIVITY "Money - Where It Comes From, Where It Goes" (5 - 7 minutes)

Grade Level: 1 - 2

Materials: Large piece of construction paper or poster board, 3 x 5" index cards, marker.

Ask the children to think about how they each use money. Make a list on the poster board of how the children get their own, personal spending money (allowance, jobs, parents, gifts, etc.). Ask the children to think about how they spend money. Have each child think of at least one thing they or their parents have used money for. Write each suggestion on a 3 x 5" index card in big letters. Encourage children to think of things that no one else has mentioned yet. If they have trouble, ask them to think of school items, clothing, fast food or entertainment expenditures. If the idea of a savings account is not brought up, suggest it and put it on a card. Save the cards for the next activity.



Application: Ask the children to think of where their parents get money. Many will say "from the bank." Explain that people must earn money first. Ask the children to think of all the expenses grown ups have. What are some of them?

ACTIVITY "Needs and Wants" (5 - 7 minutes)

Grade Level: K - 2

Materials: 3 x 5" index cards with items children commonly purchase or have purchased for them.

Ask the children to come up with a working definition of the words "want" and "need." Get started by having them complete the phrase, "A need is something you ..." and "A want is something you ...". Be sure they understand that needs are "must haves" to live and be healthy, and that wants are extras, or things people have or use to enjoy. Reinforce the idea of a "want" by asking, "Could you live without it?" Take the cards on which the children have listed items they commonly purchase. Go through the cards, and ask the children to decide which are wants and which are needs. Make a pile for each. If one pile has many more than the other, ask the children to think of additional examples to even the piles out. Talk about the following:

- Which is a want and which is a need: candy bar or milk; groceries or going to a movie; a comic book or shoes.
- What kinds of purchases should people make first, needs or wants? Why?
- What happens when money is spent on wants and there is none left for needs?
- Do you think saving money in a savings account is a need or a want?
- How do you think your parents make decisions about wants and needs?

Application: Have the children look at things in their homes. Which things are wants and which are needs?

Senior Writer: Bobbie Grawemeyer, Consultant, Worthington, OH
 Project Coordinator & Editor: Garry Gibbons, Associate Professor, Ohio State University Extension
 Curriculum Consultant & Editor: Robert L. Horton, Ph.D., Assistant Professor, Ohio State University Extension
 Author: Bobbie Grawemeyer
 Contributing Author: Cindy Bond-Zielinski, Extension Agent, Carroll and Jefferson Counties

ACTIVITY: "Needs and Wants Collage" (7 to 9 minutes)

Grade Level: 1 - 2

Materials: Construction paper, glue, markers, scissors, catalogs, grocery store ads, and discount store ads.

Give each child a piece of paper. Help them divide the paper in half and write "NEEDS" at the top of one half and "WANTS" on the top of the other half. Let them cut out items and decide where to glue them.

Application: Encourage the children to be aware of television advertising. Ask them to decide if items advertised are needs or wants.



II. DIGGING DEEPER

ACTIVITY "What Are Advertisements?" (5 -7 minutes)

Grade Level: K - 2

Materials: Newspaper, magazine and catalog ads.

Show the children examples of advertisements. Ask if they know why things are advertised. Explain that ads, which include commercials on radio and television, are made to get people to buy products. Ask the children if they can think of specific examples of the following kinds of ads:

- newspaper
- magazine
- outdoor advertising
- radio
- television

See if they can remember actual brands advertised. Ask them to name a favorite commercial. Is the item advertised a need or a want?

Application: Encourage children to be aware of the variety of ways products are advertised. How many can they count in one day?.



☀ **ACTIVITY** "Make Your Own Commercial" (7 -9 minutes)

Grade Level: K - 2

Materials: None.

Divide the group into teams of three or four. Invite the children to make up a commercial to sell a new product. Ask them to include these ideas in their commercial:

- name of product
- what it's for, or what it does
- why the viewing audience "needs" one
- cost

Share the commercials with the group. Were the ads effective? What kinds of things make ads appealing?

Application: Encourage the children to pay attention to television advertising. In what ways do commercials try to convince the viewers to spend money on the advertised products?

☀ **ACTIVITY:** "Product Comparisons: Taste Test" (7 to 9 minutes)

Grade Level: K - 2

Materials: A name brand cereal and a similar generic brand, blindfold, paper, and pencil.

Show the children the two boxes of cereal. Point out the packaging. Attractive packages are another way manufacturers use to get people to buy their products. Tell the children the prices of the two cereals. Ask why they think the generic brand costs less. Explain that they are going to do a taste test to see if the two cereals are really different. Let the children take turns using the blindfold and tasting the cereals. Keep a record of the taste test results. Discuss the following:

- Did the products taste different?
- Look on the box and compare ingredients. Are they different?
- Is it worth the extra money to buy the name brand?

Application: Encourage the children to be on the look out for other generic products at the grocery that are similar to name brand items.



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III. LOOKING WITHIN

☼ ACTIVITY "Smart Shopping" (7 to 9 minutes)

Grade Level: 2

Materials: Empty boxes of name brand and generic pudding, jello, cereal, and a calculator; general merchandise catalog and weekly ads of products carried in catalogs.

Ask the children to compare the prices of similar items. Help them find the amount of savings by showing them how to use the calculator. Look through the weekly ads for items also carried in the catalog. Check and see if the sale price is less expensive. Use the calculator to determine savings.

Application: Ask the children to look for other opportunities to save the next time they go shopping.

☼ ACTIVITY Fingerplay "A Shiny Penny" (4 -6 minutes)

Grade Level: K - 2

Materials: None.

Ask the children to think about what "a penny saved is a penny earned" means. Encourage them to act out the following finger play:

A Shiny Penny

As I was looking on the ground	(cup hand over eye, look around)
A shiny penny I soon found.	(point to ground)
I picked it up and what do you know?	(pick up penny from ground)
I put it in my bank so it could grow.	(cup fist, put penny in)
I added to it and in no time	(put more pennies in fist)
It grew from one penny into a dime!	(hold one finger up, then all ten)

Talk about the importance of saving and not letting money "burn a hole in your pocket!"

Application: Ask the children to see if they have a piggy bank at home or savings account at a bank. Encourage them to "add to it."





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IV. BRINGING CLOSURE

☀️ ACTIVITY "Saving For a Rainy Day" (4 - 6 minutes)

Grade Level: K - 2

Materials: A piggy bank, an example of a savings passbook, a roll of pennies, and a coffee can with a slot in the lid.

Show the children the piggy bank and the passbook. Explain that these are ways that people save. Ask the children to think of things grown-ups save money for. What kinds of things can children save for? Talk about the meaning of "a penny saved is a penny earned." Give each child a penny and ask them to think about something they might want to save for. Pass the can around and have each child share their idea as they "deposit" their penny.

Application: Encourage the children to think of ways they can help their family save money. Are there things you purchase or have purchased for you that are "wants"?

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 afterwards to reinforce the lesson.

The Berenstain Bears Trouble with Money, by Stan and Jan Berenstain

Arthur's Funny Money, by Lillian Hobran

Alexander Who Used To Be Rich Last Sunday, by Judith Viorst

Television: Making a Choice

OBJECTIVES:

- To understand both positive and negative effects of watching television.
- To understand the impact of television and advertisements on choices we make.

GROUP SIZE:

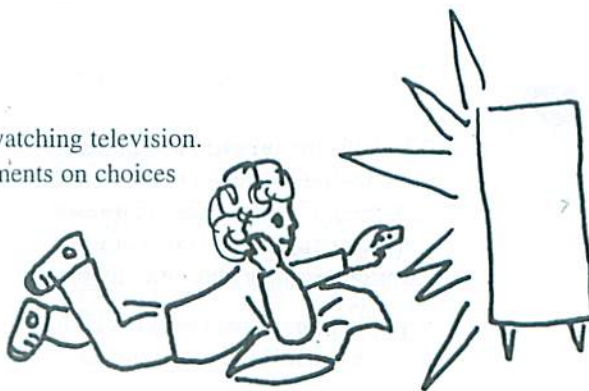
6 to 8 children per adult volunteer.

TIME FRAME:

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

BACKGROUND:

Ninety-seven to ninety-nine percent of American homes have at least one television set. It has been estimated that by the time children complete grade school, they have spent as many hours in front of a television set as it takes to get a college degree! Help children discover the positive and negative effects television can have on our lives. Encourage them to make wise choices and develop good habits regarding television.



LIFE SKILL AREAS

Group games and role playing will offer practice in social skills. Fine motor development will occur through the use of markers and crayons. Large motor skills will be fostered through group games.

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.

LEARNING ACTIVITIES

I. GETTING STARTED

★ ACTIVITY "TV - What's So Bad About It?" (7 - 9 minutes)

Grade Level: K - 2

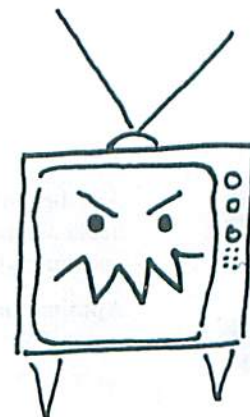
Materials: TV Guide, large piece of paper, marker.

Show the children the TV Guide. Ask if anyone knows what it is. Ask for a show of hands for how many people like to watch TV. Have the children brainstorm ideas about the positive effects of TV (it's entertaining, keeps them busy, can learn things, etc.). Record their ideas on the paper in a column titled "Good." Ask them to think about some things that are not so good about TV. If the group has difficulty with this, ask them to think of things grown-ups worry about concerning TV. Help make suggestions if needed. Make sure the following are included:

- takes time away from playing
- commercials make you want to buy things you don't need
- learn bad habits or language
- encourages violence

Record these ideas in a column titled "Bad." Talk about the children's ideas. Emphasize that TV has many good qualities and that there are also things that aren't so good that people should be aware of.

Application: Ask the children to think about the things listed on the "Good" and "Bad" lists as they watch television in the next week. Encourage them to make a new list or talk with their parents about how television has affected them personally.





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TELEVISION: MAKING A CHOICE

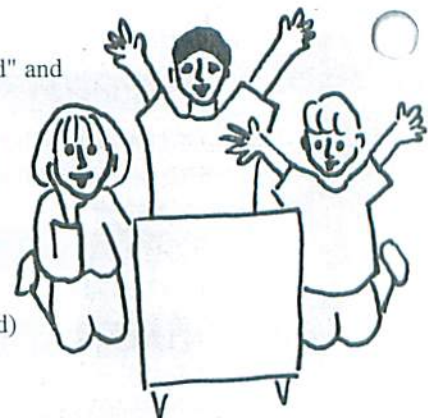
ACTIVITY "What's Your Favorite" (5 - 7 minutes)

Grade Level: K - 2

Materials: Pictures of television characters and personalities, list of "Good" and "Bad" things about TV.

Show the pictures to the children. Ask them to name the character and the program the character is on. Ask them to name their favorite program and character. Ask why they chose who they did and what makes the show or character appealing. Look at the "Good" and "Bad" list. Do the characters or programs they chose fit any of the things listed?

Application: Encourage the children to look for the qualities (good and bad) that were listed the next time they watch TV.



ACTIVITY: "Cartoon Creations" (7 to 9 minutes)

Grade Level: 1 - 2

Materials: 10 - 12 small pieces of paper stapled together to make a "flip book," pencils.

Teach the children something fun about television! Show each child how to do simple animation by drawing a simple figure many times changing its position slightly on each page. Flip through the book to illustrate how cartoons work.

Application: Ask the children to think about their flip books the next time they watch cartoons.

II. DIGGING DEEPER

ACTIVITY "Investigating Commercials" (5 -7 minutes)

Grade Level: K - 2

Materials: Several products currently advertised on television.

Show the children the products. Ask if anyone knows the jingle or slogan for any of the items. Explain that manufacturers and advertisers count on people to remember their commercials so that people will buy their product. Ask the children if they can remember any other commercials. Do they have any favorites? What do they advertise? Ask the children if they can name any commercials that use these marketing techniques:

- uses words like "bigger," "better," "improved"
- makes negative statements about a competing product
- uses catchy jingles or slogans
- uses animals, babies, or children
- suggests you will be more popular if you use the product
- uses a famous person to endorse the product

Ask the children if they think these techniques work. Emphasize that commercials often make claims that aren't necessarily true. The purpose of a commercial is to sell the product and make money for the manufacturer.

Application: Ask the children to be aware of these selling techniques the next time they watch TV.

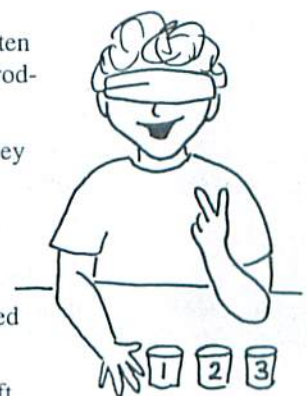
ACTIVITY "Commercial Challenge" (5 -7 minutes)

Grade Level: K - 2

Materials: A popular brand of cola, a generic cola, paper cups, a blindfold and printed ads for leading colas.

Manufacturers often make exaggerated claims about their products. Challenge the soft drink advertisers with this taste test. Let the children decide which cola tastes better by tasting each while blindfolded. Keep a tally of how many children chose the leading brand and how many chose the generic brand. Which cola was chosen more often? Talk about why they think one tasted better than the other.

Application: Encourage the children to look for commercials for other products that they can challenge at home.



TELEVISION: MAKING A CHOICE

ACTIVITY: "A Commercial Success" (7 to 9 minutes)

Grade Level: K - 2

Materials: None.

Encourage the children to make their own commercials using a variety of marketing techniques (exaggerated claims, words like "bigger" or "better," make negative statements about a competing product, or a catchy jingle or slogan). Let them choose a well known product or make up their own. Encourage them to think of a slogan or jingle to help sell their product.

Application: Ask the children to count how many commercials are aired during just one half hour of programming. Point out that commercials are usually very short and can get their message across very quickly.



III. LOOKING WITHIN

ACTIVITY: "Make Your Own Television" (10 to 15 minutes)

Grade Level: K - 2

Materials: Shoe boxes, paper 36" by the width of each shoe box, two pencils for each TV, tape and crayons or markers.

Invite the children to make their own television and produce their own show! Help children divide their paper into three "frames," the size of the inside of the shoe box. Outline the frames in black. Have the children draw a three part story, one part for each of the frames. Encourage them to keep it simple! Push the pencils through each end of the box; tape the end of the story to the pencil on the right and roll it up. Tape the other end to the pencil on the left side. Help the child roll their story. Let them narrate as their story unfolds. Have fun sharing with the group.

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

Application: Ask the children to think about additional programs or commercials they could make for their televisions.

ACTIVITY "Planning TV Time" (6 - 8 minutes)

Grade Level: K - 2

Materials: TV Guide or television listing from local newspaper.

Ask the children to think about the amount of time they spend watching television. Show them the television listings. Ask if they could only watch one show a day, what show would they choose? Have them plan an imaginary "television menu" for one week, choosing no more than one hour's worth of programming a day. Talk about making choices. Sometimes it's hard to decide and sometimes we wish we'd made a different choice.

Application: Ask children to plan ahead with their parents what they would like to watch on TV for the week.

IV. BRINGING CLOSURE

ACTIVITY "Let's Have a Ball" (4 - 6 minutes)

Grade Level: K - 2

Materials: A beach ball or other lightweight ball.

Have the children sit in a circle. Explain that one of the main concerns adults have about children watching television is that they are inactive while watching and that it takes away time they could be spending on something else. Tell them to think about things they might choose to do instead of watching television. Begin the game by tossing the ball to a child in the circle saying "Have a ball! Let's rollerskate!" The child that catches the ball tosses it to another child and repeats the phrase and adds their own idea (e.g.

TV Menu	
DAY	NAME OF SHOWS (2 ONE HALF HOUR SHOWS OR ONE HOUR LONG SHOW)
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	
SUNDAY	



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Senior Writer: Bobbie Grawemeyer, Consultant, Worthington, OH
Project Coordinator & Editor: Garry Gibbons, Associate Professor, Ohio State University Extension
Curriculum Consultant & Editor: Robert L. Horton, Ph.D., Assistant Professor, Ohio State University Extension
Author: Bobbie Grawemeyer
Contributing Author: Cindy Bond-Zielinski, Extension Agent, Carroll and Jefferson Counties



"Have a ball! Let's rollerskate and play checkers!") Continue until each child has had a chance to repeat all of the choices and add their own. Encourage the children to think of a variety of activities. End the game by emphasizing that there are lots of things to do besides watching television.

V. GOING BEYOND

- 1 Use a stop watch to time how many minutes commercials take up during a thirty minute program. Go one step further and count the number of times violence or name calling occurs during an action cartoon.
- 2 Encourage the children and families to take the "Television Quiz" and follow the suggestions listed.

TELEVISION QUIZ FOR FAMILIES

Parents: Take this quiz with your child. Help them circle the response that best answers each item.

- | | | | |
|-----|----|-----|--|
| Yes | No | 1. | Would you rather watch television during free time more than any other activity? |
| Yes | No | 2. | Do you watch TV in the morning before you go to school? |
| Yes | No | 3. | Do you eat meals while watching TV? |
| Yes | No | 4. | Do you have three or more TV sets? |
| Yes | No | 5. | Do you have a TV set in your bedroom? |
| Yes | No | 6. | Do you have cable TV? |
| Yes | No | 7. | Do you get a subscription to a TV listings magazine? |
| Yes | No | 8. | Do you feel bored or irritable if you can't watch TV? |
| Yes | No | 9. | Do you always snack while you watch TV? |
| Yes | No | 10. | Do you know what's on TV without looking in the paper? |
| Yes | No | 11. | Do you change plans or schedule your time around TV shows? |
| Yes | No | 12. | Do you do other things, like homework, while you watch TV? |
| Yes | No | 13. | Do you try to act, talk, or dress like TV characters? |
| Yes | No | 14. | Do you spend a lot of time talking with your friends about TV? |
| Yes | No | 15. | Do you "channel surf" or watch more than one show at a time? |
| Yes | No | 16. | Do you tape one program to watch later while you watch another show? |
| Yes | No | 17. | Do you think about TV characters a lot when you're not watching TV? |
| Yes | No | 18. | Do you regularly watch soap operas, talk shows, or violent action cartoons? |
| Yes | No | 19. | Do you watch TV when you are bored? |
| Yes | No | 20. | Do you argue with family members about TV? |

Results: If your child answered most of the questions with a "yes," they are not unlike most children today.

Here are some suggestions to help make television viewing a positive and worthwhile experience.

- Choose an amount of time you feel is appropriate for your child to watch TV; help them choose what and when they can watch.
- Watch TV with your children; discuss situations as they happen; if the values presented conflict with your own, say so and tell your child why.
- Set a good example; if you turn the TV on for "company" or automatically turn it on to "see what's on," your children will probably do the same thing.
- Take advantage of the many excellent children's specials on TV and children's classics available on video.

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 afterwards to reinforce the lesson.

- TV Monster, by Rosalind Barden
- The Berenstain Bears and Too Much TV, by Stan Berenstain
- Fix-It, by David McPhail

