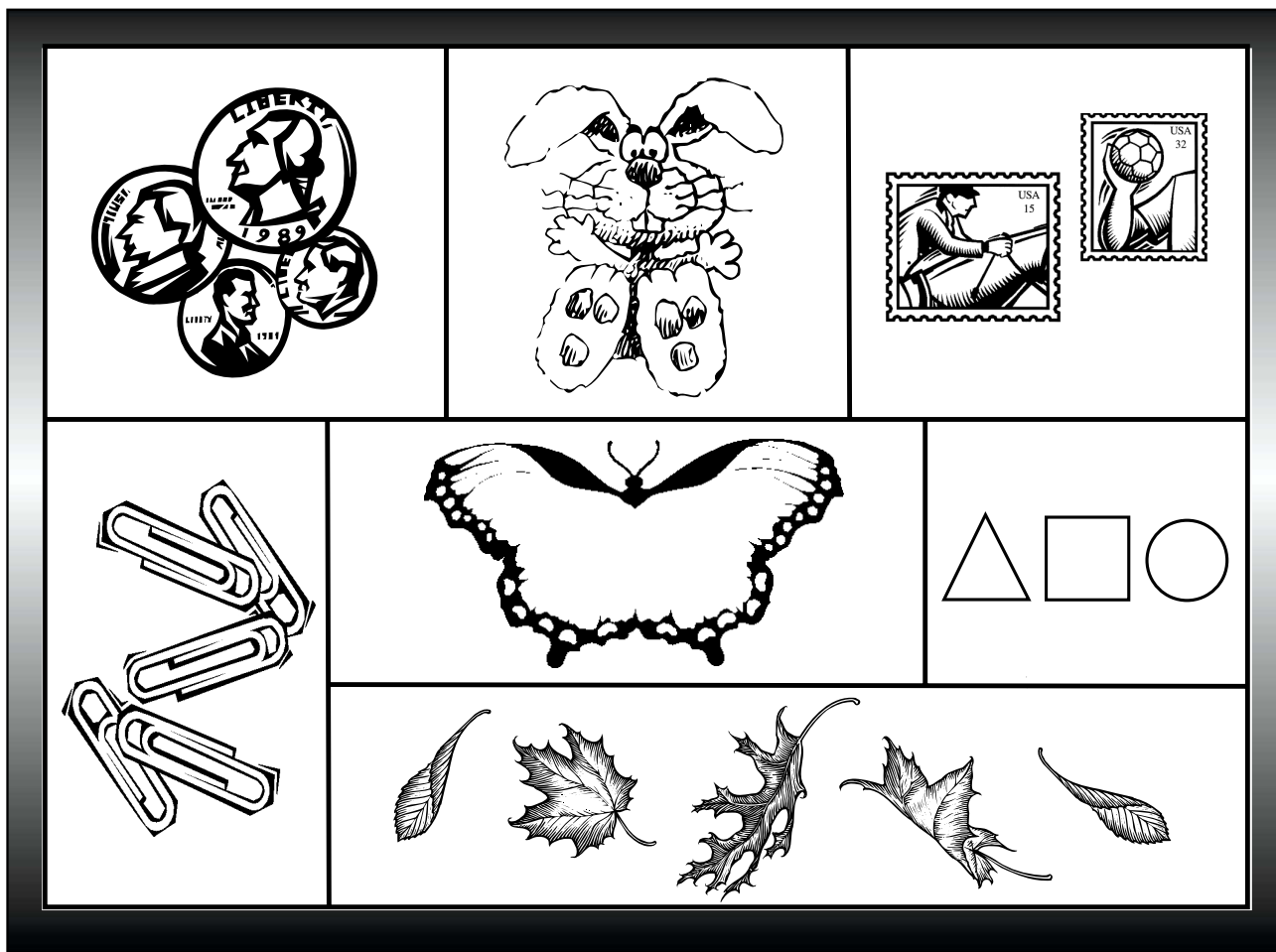


# Mini 4-H Collections



## Acknowledgements:

We would like to thank the following people for their dedication to positive youth development:

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The Zaner-Bloser font used in this manual was chosen because it most closely resembles children's current writing style.

#### Resources and References:

*Mini 4-H Collections Manual, Blackford County; Mini 4-H Collections Manual, Delaware County;*  
*Mini 4-H Collections Manual, Henry County; Mini 4-H Collections Manual, Madison County*

#### Initial Development Team (1996-1997):

A debt of gratitude is owed to the following people for their persistence and foresight in compiling the initial project activity manuals:

David Caldwell, Rich Chalupa, John Crites, John Ferris, Jeanette Findley, Brian Gauck, Dan Kirtley, Anita Krug, Carolyn Miner, RaeAnn O'Neill, Sue Provost, Scott Ripberger, Debra Searcy, and Susan Trutner

**Contact your local Extension office for a list of available project activity manuals.**

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# Mini 4-H Helper's Page

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Welcome to the Mini 4-H Program! Mini 4-H is designed for youth to explore a variety of project activity areas and to interact with caring adults and other children.

Children receive this project activity manual when enrolling in Mini 4-H. This manual, and the manuals on various other topics, will provide fun, age-appropriate learning activities throughout their year(s) in Mini 4-H.

As a Mini 4-H adult helper, your job will be to guide and encourage each child through the activities. A wide range of activities are provided to allow you to choose the ones most appropriate for the children you are working with. It is highly suggested that you do not complete the activities for them. Instead, help them, guide them, work with them, and let them do all that they possibly can. 4-H believes in allowing children to learn by doing. The Mini 4-H project activities are hands-on learning opportunities designed to provide a meaningful educational experience for youth.

Additionally, the Mini 4-H program is set up to allow children to display a project activity that is based upon information within this manual. Some children may want to exhibit at the 4-H Fair. The 4-H Fair is an exciting week that allows community youth to showcase their enthusiasm for learning. Children may choose to display a project activity they did by themselves or one they did with a group. Other children may choose to showcase their work in other ways such as displaying it in a special place in their own home.

Mini 4-H is fun! Children will certainly enjoy it. You can have fun too, by guiding and helping as children participate in the program. Encourage and praise the children as they have fun learning and sharing with you. If you have any questions regarding Mini 4-H or other 4-H programs, please feel free to contact your local Extension Office.

# Helper's Tips

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The Mini 4-H program can be used with individual children, however, the benefits are maximized when the project activities are used in a group of 2 or more children. Children working cooperatively in groups develop positive images of themselves and their ideas. Other ways adult helpers can maximize the benefits of Mini 4-H are to:

- **Work on a subject interesting to the child by encouraging children to choose the content area.** Look through this manual and choose the project activities to work on based on the interests and skill levels of the children.
- **Relax and have fun.** Some children will want to finish their activities, however, some children may not. There is no need to pressure children of this age to finish an activity because the real learning takes place while participating in the activity and interacting with others. The finished product should not be the main focus. The knowledge children gain while they explore new areas and experiment with new ideas should be the primary goal.
- **Remain flexible and adapt to the changing needs of the children.** Restlessness or boredom may indicate a need to stop the activity and come back to it later.
- **Encourage children to talk and work with each other.** Children learn best when they are encouraged to share their reactions and observations freely. You may want to ask the children about what they did during an activity, what happened, what was the most difficult, what was the easiest, and what they liked the most.

This manual contains activities for children that allow for a wide range of abilities and provide practice for developing a variety of skills. Many of the projects have additional things to do listed after the activity in the **STRETCHERS** section. This section provides ideas to adapt the activity to better match children's individual skill levels and also provides additional skill practice.

# Mini 4-Hers Page

---

Mini 4-Hers have lots of fun! There are many activities for you to explore. You can try new things. You can share them with your friends and family.

Here are some things to know about 4-H.

**The 4-H symbol** is a four-leaf clover with an "H" in each leaf. Clover is a plant that grows in fields, yards, and along roadsides. Most clovers have three leaves. Sometimes, if you look very carefully, you may get lucky and find a special clover with four leaves. A four-leaf clover is used as the symbol for 4-H to let everyone know 4-H is a special kind of group.



**The 4-H colors** are green and white. The four-leaf clover is green and the "H" in each leaf is white.

A group motto is a saying that tells people what is important to the group. **The 4-H motto** is "To make the best, better." When something is better than all of the others, it is the best. Think about a time when you did your best. Maybe you threw a ball farther than you have ever thrown it before. Now, think about some ways you could do better. You may be able to throw farther by practicing for a while or by watching someone who can throw farther than you to see how they throw so far. Even if you throw the ball farther than you have ever thrown it before, there are still ways that you can do better the next time. 4-H encourages you to always try to do better, even if you are doing the best you have ever done.

# The 4-H Pledge

---

A pledge is a promise you make to yourself and to the people around you. The 4-H pledge is in bold print below. Under each line of the pledge there are words telling what the pledge means.

I pledge my **Head**  to clearer thinking.

I promise to use my head to make good choices.

my **Heart**  to greater loyalty.

to use my heart to be a good friend.

my **Hands**  to larger service, and

to use my hands to do helpful things for others.

my **Health**  to better living.

to take care of my body and to show others how to live in a healthy way.

for my club, my community,  my country, and my world.

to help my group, my community, my country, and my world be happy and safe for everyone.

## Important Information About This Manual:

This manual is designed to help children gain the skills necessary to understand and fully participate in collecting. Children need to be able to identify how items are the same and how they are different. They also need to be able to sort and group items. The first few activities in this manual focus on these skills.

# Activity 1 – Shapes

---

Things you need:

- scissors
- 4 different color crayons or markers
- **Shapes Activity Page**
- **Shapes Activity Page 2**



What you do:

1. Color each shape on both the **Shapes Activity Page** and the **Shapes Activity Page 2**. Some children may want to label each shape, either by using their own spelling or spelling you provide.
2. Cut shapes out on the dotted line. Children with more advanced cutting skills may choose to cut shapes out on the heavy, black lines.
3. Sort shapes into groups of the same color, shape, size.
4. Save shapes to use with **Activity 2 – Caterpillar**.

Things to talk about:

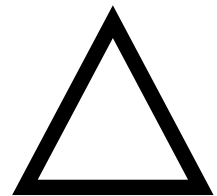
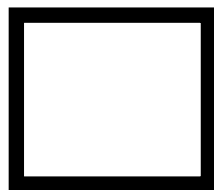
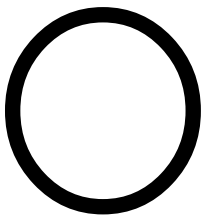
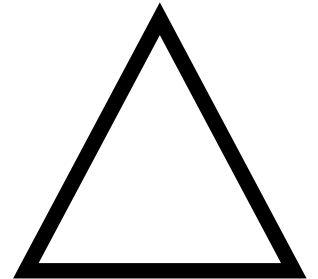
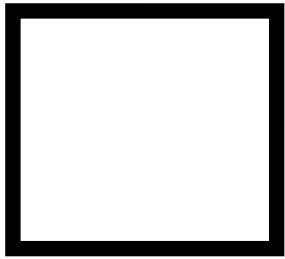
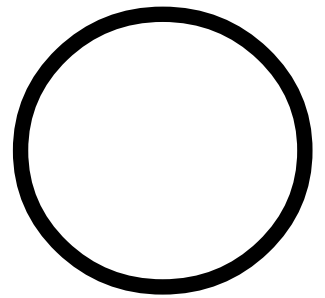
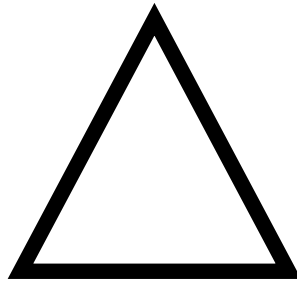
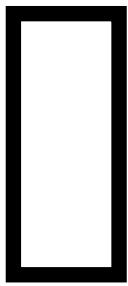
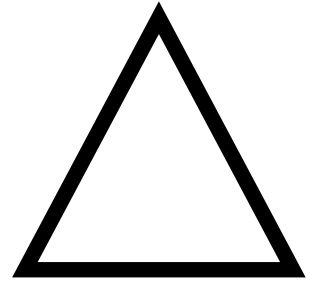
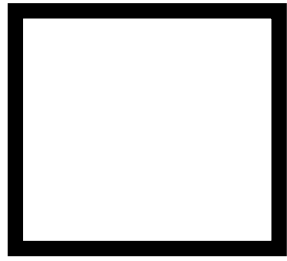
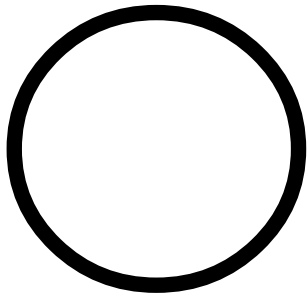
Color, size, shape, same, different, more, less

## STRETCHERS

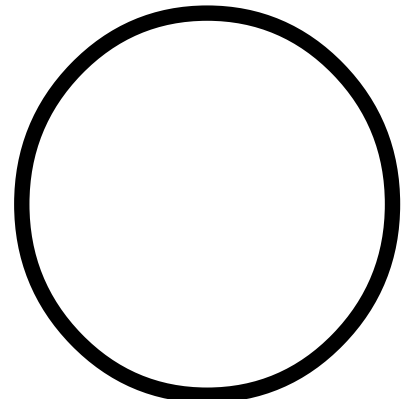
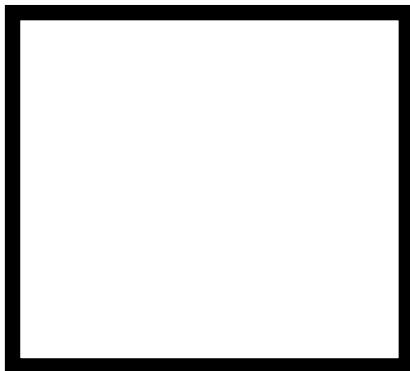
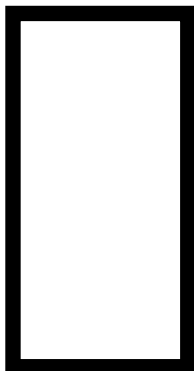
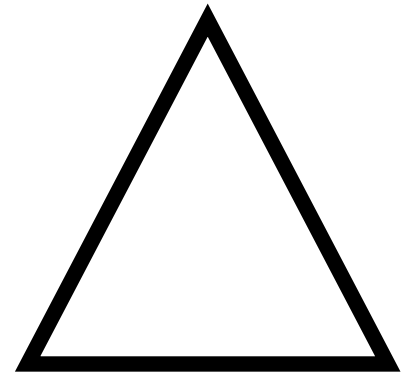
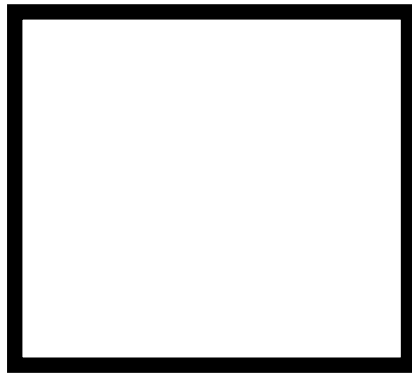
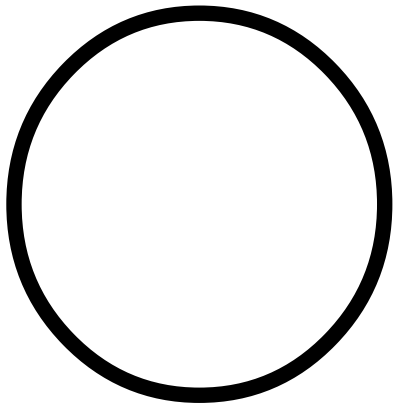
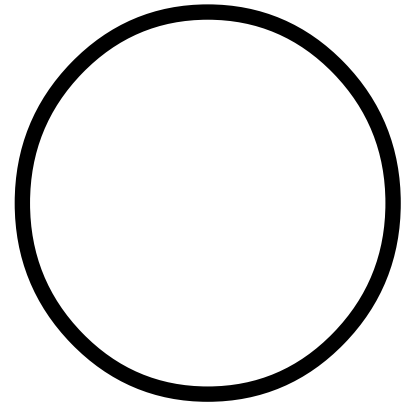
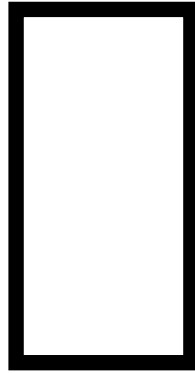
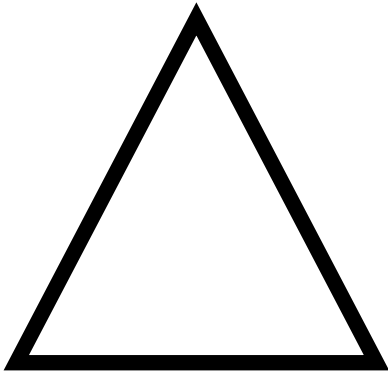
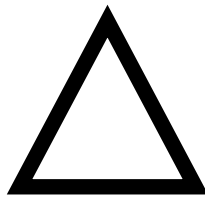
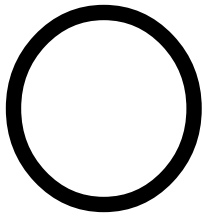
1. Encourage children to sort themselves into groups by hair color, eye color, age, or color of clothes.
2. Use shapes or small objects around the house (e.g., paperclips, buttons, nuts, bolts, bottle caps) to create simple patterns (e.g., 2 paperclips, 1 button, 2 paperclips, 1 button, etc.) and have children copy the patterns using the objects.
3. Choose a shape. Have children go through magazines to find objects with the same shape.

Excerpted from Mini 4-H Collections, Purdue University Cooperative Extension Service.

Shapes Activity Page







# Activity 2 – Caterpillar

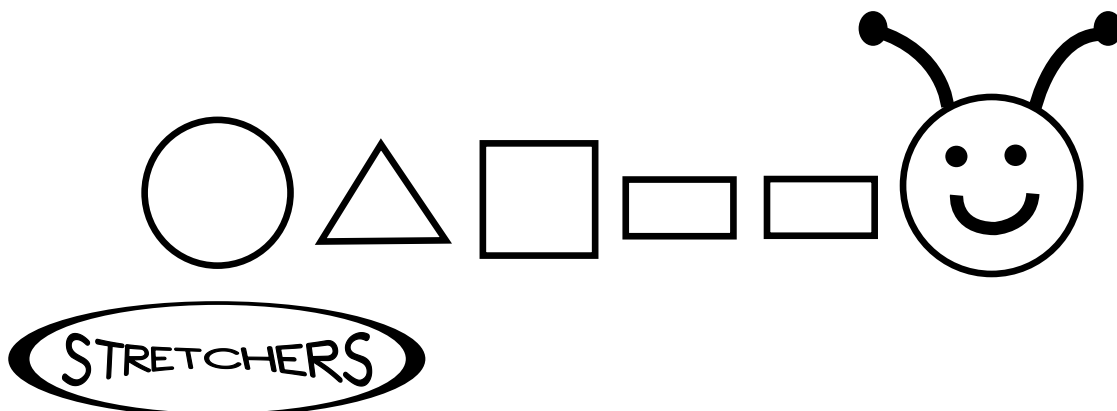
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Things you need:

- shapes cut from the **Shapes Activity Page** and the **Shapes Activity Page 2**
- sheet of plain paper
- glue
- crayons

What you do:

1. Draw a face on one of the largest circles and glue to a paper.
2. Glue shapes on paper to form the body of a caterpillar.
3. Add antennas to the head.
4. Draw a background picture for your caterpillar.



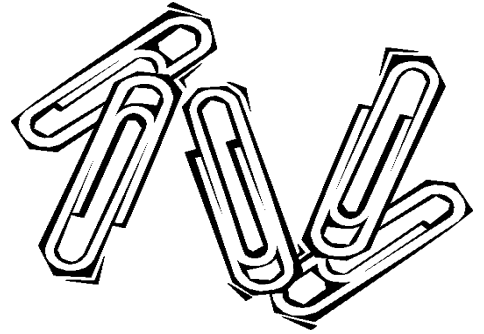
1. Encourage children to tell a story about their caterpillar. Older children may enjoy taking turns telling parts of the story. Have one child start a story. After the first child has said a few sentences, ask the second child to tell what happened next in the story. After the second child has stated a few sentences, have the third child tell what happened last.
2. Have children compare the length of their caterpillars with one another (longer, longest, shorter, shortest, same length). Older children can measure their caterpillars with rulers.
3. For groups, glue all the shapes on one big piece of paper to create one long caterpillar. Vote on a name for the caterpillar.
4. Encourage groups of children to lay on the floor and make shapes with their bodies.

# Activity 3 – Grid

---

Things you need:

- 5 paperclips
- 4 buttons
- 3 small pebbles
- 2 erasers
- **Grid Activity Page**



What you do:

1. Place a paperclip in one of the circles at the bottom of the grid. Place a button in one, a pebble in one, and an eraser in one.
2. Put all the paperclips in the squares above the circle containing the paperclip. Put all the buttons in the squares above the button. Put all pebbles in the squares above the pebble. Put all erasers in the squares above the eraser.

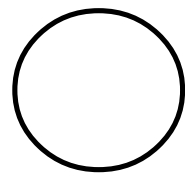
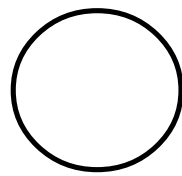
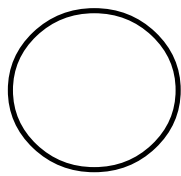
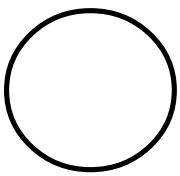
Things to talk about:

Number in each group, more, less, most, least

## **STRETCHERS**

1. A grid is a good visual aid when discussing counting and showing less than, more than, and equal to.
2. Use tape on the floor to create a giant grid to sort and count large objects (e.g., toys, clothes, kitchen utensils).
3. Encourage children to help sort laundry into piles of lights, darks, whites.
4. Lay yarn in a circle around one group of similar objects. Put a second piece of yarn around another group of similar objects. Count objects in the first group. Count objects in the second group. Put a piece of yarn around all objects in the first and second group. Count the total number of objects. Talk to the children about addition.
5. Give each child a group of 5 pieces of popcorn. Count the pieces. Have children eat one piece of popcorn. Count the number of pieces left. Continue doing this until all popcorn is gone. Talk to the children about subtraction.

# Grid Activity Page

# Activity 4 – Patterns

---

Things you need:

- **Patterns Activity Page**
- scissors
- glue
- piece of colored construction paper
- **Large Butterfly Activity Page**

What you do:

1. Glue **Patterns Activity Page** on a piece of colored construction paper.
2. Cut out all patterned pieces on the thick, black line. *Tip: Scissors are always held thumbs up.*
3. Match pieces that are the same.
4. Glue one of the rectangle matches and one of the square matches on the large butterfly.
5. Color the large butterfly on the **Large Butterfly Activity Page**.
6. Play a game by turning all pattern cards upside down and then picking one and turning it over so you can see the pattern. Next, pick another card. If the pattern on it matches the first card, you keep both. If it doesn't match, you turn both cards upside down and try again.

Things to talk about:

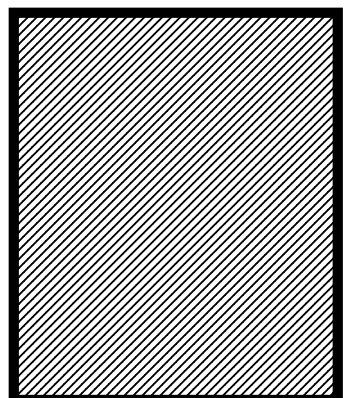
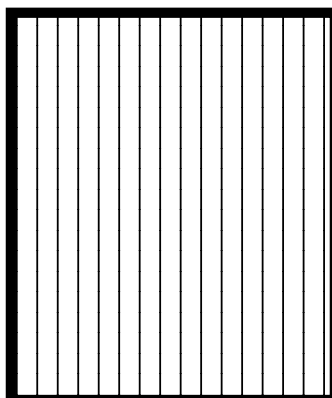
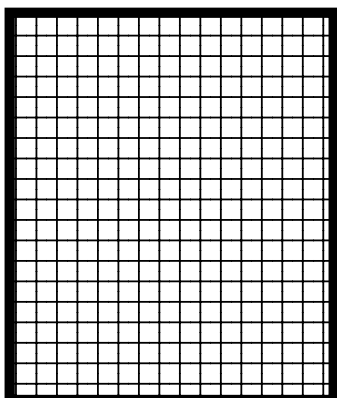
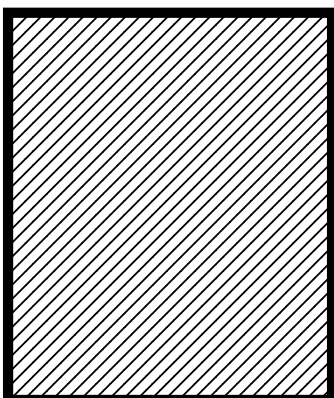
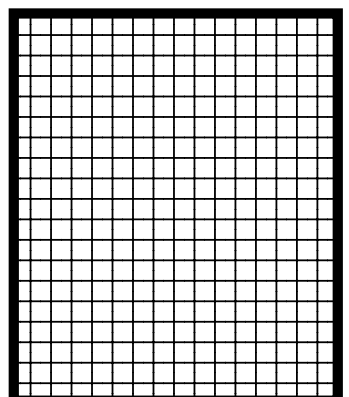
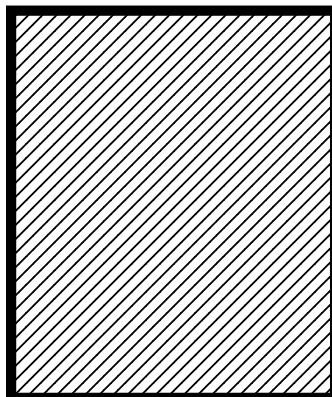
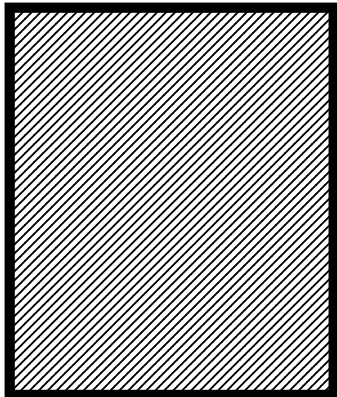
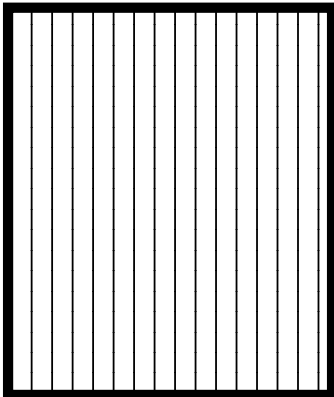
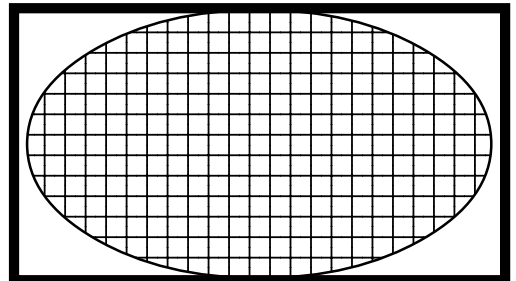
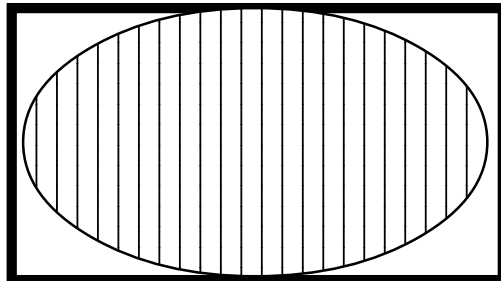
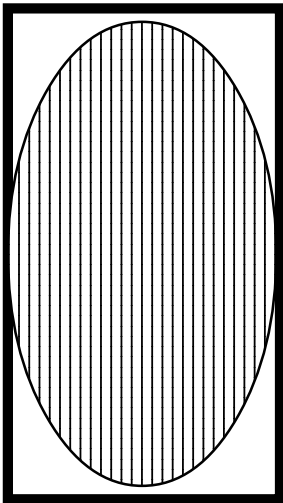
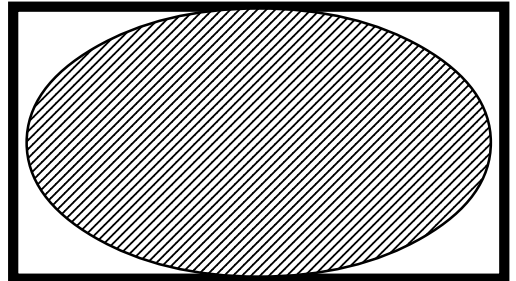
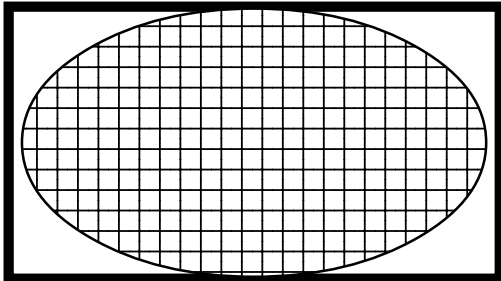
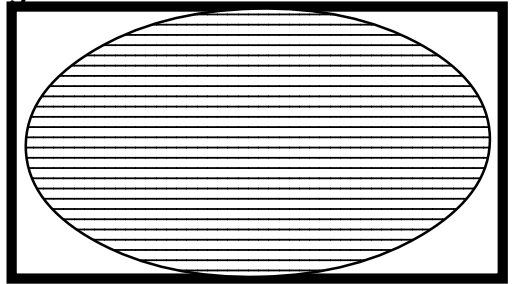
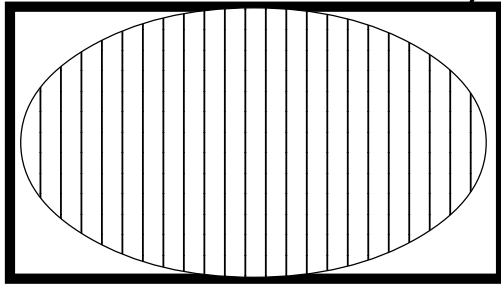
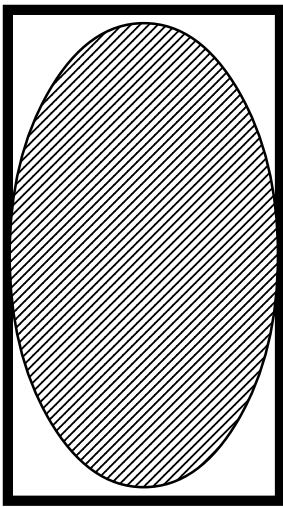
Same, different, match, rectangle, square, oval.

## STRETCHERS

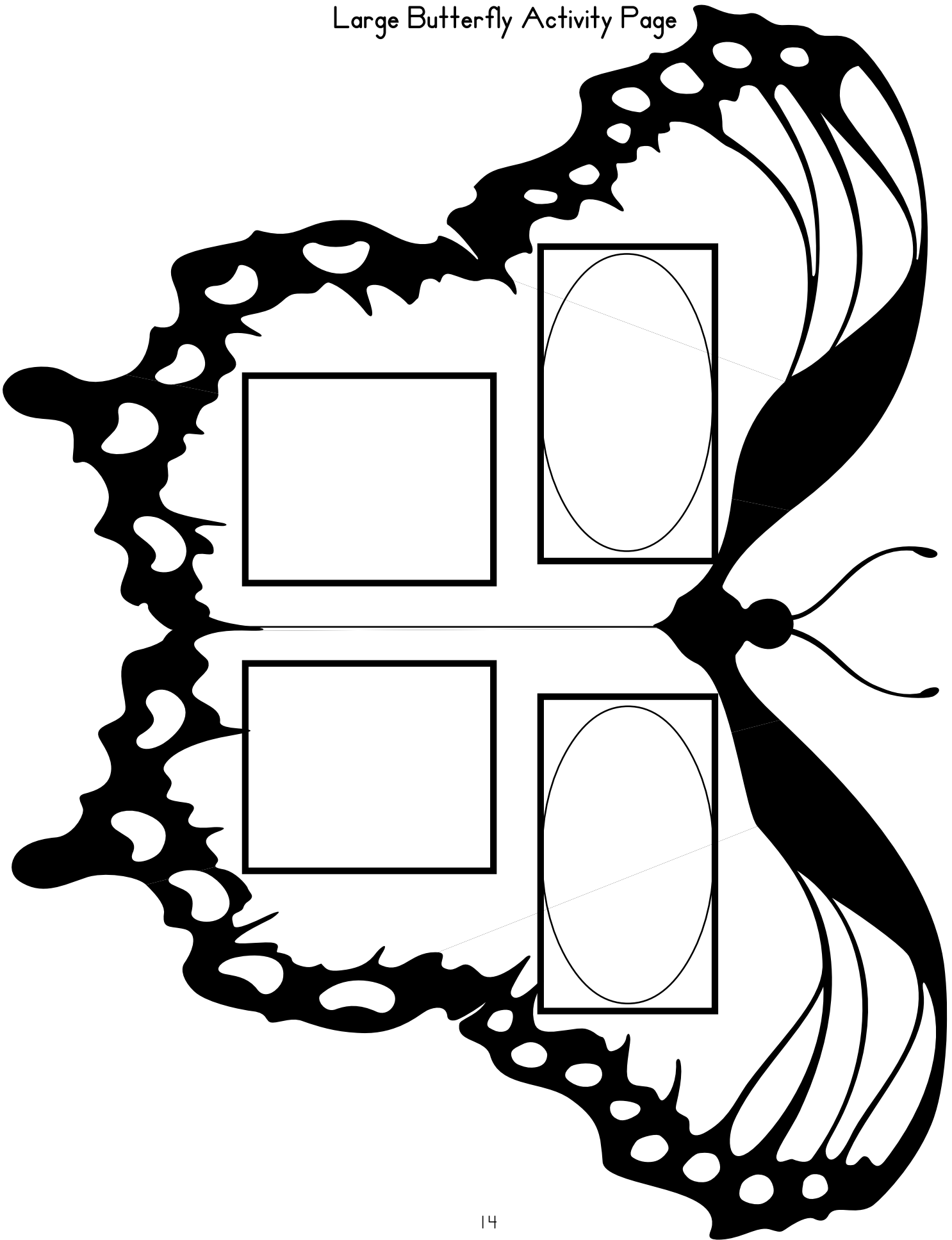
1. Choose a pattern like stripes, plaids, or checks on a chair, clothing, or wallpaper and encourage children to find a similar pattern. For older children, find a letter or word in a magazine or book and encourage them to find a match.
2. Show children pictures of butterflies and introduce the idea of symmetry (the same on both sides) illustrated by the wings of the butterflies. Draw or trace a butterfly and let the children decorate one wing anyway they choose. Fold the butterfly in half with the design on the outside. Hold the fold close to a mirror and let the children see the image of the second wing. Encourage the children to decorate the second wing to be the same as the image of the first wing they observed in the mirror.

Excerpted from Mini 4-H Collections, Purdue University Cooperative Extension Service.

# Patterns Activity Page



Large Butterfly Activity Page



# Activity 5 – Butterfly Collection

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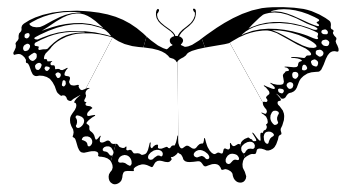
A **collection** is a group of items that have something in common. Almost anything can be part of a collection. Collections can be made from things you find, things you buy, or things people give you.

People collect things for a lot of reasons. For some people, it could have been favorite toys when they were young. Other people collect things their parents collected like cups, stamps, or baseball cards. Others collect things they enjoy finding like rocks, shells, or bottle caps.

Most people collect because it is fun! Many collections do not cost very much. Other collections may cost thousands of dollars. Everyone can collect.

Things you need:

- scissors
- piece of construction paper
- glue
- **Butterfly Collection Activity Page**
- crayons



What you do:

1. Color each butterfly a different color.
2. Cut the butterflies out on the dotted lines.
3. Glue butterflies on construction paper as a “collection” of butterflies.
4. Label each one by color.

Things to talk about:

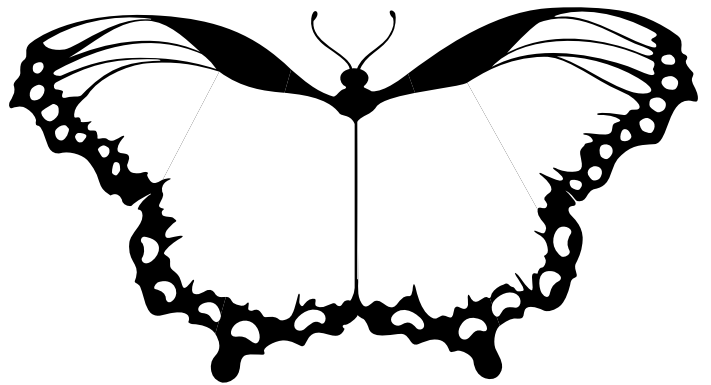
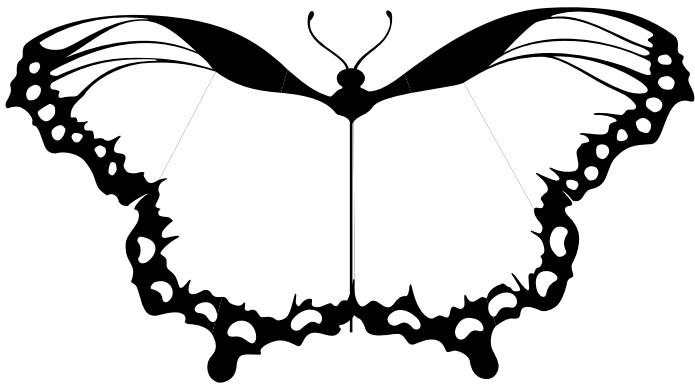
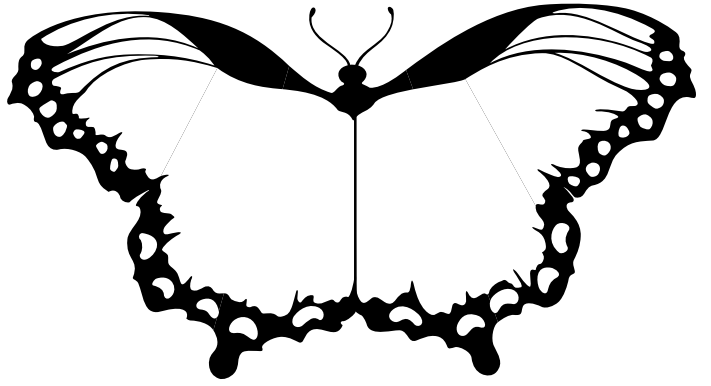
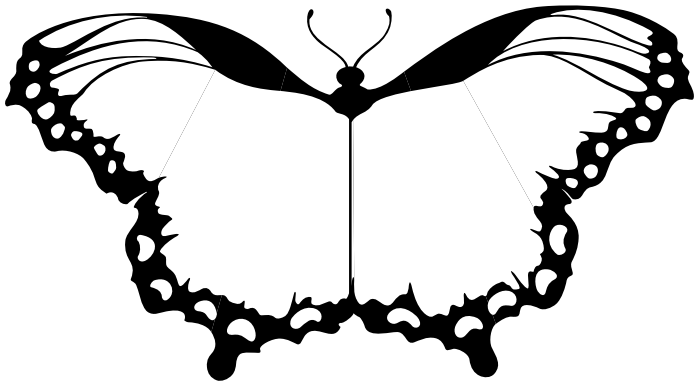
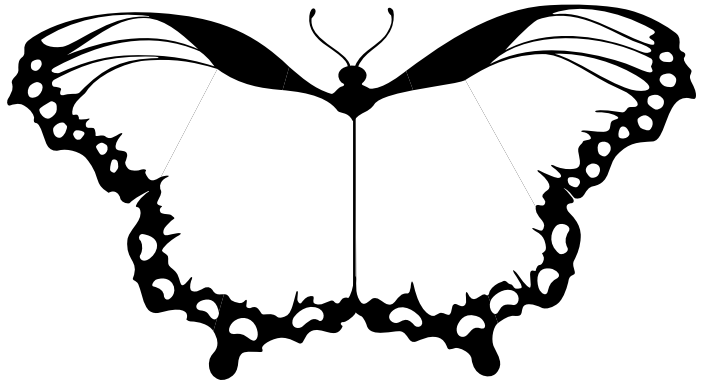
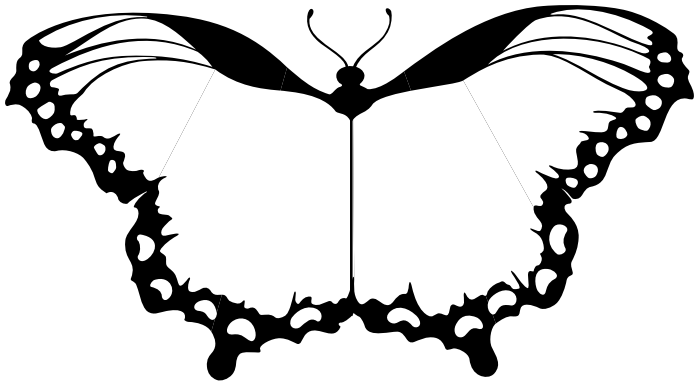
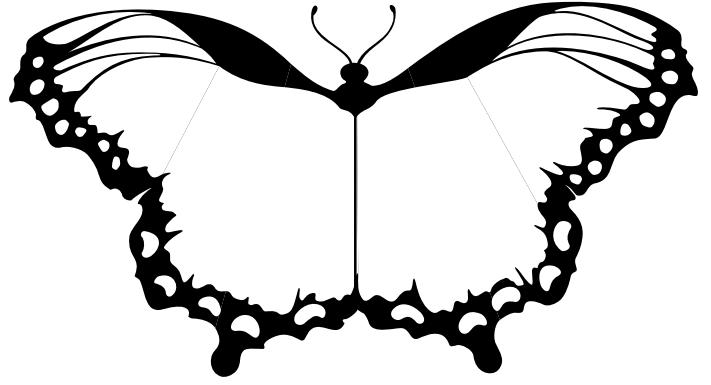
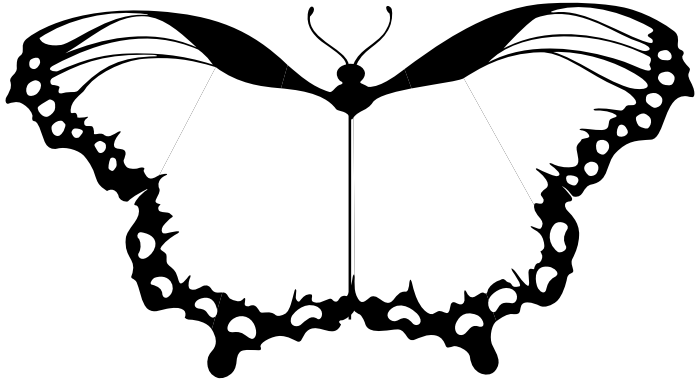
Color, letters in color names.

## **STRETCHERS**

1. Gather several items (e.g., things for sewing, cooking, gardening). Have children group items. Ask why the items belong together.
2. Pick an item in the room or from a magazine. Ask children to choose another item that could be grouped with the first item. Ask why the items are in the same group.



Butterfly Collection Activity Page



# Things People Collect (Beginner)

S T A M P S S B S  
S P T O Y S T O T  
S D O L L S I O I  
O E K W S V C K C  
T B V V B U G S K  
C O I N S U E D E  
V T Y G E L R L R  
C K S S H E L L S  
J I C P U W E S G  
L E A V E S S T X

BOOKS

DOLLS

STAMPS

BUGS

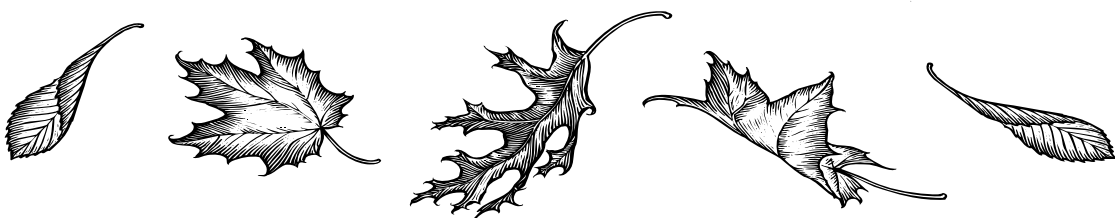
LEAVES

STICKERS

COINS

SHELLS

TOYS



# Things People Collect (Advanced)

S L A D E M S S S S  
S P M A T S T K L N  
S D O L L S I O L E  
O E K W S V C O E Z  
T O V N L B K B H Y  
K O I A U U E D S S  
V O Y G E L R L J K  
C K S S W L S I O V  
P I C T U R E S G L  
P E N C I L S T X K

BOOKS

LEAVES

SHELLS

BUGS

MEDALS

STAMPS

COINS

PENCILS

STICKERS

DOLLS

PICTURES

TOYS



# Activity 6 – Collections Around the House

Things you need:

- pencil
- Collections Around the House Activity Page

What you do:



1. Pick 2 rooms in your house.
2. Go to the first room and list all of the things that would be in a collection of round things. Use the first column on the chart below to help you keep track of the round things. Younger children may want to use the back of this page to draw pictures of the things they find for each group.
3. Next, go to the second room and list all of the things that would be in a collection of blue things. Use the second column on the same chart to help you keep track of the blue things. Help younger children answer the questions.

Room 1: Round Things		Room 2: Blue Things

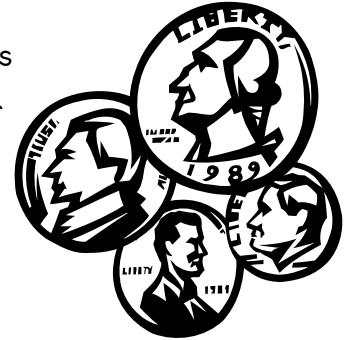
Which room had the largest group of things? \_\_\_\_\_

Which group had the funniest things in it? \_\_\_\_\_

# Activity 7 – What Do You Collect?

Do you like to collect things? Do you have special things you look for when you are with your family or friends? Do you ever go on a walk and pick things up along the way? Many of us do. This is one way collections start.

People collect many different things. Some examples of collections are stuffed animals, leaves, marbles, or cookie cutters.



Things you need:

- pencil
- What Do You Collect? Activity Page

What you do:

1. List some of the things you collect. Younger children may want to use the back of this page to draw some of the things they collect.
2. Fill in the chart. Help younger children answer the questions.

Thing	How many do you have?	Did you have to buy these things?

What is your favorite collection? \_\_\_\_\_

Why do you like to collect these things? \_\_\_\_\_

What are some things people in your family like to collect? \_\_\_\_\_

# Activity 8 – Where Did It Come From?

Many people begin collecting things because it has been given to them by a parent or friend. One item could be a special stamp. A person may get stamps from different people. Suddenly, they have several and that is a collection.

Things you need:

- pencil
- **Where Did It Come From? Activity Page**



What you do:

1. List one special thing from each of your collections. Younger children may want to use the back of this page to draw pictures of their special things.
2. Find out! Where did these things come from? Were they a gift? From who? Fill in the chart. Help younger children answer the questions.

Special Thing	What makes this thing special?

Were your things given to you? \_\_\_\_\_

Why do you think people gave you these things? \_\_\_\_\_

\_\_\_\_\_

# Activity 9 - Antiques

**Antiques** are things that are old. They have special value because of their age. Antiques are a favorite for many adults to collect. You can get an antique from family or friends. You can also buy antiques at special stores.



Things you need:

- pencil
- **Antiques Activity Page**

What you do:

1. Visit a museum, library or shop that has antiques. Find 4 antiques that you like. Younger children may want to use the back of this page to draw pictures of the antiques they liked.
2. Fill in the chart. Help younger children answer the questions.

Antique	How old is it?	How much money is it worth?

What was the oldest thing you found? \_\_\_\_\_

What did you find that cost the most money? \_\_\_\_\_

What antique did you like the best? Why? \_\_\_\_\_

## **STRETCHERS**

1. Be patient. Most children have a difficult time understanding ideas about money. Helping them understand that one item costs a lot and another item costs little may need to be your first step.

Excerpted from Mini 4-H Collections, Purdue University Cooperative Extension Service.

# How to Begin My Collection

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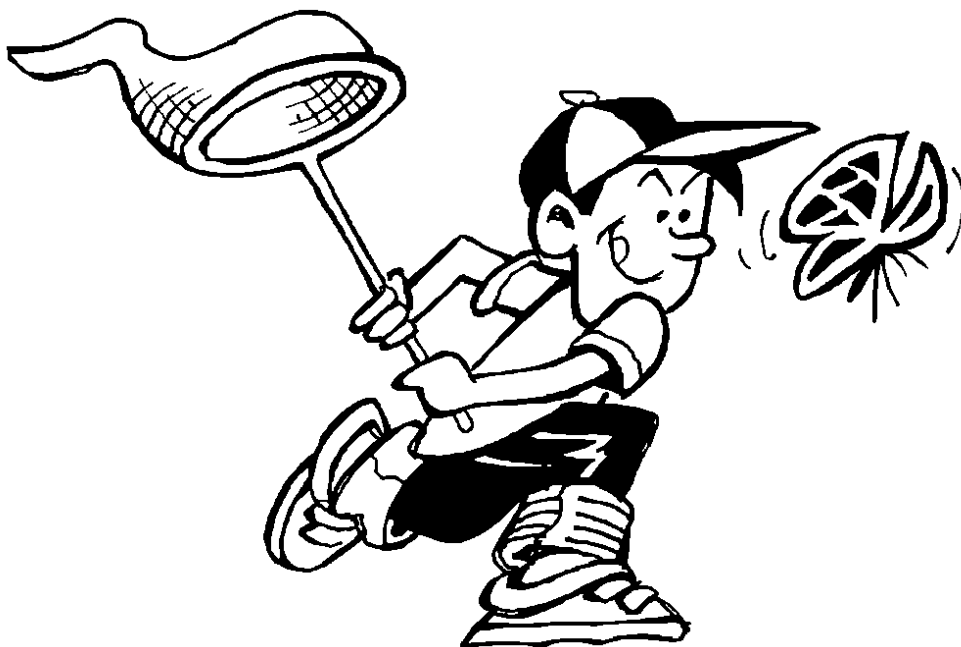
The fun thing about collecting is you can collect anything you want. There is not a right or wrong collection.

The best place to begin is to explore. What do you like to do? What kinds of things do you like?

Try collecting things that are easy to find around the house or yard. Many people collect leaves, rocks, feathers, seeds or insects. Once you get used to collecting, try a second collection. There are so many things that you can collect. Here is a short list. Can you name more?

Stamps	Pictures	Coins	Stickers
Pencils	Postcards	Medals	Shells
Buttons	Dolls	Toy Trucks	Coffee Mugs

Need help identifying them? You can look up your items in books at home or at your library. Many parents, friends, or hobby stores can help, too. Sometimes these items may have scientific names, however, there is no need for you to know these special names. So, what are you going to collect?





# How to Display Your Items

You can display your collection in many ways. Be creative! You can make a poster or a scrapbook, use a shoe or cigar box, and egg cartons work great, too! Are your items very small? Try plastic bags or bottles. Anything will work if it helps keep your collection neat and clean!

Remember, do not take things for your collection unless you get permission first. Be sure to keep any small things from your collection up and out of the reach of little children. Your parents will be able to help you decide where to keep your collection.



# What to Exhibit

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This is a list of project activities that can be shown at the 4-H Fair or other places. Pick a project activity you would like to try. You do not have to make them in any order. If you have any questions, please call the Extension Office. There are people there who can help you.

- Collect and exhibit 5 items or 5 pairs of items. If you take a collection to the fair more than one year, add 5 more articles to your collection each year.
  - These articles can be rocks, coins, insects, salt-and pepper-shakers, pencils, or any kind of fun collection.
  - Attach a card that tells what you are collecting and why you collected the items.
- Go to a museum and look around at the collection of things.
  - Draw a picture of the collection you liked best.
  - Try to find out why museums collect stuff. List some things that they collect.
  - Ask someone who works at a museum how they get things for their collections.
  - What is the most unusual collection you saw?  
(If a museum is not in your home area, try the library. )
- Talk to family and friends. Ask them what they like to collect and why they like to collect it. Then make a chart to show your information.
- Make a project activity as a group and take it to the fair to show the kinds of things your group has been doing.
- Make a scrapbook of pictures showing your group having fun while making the project activities in this manual.

For information on when to take your project activity to the Fair and where it needs to go, please contact your Extension Office.

## Things People Collect (Beginner)

S	T	A	M	P	S	S	B	S
S	P	T	O	Y	S	T	O	T
S	D	O	L	L	S	I	O	I
O	E	K	W	S	V	C	K	C
T	O	V	V	B	U	G	S	K
C	O	I	N	S	U	E	D	E
V	T	M	G	E	L	R	L	R
C	K	S	S	H	E	L	L	S
J	I	C	P	U	W	E	S	G
L	E	A	V	E	S	S	T	X

## Things People Collect (Advanced)

S	L	A	D	E	M	S	S	S	S
S	P	M	A	T	S	T	K	L	N
S	D	O	L	L	S	I	O	L	E
O	E	K	W	S	V	C	O	E	Z
T	O	V	N	L	B	K	B	H	Y
K	O	I	A	U	U	E	D	S	S
V	O	Y	G	E	L	R	L	J	K
C	K	S	S	W	L	S	I	O	V
P	I	C	T	U	R	E	S	G	L
P	E	N	C	I	L	S	T	X	K

# More Places to Look

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*Amazing Butterflies and Moths (Eyewitness Juniors, No. 9)* (Knopf, 1991) by John Still and Jerry Young is a book of facts and photographs of butterflies and moths.

*Collecting* by Bonnie Dobkin and Rick Hackney (Children's Press, 1993) is a book about a collector talking about many things that have been collected.

*Cache of Jewels and Other Collective Nouns* (Grosset & Dunlap, 1987) by Ruth Heller is a book about the names given to groups of things.

*Jelly Beans for Sale* (Scholastic, 1996) by Bruce McMillan shows different amounts of money and what it will buy.

*Joshua James Likes Trucks* (Children's Press, 1982) by Catherine Petrie is about a boy that loves all kinds of trucks.

*Moonbear's Books* (Simon & Schuster, 1993) by Frank Asch is about a bear that loves all kinds of books.

