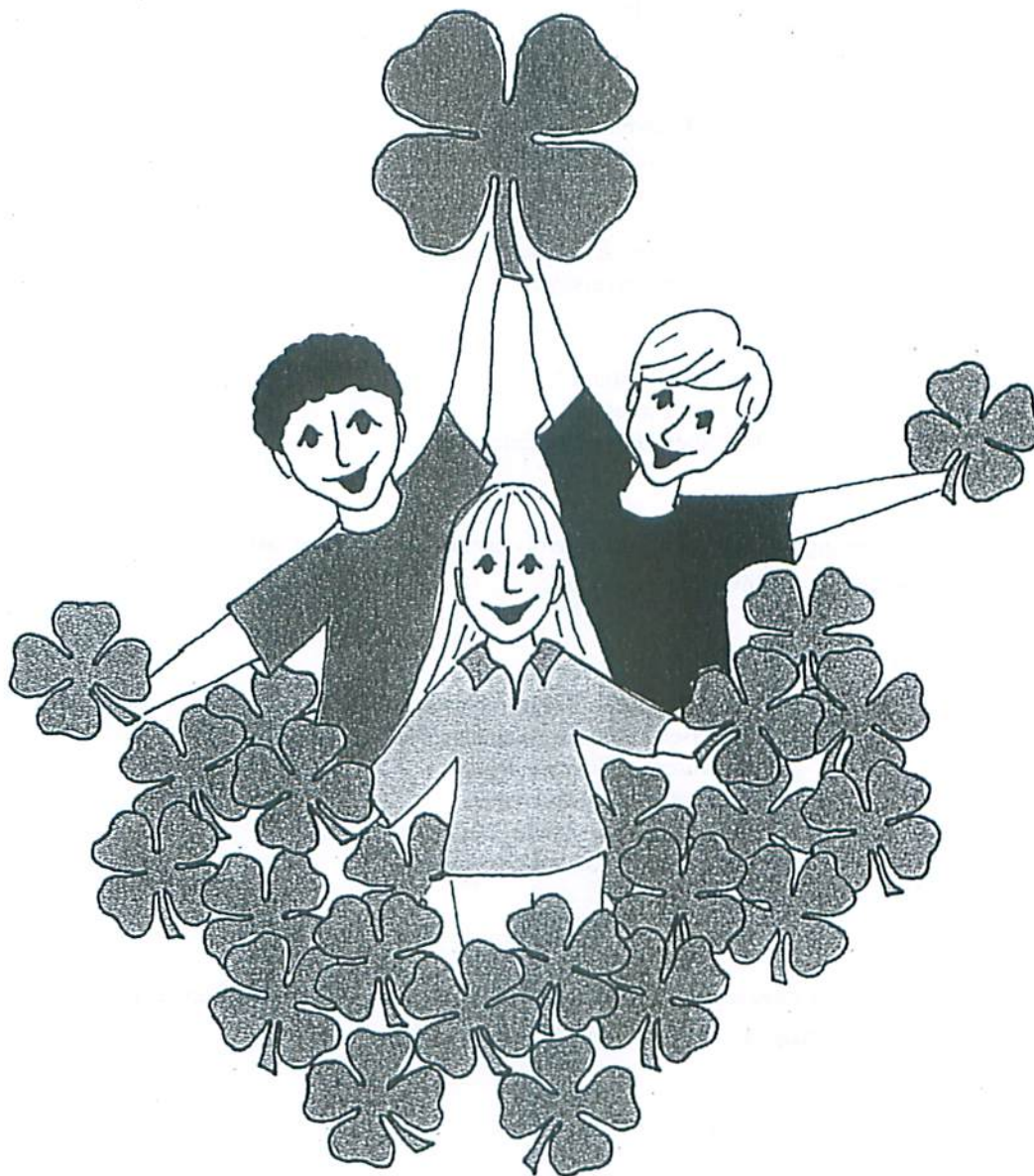


OHIO – K through 2

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The Cloverbud Curriculum from Ohio State is older, so some of the information may be out of date.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



 For-sale publication

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Keith L. Smith, Associate Vice President for Ag. Adm. and Director, OSU Extension

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My Feelings

OBJECTIVES:

- To be aware of our feelings.
- To understand why we feel the way we do.

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:

Young children experience many different feelings everyday. Sometimes it can be overwhelming. Help children to understand that everyone has feelings and that feelings can be expressed in many ways. Help children realize where feelings come from and how to deal with them.



LIFE SKILL AREAS

Social skills and decision making will be developed through the discussions and group activities. Large motor skills will be developed through role play while fine motor skills will be enhanced through 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.

LEARNING ACTIVITIES

1 GETTING STARTED

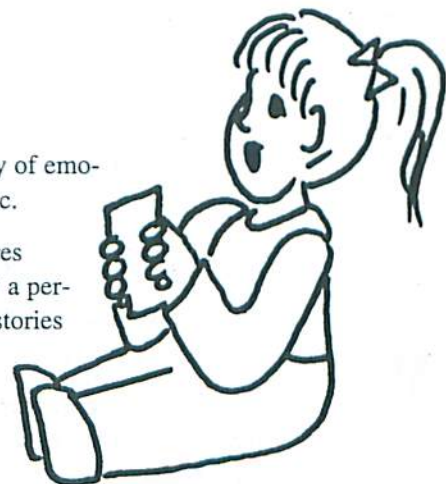
★ ACTIVITY "Exploring Feelings" (5 - 7 minutes)

Grade Level: K - 2

Materials: A grocery bag with pictures of faces showing a variety of emotions including happiness, sadness, boredom, pride, anger, fear, etc.

Have the children gather in a circle. Show them one of the pictures from the bag. Ask if they can guess what the emotion is and why a person might feel that way. Perhaps the children will want to share stories of when they have felt that emotion. Let each child pull a different picture from the bag and identify the emotion. Continue around the circle until each child has had a turn.

Application: Ask the children to observe people at school, the grocery store, or library. Does the way the person is feeling show on his face?





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★ **ACTIVITY** Finger Play "My Feelings" (5 - 7 minutes)

Grade Level: K - 2

Materials: None.

Have the children recite this poem about feelings. Encourage them to make exaggerated faces to match the feeling in each line.

My Feelings

Sometimes I am happy,	(smile)
Sometimes I am sad.	(stick out bottom lip)
Sometimes I am frightened,	(open mouth and eyes very wide)
Sometimes I am mad.	(frown brow, make fists)
I have lots of feelings	(hold hands out, palms up)
And for that I'm glad!	(cross arms on chest and look proud)

Try doing this again, leaving out the last word of each line, but continuing to use exaggerated faces.

★ **ACTIVITY** "How Do You Feel Today Game" (4- 6 minutes)

Grade Level: K - 2

Materials: One egg carton for each child, small adhesive labels, pens, scissors, glue, magazines or pictures with faces showing different emotions, buttons.

Give each child an egg carton. Let them cut out pictures of faces showing different emotions to glue on the top. As they work, help each child individually write the following emotions on the gummed labels:

- happy
- bored
- angry
- curious
- sad
- scared
- proud
- frustrated
- tired
- excited
- glad
- embarrassed

Help them stick one label in each "pocket" of the egg carton. When they have finished decorating the top and labeling the inside, give each child a button to put inside the carton. Now the game is ready to play! Close the lid, shake it up, open the carton and act out the emotion that the button lands on!

II. DIGGING DEEPER

★ **ACTIVITY:** "Paper Plate Faces" (7 to 9 minutes)

Grade Level: K - 2

Materials: A paper plate for each child, markers, red and black construction paper, brads or thumb tacks, face pattern, scissors, glue.

Give each child a paper plate, a pattern, markers, scissors, and glue. Let them color the face and cut it out. After they glue the face on the plate, help them cut out one mouth and two eye brows. Show them how to fasten the eyebrows and the mouth to the paper plate using the brads. Ask them to see how many expressions their faces can make by moving the mouth or the eyebrows.

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

Application: Look at picture books or comics in the newspaper. How do the artists get their characters to look happy, sad, or scared?



★ **ACTIVITY:** "If You're Happy and You Know It..." (5 to 7 minutes)

Grade Level: K - 2

Materials: None.

Invite the children to sing along with this favorite tune. For each verse, let a different child pick an emotion and choose an action to go along with it.

If You're Happy and You Know It

If you're _____ and you know it, _____ !
 If you're _____ and you know it, _____ !
 If you're _____ and you know it and you really want to show it,
 If you're _____ and you know it _____ !

Talk about how you can tell when someone is feeling a strong emotion. What do they do or say that lets you know they are feeling that way?

★ **ACTIVITY** "Can You Think of a Time" (4 - 6 minutes)

Grade Level: K - 2

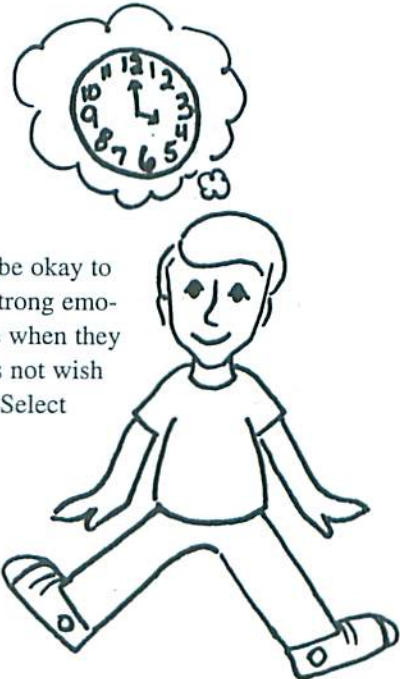
Materials: None.

Invite the children to sit in a circle. Start the activity by saying that everybody has lots of different feelings and that all feelings are okay. It might not be okay to hit someone when we're feeling angry, but it's okay and even healthy to feel strong emotions sometimes. Go around the circle and ask each child to remember a time when they felt a particular emotion. What happened? What did they do? If a child does not wish to talk, he can pass (be careful to avoid having children feel uncomfortable). Select from the feelings below or add your own.

- happy
- proud
- excited
- jealous
- angry
- sad
- tired
- shy
- bored
- let down
- frightened
- frustrated

After each child has had their turn, acknowledge how they must have felt (e.g. "sounds like you were really angry," or, "I bet you were excited!").

Application: Encourage the children to share their feelings with their families.



My Feelings

III. LOOKING WITHIN

★ **ACTIVITY** "Body Talk" (5 - 7 minutes)

Grade Level: K - 2

Materials: None.

Explain to the children that we can communicate without even talking. Body talk or body language is how we look at people, our expressions, our posture, and even how we move. People can tell a lot about us before we even open our mouths! Invite the children to use body language to communicate the following: Emphasize that our whole body, as well as our faces communicate things to others.



Personal Development
Group Size: 6-8 children
per adult volunteer



- I'm hungry.
- I'm thirsty.
- I'm afraid of you.
- I'm very sad, my dog ran away.
- I just won a trip to Disney World.
- I just got yelled at by my teacher.
- I think I'm very important.
- I just woke up.
- I would like to be left alone.
- I want to make you feel better.
- I'm very frustrated.
- I'm "hopping" mad.

Application: Have the children look for examples of body talk at home or school.

★ **ACTIVITY** "Show Your Feelings - in Art!" (7 - 9 minutes)

Grade Level: K - 2

Materials: Drawing paper, crayons or markers.

Encourage the children to draw a picture of a time they felt a very strong emotion. Let them choose any emotion they wish. Let them dictate a sentence to you about the picture. Write the dictation across the bottom of the page. Let each child share their picture with the group if they would like to.

Application: Encourage the children to express their feelings through writing and drawing.

IV. BRINGING CLOSURE

★ **ACTIVITY** "What Makes You Feel Good?" (6 - 8 minutes)

Grade Level: K - 2

Materials: A cotton ball for each child and a shoe box labeled "WARM FUZZIES."

Ask if anyone has ever heard of "warm fuzzies." Explain that warm fuzzies are anything that makes you feel good. It could be a compliment from a teacher or a hug from your mom. There are lots of different things that make us feel good. Give a cotton ball to each child. Put the shoe box labeled "WARM FUZZIES" in the middle of the floor. Go around the circle and ask each child to tell about one thing that is a "warm fuzzy" to them. Have each child put their cotton ball in the box after they share their warm fuzzy with the group.

Application: Ask the children to think of ways to give "warm fuzzies" to others.

V. GOING BEYOND

Have the children role play the following situations. Talk about how each child felt after they finished each situation.

- a child excitedly tells the other he has a new baby brother
- a child tells another, "You can't play with us, you're too bossy!"
- a child apologizes to another child for breaking his favorite toy
- two friends say good-bye for the last time because one is moving far away
- two friends find a dollar on the ground at the same time

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.

Emily Umily, by Kathy Corrigan

There's a Nightmare in My Closet, by Mercer Mayer

The Lady Who Saw the Good Side of Everything, by Pat Decker Tapio

Alexander and the Terrible Horrible No Good Very Bad Day, by Judith Viorst



Experiencing Disabilities

OBJECTIVES:

- To gain an appreciation of what it is like to have a handicap or disability.
- To develop a positive attitude towards individuals with disabilities.
- To realize that people with disabilities are more "alike" than "different" from us.

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:

Every day children encounter people with various disabilities. Help them develop a positive attitude towards these conditions by temporarily experiencing them for themselves. Encourage the group to find out what it's like to be blind, deaf, and physically disabled. Encourage a feeling of respect and admiration rather than sympathy; emphasize that people with handicaps can do more things than they can't do.



LIFE SKILL AREAS

The group games, discussions, and role playing activities will help develop social and decision making skills. Eye-hand coordination and large motor skills will be developed by participation in the 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.



LEARNING ACTIVITIES

I. GETTING STARTED

☀️ ACTIVITY "Experiencing Blindness" (5 - 7 minutes)

Grade Level: K - 2

Materials: Eyeglasses, bag of common objects (spoon, pencil, paper clip, etc.); three underwater face masks or goggles - leave one as it is, cover one with wax paper and cover the third with black construction paper.

Show the children the eyeglasses. Ask if they know what they are for and if they know anyone that has them. Pass the glasses around and ask if they can think of other things that help our vision (binoculars, contact lenses, a magnifying glass, etc.). Explain that some people cannot see well enough to read or even see faces. People who can't see are blind. Introduce the goggles to the group and invite the children to try to identify objects by looking through each pair of goggles. When the children discover they have no vision with the black goggles, ask them if they can identify the objects they feel. Explain that this is how people who are blind are able to do many things. Encourage each child to experience the varying degrees of blindness and then discuss these questions:

- What could you see when you looked out of the goggles with wax paper on them?
- Do you think you could get dressed, eat, and go to school if your vision was like that?
- How did it feel when you had the black goggles on?
- What do you think you would have to do differently if you were blind?

Application: Encourage the children to be aware of people with blindness in their community. What kinds of things do they have to help them? Do they have white canes or a guide dog?

☀️ ACTIVITY "What is Braille?" (5 - 7 minutes)

Grade Level: K - 2

Materials: Book printed in Braille (check the local library, community agencies for the blind, or borrow one from a friend who is blind), Braille alphabet cards (write for free cards to e.g. Vision Center of Central Ohio, 1393 N. High Street, Columbus, Ohio 43201), paper, glue, and dried peas.

Show the children the Braille book; give each child an alphabet card. Explain that people who are blind can read by feeling the raised dots. Encourage them to feel the raised dots and trace the letters of their name. Pass out the paper, glue and dried peas. Invite the children to use their charts to create their names or a special message in Braille.

Application: Ask the children to look for examples of Braille signs in their community.

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
		z		

☀ ACTIVITY: "Walk With Me" (7 to 9 minutes)

Grade Level: K - 2

Materials: Chairs and tables or other furniture arranged in an unfamiliar pattern.

Demonstrate to the children how to correctly guide a person who is blind when walking (the blind person holds onto the sighted person by linking arms and holding onto the sighted person's lower arm). Ask for a volunteer. Ask the volunteer to close their eyes (blindfolds are not recommended) and pretend they cannot see. Walk around the room carefully, describing to the child where things are located or if there are steps or other obstacles. Let the children be a sighted guide for a friend who is "blind" and then reverse the roles. Caution them to be very careful and to carefully guide their friend through the maze of furniture. After each child has had an opportunity to experience both roles, ask these questions:

- How did it feel to be guided?
- Did you trust your sighted guide?
- Did you ever open your eyes?
- Was it difficult to be the guide?

Application: Ask the children to look for special traffic signals in their community that are designed to make it safer for people who are blind to cross the street.

II. DIGGING DEEPER

☀ ACTIVITY "Finger Painting In The Dark" (4 -6 minutes)

Grade Level: K - 2

Materials: Newspaper, finger paint, spoons, finger paint paper and blindfolds.

Spread the newspaper out. Give each child a blindfold, (or if they would rather, they can close their eyes) and a piece of finger paint paper. Help them spoon out paint onto their papers using no vision. Let them paint. Encourage them to pay attention to how it feels and smells. Ask them to try and make a picture of a recognizable object such as a house or face. Have them look at their picture. Can they identify it? Can anyone else?



Application: Encourage the children to be aware of all of their senses. How many things can they hear or smell? How many different textures can they feel?

☀ ACTIVITY "What Did You Say?" (4- 6 minutes)

Grade Level: K - 2

Materials: None.

Ask the children to imagine what it would be like if they could not hear. Explain that people who cannot hear are deaf. Some people who are deaf can be helped with hearing aids; some use sign language, and some can read lip movements. Ask the children to watch as you "speak" and see if they can understand what you are saying. Mouth each child's first and last name. Exaggerate the movement of your lips and tongue. Try mouthing song titles or nursery rhymes everyone is familiar with to see if they can "read your lips." Some words look the same as others when they are mouthed. Try this experiment to illustrate that reading lips is not an easy task. Mouth the words "olive juice." What does it look like you are saying? Most will probably guess that you are saying "I love you!"

Application: Ask the children to turn down the volume the next time they watch television. Can they tell what the characters are saying?



ACTIVITY: "Communicating With Sign Language" (5 to 7 minutes)

Grade Level: K - 2

Materials: An American Sign Language (ASL) alphabet chart, pattern for "I Love You" in ASL, scissors and markers.



American Sign Language is used to communicate with people who cannot hear.

There are signs for most words and an alphabet for finger spelling names or uncommon words. Show the children how to sign the letters of the alphabet using the chart. Help them finger spell their names. Show them the sign for "I love you." Give each child an outline of the sign to cut out and decorate.

Application: Ask the children to share their new sign with their families.

III. LOOKING WITHIN



ACTIVITY "Physical Disabilities - What Are They?" (5 to 7 minutes)

Grade Level: K - 2

Materials: Several pairs of garden gloves, a variety of "construction" toys such as building blocks, train tracks, or puzzles, coloring books and crayons.

Explain to the children that some people have physical disabilities. This means that some parts of their body aren't able to work very well, or maybe not even at all. Some people are born with disabilities and some people become sick or injured which leaves them with a physical disability. Stimulate discussion by asking these questions:

- Can you think of any physical disabilities that involve the arms or legs?
- How would having this kind of disability prevent a person from doing anything?
- What could this person do or use to help them do things that they need to do?

Tell the children that you are going to experience what it would be like to not have very much control over your hands. Put on the garden gloves and show them how it is difficult do even very simple things such as tying a shoe or buttoning a button. Let each child try to play with the various toys while wearing gloves. Ask them to draw in the coloring book and write their names with crayons. Ask them to think of other things that would be difficult to do.

Application: Ask the children to think of ways people with a physical disability accomplish goals and contribute to their families or schools.



 ACTIVITY "Wheelchair Mobility" (7 -9 minutes)

Grade Level: K - 2

Materials: A borrowed wheelchair.

Ask the children if they know anyone who has a wheelchair or if they have ever seen anyone use one. Sit in the wheelchair and demonstrate how to go forward, backward, turn corners, and lock the brakes. Ask if they can think of types of disabilities that would make a wheelchair necessary. Let the children take turns maneuvering the wheelchair. Encourage them to try it in the following places:

- entering or exiting the building
- sitting at a table
- maneuvering around furniture
- going down a hall and around corners
- using the restroom
- using a drinking fountain

Ask them to think about things people who use wheelchairs have to deal with everyday. How would their lives be different if they used a wheelchair. What changes at home and school would have to be made?

Application: Ask the children to look in their community for examples of "wheelchair accessibility."

 ACTIVITY "Handicapped Accessible" Scavenger Hunt (7 - 9 minutes)

Grade Level: K - 2

Materials: Public place with handicapped accessible signs, parking spaces, etc. (optional).

Take the children through a public building, school, restaurant or shopping center, or have them think of places they have seen examples of handicapped accessibility, such as:

- ramps
- handicapped parking spaces
- automatic door openers
- handicapped accessible restrooms
- handicapped license plates or identification in cars
- special spaces for wheelchairs in movie theaters or churches

Are there places in your community that a person in a wheelchair could not go? Where are they? What kinds of barriers are there for wheelchairs?

Application: Encourage the children to look for "handicapped accessible" places everywhere they go.

IV. BRINGING CLOSURE

 ACTIVITY "Head, Shoulders, Knees and Toes" (3 - 5 minutes)

Grade Level: K - 2

Materials: None.

Sing this old favorite song through once regularly. Sing it a second time with your eyes closed. The third time don't sing it, but do the actions.

Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes. (touch each body part as you sing
 Head, shoulders, knees and toes. each word)
 Eyes and ears and mouth and nose.
 Head, shoulders, knees and toes.

Try doing the song at different speeds. Is it easier or harder to do with your eyes closed? With no words?



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ACTIVITY "What We Can Do!" (4 - 6 minutes)

Grade Level: K - 2

Materials: None.

Have the children sit in a circle. Ask them to think about the different disabilities they have experienced. Go around the circle and ask someone to name one thing they could not do if they had a particular disability. Then, ask them to think of two things they could do. For example, "If I were blind, I could not watch a movie, but I could listen to music and dance." Ask each child the same thing, rotating the type of disability.

Application: Encourage the children to look at people with disabilities and focus on what they can do, not on what they can't.

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.

Sign Language ABC With Linda Bove, by Linda Bove

A Button In Her Ear, by Ada B. Litchfield

Roly Goes Exploring, by Phillip Newth

Our Teacher's in a Wheelchair, by Mary E. Powers

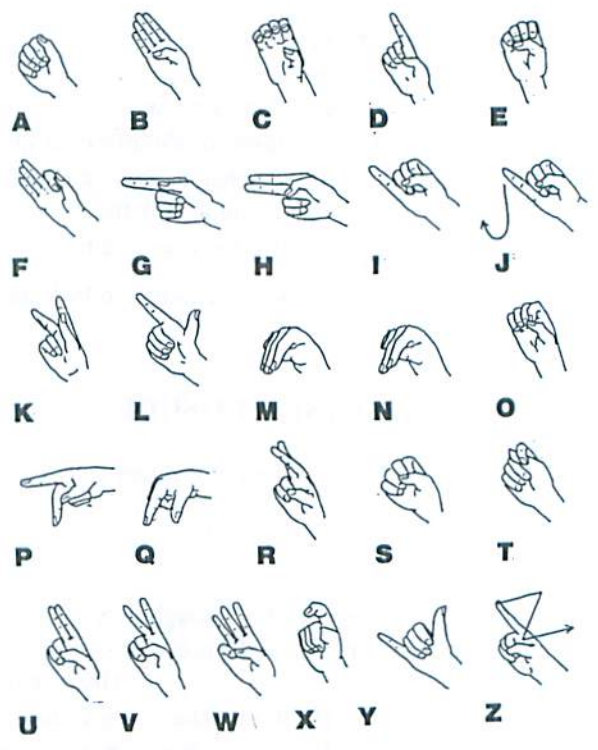
My Favorite Place, by Susan Sargent

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Curriculum Consultant & Editor: Robert L. Horton, Ph.D., Assistant Professor, Ohio State University Extension
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Donna Maruschak, Program Assistant, Lake County

Head, Shoulders, Knees & Toes



SIGN LANGUAGE ALPHABET



I Am Special

OBJECTIVES:

- To help develop feelings of self worth.
- To appreciate the many things that make an individual special .

GROUP SIZE:

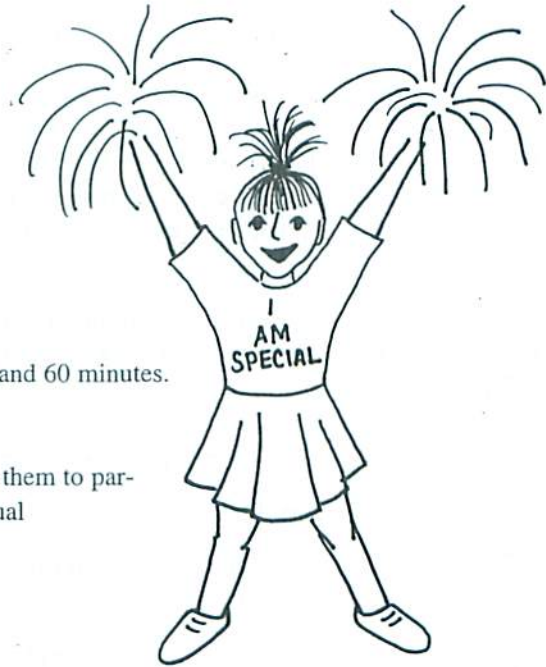
6 to 8 children per adult volunteer.

TIME FRAME:

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

BACKGROUND:

Help children find out how special they are! Encourage them to participate in the activities and games that focus on individual strengths and how each person is unique.



LIFE SKILL AREAS

The group games, teamwork and songs will help develop social skills. Opportunities for decision making will be provided through games and discussions. Development of fine motor skills and eye-hand coordination will be encouraged through the use of scissors and markers. Large motor skills will be developed by participation in the 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

L GETTING STARTED

 **ACTIVITY** "Ways We Are Special" (6 - 8 minutes)

Grade Level: K - 2

Materials: A box or bag containing one item to represent each of the following ways we are special: our family (a family photo), the way we look (mirror, comb, etc.), special talents we have (sports equipment, tools, etc.), and nice things we do for others (a greeting card, letter).

Begin by telling the group that everyone is special in lots of different ways. Take one of the items out of the bag and talk about how it represents one of the ways you (personally) are special e.g. using a mirror - "I have blue eyes, wear glasses, and have freckles." Go around the circle and ask each child to name something special about himself related to the item from the bag. Select other items from the bag and repeat the activity. Encourage the children to think about many different ways we are all special.

Application: Everyone is special in some way.

- How are the people in your family special?
- How are your friends special?



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Contributing Author: Beverly M. Kelbaugh, Extension Agent, Belmont County

I A M S P E C I A L

ACTIVITY "One of a Kind: Fingerprint Investigation" (4 - 6 minutes)

Grade Level: K - 2

Materials: Washable stamp pad and ink, white index cards, magnifying glasses.

Show the children how to make a fingerprint using the stamp pad. Explain that their fingerprint is one of a kind. No one has a fingerprint exactly like theirs. Let each child make some prints. Look at them under the magnifying glass. Compare them with each other's prints. Some may be similar but none are identical. Emphasize that fingerprints are one of the ways that each of us is special.

Application: Your fingerprints are special, they are one of a kind.

- Can you think of anything else you have that no one else has?



ACTIVITY "Fingerprint Family" (5 - 7 minutes)

Grade Level: K - 2

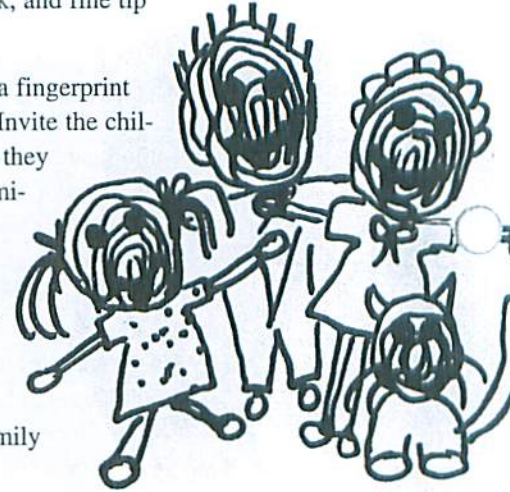
Materials: White construction paper, washable stamp pad and ink, and fine tip colored markers.

Have some more fun with fingerprints! Have the children make a fingerprint to represent each member of their family. Don't forget any pet! Invite the children to draw faces, hair, arms, legs and clothing on them. While they are busy making their prints, talk about the importance of our families and how our families make us special because no one has a family just like ours.

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

Application: Think about your family. People form the same family often do special things for one another.

- What special things do you do for your family?
- What do your parents, grandparents, brothers and sisters do for you?



II. DIGGING DEEPER

ACTIVITY "All About Me Fact Sheet" (7 - 9 minutes)

Grade Level: K - 2

Materials: Blank fact sheet, measuring tapes, bathroom scale.

Randomly divide the children into teams of three. Explain that each team is responsible for helping all of its members fill out their fact sheets. Pass out the blank fact sheets and pencils. Some items will be able to be completed alone. The children will need to work as a team to determine their height and weight (one child can measure while another records the information). When the fact sheets are completed, have the teams share a few of the special things they found out about each other.

Application: Working as a team member is a good experience.

- Can you think of other times you have worked as part of a team?

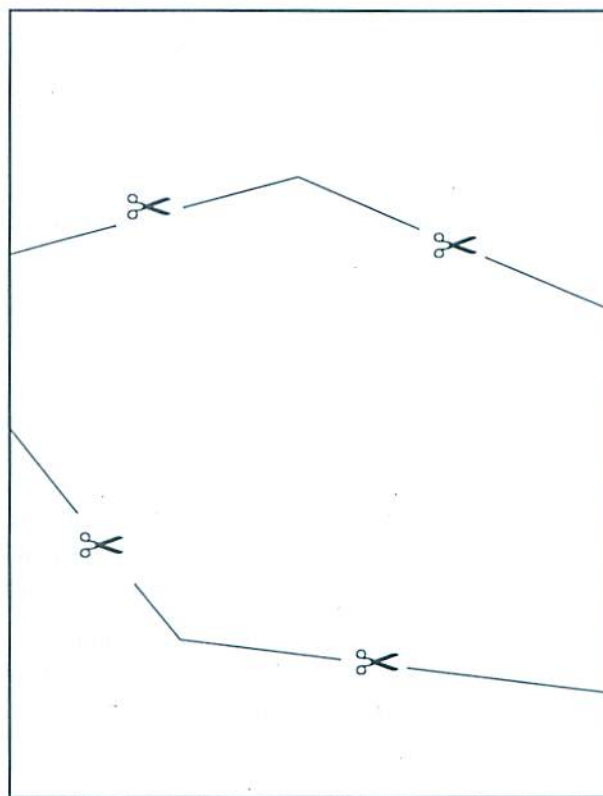
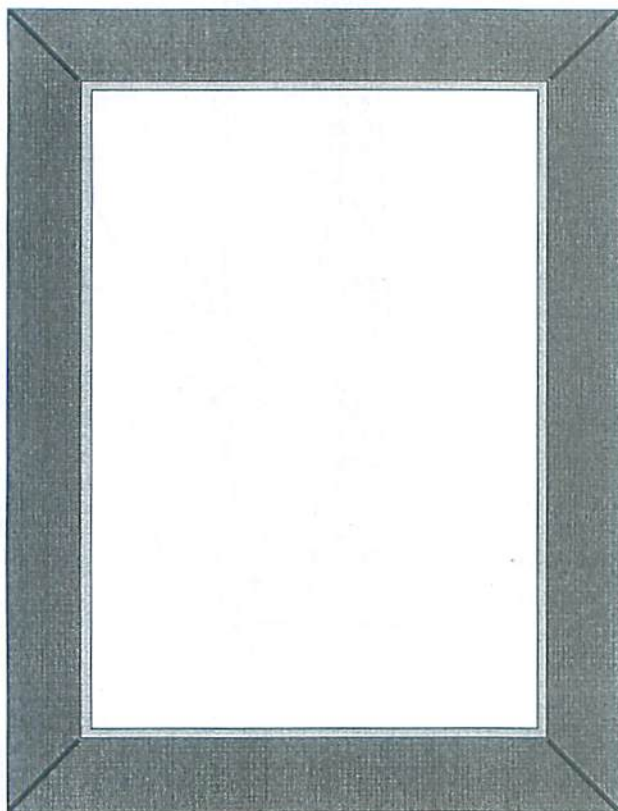
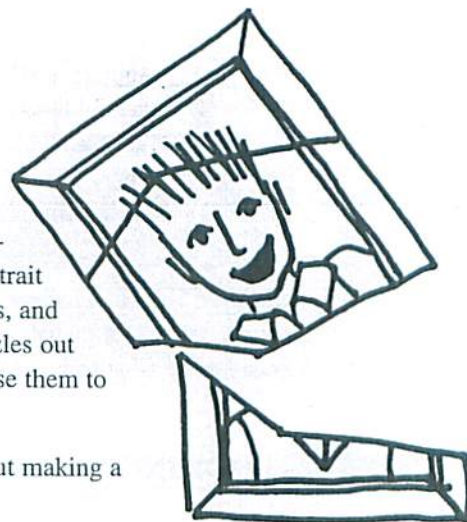
ACTIVITY "Self Portrait Puzzle" (7 - 9 minutes)

Grade Level: K - 2

Materials: Blank self portrait puzzle pages, crayons and markers, scissors and envelopes.

Show the children the blank portrait page. Encourage them to draw their own portrait. Point out the front and the back. Ask them to make sure they draw their portrait on the frame side. Encourage them to use the whole page, use lots of bright colors, and to try to color in all of the paper. When they are finished, help them cut their puzzles out using the puzzle pattern on the reverse side. Have them label the envelopes and use them to keep all the puzzle pieces in after they have assembled their puzzle.

Application: Puzzles can be fun to work and even more fun to make! Think about making a puzzle for someone special.



ACTIVITY "Favorites Game" (7- 9 minutes)

Grade Level: K - 2

Materials: Timer, chairs facing each other in two circles.

Have the children sit in the chairs. Make sure that each child is sitting directly in front of another child (an adult can sit in if there is an uneven number of children). Tell the children they will have one minute to tell each other about one of their favorite things (what it is, why they like it, etc.). During that minute, both children must have an opportunity to talk. When one minute is up, the children sitting in the outside circle will stand and rotate clockwise to the next chair. A new favorite thing will be discussed for one minute. Continue rotating until everyone in the inner circle has had a chance to talk to everyone in the outside circle. Talk about these favorites, or make up your own.

- bedtime snacks
- subject at school
- school lunch
- hobby
- sport
- ice cream flavor
- television show
- place to go
- book
- kind of dog
- kind of stuffed animal
- movie
- game
- toy

Application: Listen to what people say at home, at school, or on television.

- Did anyone talk about their favorite things?
- Ask your family what some of their favorite things are.

III LOOKING WITHIN

ACTIVITY "Good Things About Me" (6 - 8 minutes)

Grade Level: K - 2

Materials: Large piece of paper, markers.

Ask the children to think of good qualities about themselves such as being kind, funny, hard working among others. Make a long list and post it on the wall. Tell them that these are all things that make them special.

ACTIVITY "Good Things About Me Chain" (7- 9 minutes)

Grade Level: K - 2

Materials: List of good qualities from activity above, strips of construction paper (1 x 6"), markers, staplers or tape.

Help the children make paper chains that describe their good qualities. Have them look at the list and write one quality on each link or strip of paper. Have the children decorate the links. Help them staple or tape them together.

Application: Observe the people in your family.

- Do they have any of the same good qualities you have?
- Do they have different qualities?

ACTIVITY "Me" Puppet (10 - 12 minutes)

Grade Level: K - 2

Materials: Paper lunch sacks, markers, yarn, scissors and glue.

Help the children make "Me" puppets. Encourage them to make the puppets look as much like themselves as possible. Ask them to pay attention to eye and hair color, even their clothes! When they are finished, have the puppets introduce themselves to each other and tell all about themselves.

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

Application: A puppet show can be lots of fun. Try one with your friends or your family at home.



I A M S P E C I A L

☀ **ACTIVITY:** Song "If You're Special And You Know It" (4 to 5 minutes)

As you sing this song, have children think of actions to use for each verse.

If You're Special And You Know It

(sung to the tune of "If You're Happy...")

If you're special and you know it _____ (fill in action) _____
 If you're special and you know it _____
 If you're special and you know it _____
 And you really want to show it _____
 If you're special and you know it _____ !

IV. BRINGING CLOSURE

☀ **ACTIVITY:** "That's Me" (5 - 7 minutes)

Ask the children to listen for words or phrases that describe or identify something about them. When they hear something that describes them, they should stand up and shout "That's Me!" Use the list below or examples of your own.

- | | |
|----------------------|-----------------------------|
| • has brown eyes | • is the oldest child |
| • has one sister | • was born in the summer |
| • likes pizza | • owns a cat |
| • owns a dog | • likes to skate |
| • has blue eyes | • takes piano lessons |
| • likes to read | • lives in the country |
| • rides a school bus | • has more than one brother |

After everyone has had an opportunity to shout "That's Me!" at least once, conclude the activity by telling them that everyone is special in lots of different ways. Have the group give one big round of applause for all the ways they are special.

V. GOING BEYOND

☀ **ACTIVITY:** "Name Plates" (5 - 7 minutes)

Materials: Paper plates, magazines, newspapers, scissors, and glue.

Help the children find letters from their name to cut out and glue on their "name plate."

☀ **ACTIVITY:** "Me" Collage (5 - 7 minutes)

Materials: Paper, magazines, newspapers, scissors, and glue.

Have the children cut out pictures of things they like or can do and glue them to the paper.



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.

Leo the Later Bloomer, by Jose Aruego

Frederick, by Leo Lionni



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If You're Special and You Know It

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ALL ABOUT ME FACT SHEET

My name is _____ .
 I am _____ years old.
 I am in the _____ grade.
 I have _____ eyes.
 My hair is _____ .
 I am _____ feet _____ inches tall.
 I weigh _____ pounds.
 My shoe size is _____ .
 My birthday is _____ .
 I like to eat _____