

4-H at Home Activity Guide

Try these fun, educational activities to help your kid learn valuable skills and gain experiences that will help them continue learning and doing all year long.



TIP: You can print this or save a digital version for use at any time. Many of the activities are shown as an abbreviated version – simply visit the web page listed for the activity to find out how you can get the full version with additional instructions!

4-H *at*
HOME



4-H at Home Activity Guide



INDEX

Easy Density Rainbow	1
Is This Apple Red?	2
Explore Solar Power	3
What's In That Bottle?.....	4
Citizen Science	5
Inclusive Introductions	5
Giving Presence	6
Craft a 4-H Tote Bag	7
The Art of the Selfie	8
Calming Glitter Jars	8
Veterans History Project	9
Mentos & Soda Car	10
GIS Hurricane Mapping	11
Appreciating Different Abilities	12
Responding to Bullies	13
Bird's (or Bug's) Eye View	14
Tower of Hanoi	15
Craft a 4-H Pillow	16

Center for Disease Control [guidelines](#) for staying safe during the COVID-19 crisis.



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Easy Density Rainbow



Description

Have you ever noticed that it is easier to float in the ocean than in a swimming pool? This is because of the salt content in the ocean. The Dead Sea is a hypersaline body of water; it contains 31% salt, whereas ocean water generally contains 3.5% salt. Because of the salt content in the Dead Sea, people can float in the water easier than in the ocean. Try this activity to learn about density.

Supplies



Activity Steps

1. Measure out 4 containers of water with 9 ounces each.
2. Label each container '1' through '4'.
3. Drop a different color in each. It doesn't matter how much you use, but make them all the same amount.
4. Once you have added the color, start adding the salt:
 - a. Cup #1: No salt
 - b. Cup #2: 2 tablespoons
 - c. Cup #3: 4 tablespoons
 - d. Cup #4: 6 tablespoons
5. Stir the solutions until the salt and the food coloring dissolve.
6. Take a clear straw and dip one end about 1 inch into cup #1. Cover the top of the straw with your thumb so that the solution doesn't fall out.
7. With your thumb still on it, dip it about 2 inches into cup #2 and quickly remove your thumb.
8. Next, put your thumb back on the top. Repeat this action with cup #3 and cup #4.
9. There you have it – a density rainbow!

► Learn more at 4-H.org/LiquidLayers

Thanks to Bayer and Joseph Huff, 4-H Youth in Action STEM Pillar Winner, Utah 4-H

Is This Apple Red?

Description

Mindful eating is all about understanding how your food looks, smells, feels, and, of course, tastes. By practicing mindful eating, we slow down our food consumption, notice how much we are eating and are aware of how it makes us feel.

Supplies

- Apples



Activity Steps

This activity can be done with one adult and one or more kids.

1. Pass out an apple to each child, but ask them not to touch it until prompted. This may be a difficult task for some, but building patience helps improve mindfulness.
2. Ask each person to think about what color the apple is. Pause for 30 seconds. Many kids will report just one color. Allow additional time for them to share other colors they notice.
3. Ask the kids to smell their apple and report what they smell. Pause for 30 seconds.
4. Ask the kids to taste their apple. Make sure you tell them to taste it slowly and not swallow right away. Ask them what they taste and how the apple feels in their mouth. Then, instruct them to swallow. Allow 3-4 minutes for this step.

Reflection Questions

1. What did you notice about this apple? Did it taste different from any other apple you've had before?
2. How can you make other foods taste special?
3. How can your friends and family help you be healthy? How can you help your friends and family be healthy?

► **Learn more** 4-H.org/Apple

This activity can be done multiple times using different foods, such as raisins, grapes, watermelon or any other healthy snack.

Brought to you by The University of California

Explore Solar Power

Description

Did you know that solar panels power the International Space Station? Solar panels produce electricity directly from light. You may have seen solar panels on the roof of a building. A large array of solar panels is called a solar farm.

Solar panels are especially useful for providing electricity in places that are not near existing power lines and every year more of our electricity comes from solar power. Try the following activity to explore how solar panels work.



Supplies

- Solar path light (Similar to the picture above, these can easily be found at dollar stores or hardware stores.)
- Alligator clip test leads (2)
- Red LED
- Small screwdriver
- Scissors

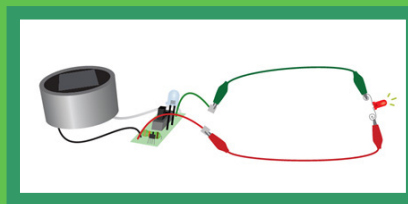
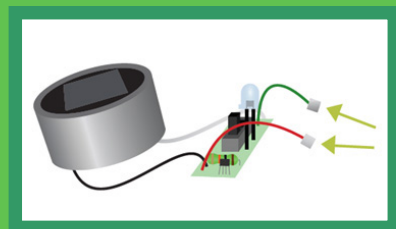
Activity Steps

Solar path lights use small solar panels, rechargeable batteries, circuitry, and smart switches to produce light at night.

1. Observe how the light operates. When does the light come on? Remove the tab that protects the battery. If there is a switch, turn it to on.
2. Think about how the path light uses solar power.
 - a. What happens when the sun shines on the solar panel?
 - b. What happens when the solar panel is in the dark?
 - c. Why is the path light designed to work this way?

3. With the help of an adult, look inside the light:

- a. Remove the stake and plastic lens (you won't use them for this activity). Use a small screwdriver to unscrew the black plastic bottom. Carefully pry the black plastic bottom away.
- b. There will be a battery connected to the black plastic bottom and a small circuit board with wires. Two of the wires go through the solar panel holder and attach to the solar panel, while two of the wires attach to the battery. Unscrew the printed circuit board (PCB) from the black battery holder. There may be a switch on the PCB. When the switch is off, the light is off. Turn the switch on.
- c. Remove the battery. Gently slide each of the two small metal plates (one of the plates has a small spring) out of the black battery holder. The plates are attached to wires from the PCB. Be careful not to detach them. Can you make the LED on the PCB turn on? How or why not?



- d. Connect alligator clips to the metal plates to replace the battery with a red LED as shown. When is the red LED on? Is the white light on the circuit board also on?

4. Challenge: Use the components of the solar path light to power a creation of your own.

Background

The solar path light is designed to produce light at night. When light shines on the solar panel, the power it produces charges the rechargeable battery. When the solar panel is not producing power (when it is dark), the battery powers the white LED on the PCB.

When we remove the battery and connect an LED to the battery connectors, the solar panel powers the LED. Without the battery in the holder, the white LED on the PCB cannot light.

► Learn more at 4-H.org/SolarPanel

What's In That Bottle?

Description

What is your favorite soft drink? Store shelves are lined with soft drinks in every size, color, taste and brand that consumers demand. But do you know what you are drinking when you sip your favorite soft drink?

Supplies



Empty beverage containers for the two sizes you circled from step 1 below (if using a 12 ounce can you'll also need a clear glass or cup)



Rinsed and dried measuring spoons



Sugar



Clean sheet of paper

Background

Soft drinks are made from simple ingredients: carbonated water, sugar or another sweetener and different flavorings and colorings. Most people agree that water is good for you, but not when mixed with high amounts of sugar. How much sugar? Look at the chart to find out.

Each teaspoon of sugar contains 15 calories and since sugar does not provide any nutrients, those are “empty” calories. Let's see how the numbers add up.

Sugar in Soft Drinks

Soft Drink Size	Servings	Grams Sugar	Teaspoons Sugar	Empty Calories
1 Cup = 8 oz.	1	28	7	105
12 oz. = 1 Can	1.5	42	10.5	157.5
16 oz. = 1 Bottle	2	56	14	210
20 oz. = 1 Bottle	2.5	70	17.5	262.5
24 oz. - 2 Cans	3	84	21	315
1 Liter = 32 oz.	4	112	28	420
44 oz. - Supersize	5.5	154	38.5	577.5



Activity Steps

1. On the chart to the left, circle the two sizes of soft drinks that you usually drink.
2. Roll the paper into a tube and slide one end into the bottle. Gently open the top of the roll to create a funnel. For cans, use a clear glass or cup.
3. Measure the number of teaspoons of sugar listed for one size you chose and pour each teaspoon of sugar into the funnel. Repeat for the second soft drink.
4. Are you surprised at how much sugar is in your soft drink? Think about the following questions:
 - a. If you drink these two soft drinks, how much sugar are you drinking?
 - b. How many empty calories does that total?
 - c. What did you learn from this activity?
 - d. What changes will you make as a result of this activity?

► Check it out at 4-H.org/Cooking

Citizen Science



Description

Did you know that you can assist with scientific research? Sometimes people who are interested in science can volunteer to help scientists and researchers. When the public helps with scientific research it is called Citizen Science.

Citizen scientists can be found collecting data, sharing information and helping organize programs that help scientists understand the world better.

Learn More

Visit [4-H.org/CitizenScience](https://4-h.org/CitizenScience) to find Citizen Science projects in your area.

⌚ 30 minutes | Grades: 6-12

Inclusive Introductions

Description

The purpose of this activity is to explore how kids and teens can use more gender-inclusive language. Kids can do this activity with a parent, sibling or friend.

Supplies

- Magazine or computer
- Stopwatch (or cell phone)

Activity Steps

1. Before getting started:
 - Review what a personal pronoun is, such as the words *I, you, he, she, it, we, they, me, him, her, us* and *them*.
 - Give examples of gender-neutral terms, such as *they, them* and *their*.
2. Select several images of individuals from a magazine or the internet. Then, choose one photo without sharing it with the other person.
3. Next, take three minutes to describe the image without using pronouns and gender-identifying language. The goal is to describe the photo using gender-neutral terms. Each person will complete this step.

Reflection Questions

1. Was it easy or difficult to use gender-neutral words? Why?
2. During the activity, did you try to guess the gender of the other person's image?
3. What other reactions and feelings came up? What do they tell us about our preconceived notions about gender?
4. What other methods can we use to create a more inclusive environment?

Thanks to Mayyadah, Washington 4-H

Giving Presence

Description

It can be easy to get distracted with what we have planned, such as an upcoming birthday party, an exciting field trip, a visit from a loved one, or things that happened in the past, like a disagreement with a friend, a family vacation or falling off your bike.

Being in the present means focusing on what is happening at this very moment. This can be hard to do, but with practice and effort, it gets easier. When we practice being in the moment, we tend to enjoy the activities we are engaged in more. In this activity, kids will practice being in the moment by using their observation skills on a scavenger hunt.

Supplies

- Pens
- Empty milk carton
- Large book
- Ball
- Hat
- Piece of fruit
- Toothpaste
- Cup
- Canned food
- Spoon
- Pan
- Paper
- Duct tape (various colors)

The scavenger hunt items listed can be modified based on what is available in your home. The items should be unusual enough for kids to notice they are out of place.

Activity Steps

1. Hide unusual objects around the room; make sure to hide some objects easier than others. Print out the object finder sheet to the right.
2. Divide the kids into groups of three or four and pass out an object finder sheet and pen to each group. If you have a smaller group, this activity can be done in pairs or individually.
3. Instruct the groups that the object of this game is to notice the unnoticeable. Tell them to see if by being in the moment they can notice objects they hadn't before. Once an object is identified the team should mark it off their list until all objects have been discovered. Remind the groups to keep their discoveries quiet so the other groups don't hear them. Being quiet might be hard for some kids, so you may need to remind them during the activity.
4. Once all teams have discovered all (or most) of the items, bring the teams back to a large group and discuss the following reflection questions.

Reflection Questions

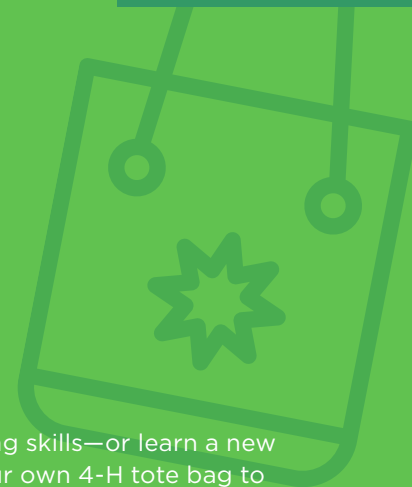
1. Is there anything in the room you did not notice before being mindful and present on the scavenger hunt?
2. Why is it important to be present?
3. What makes it challenging to be present?

OBJECT		CHECK IF FOUND
EMPTY MILK JUG		
LARGE BOOK		
EXERCISE BALL		
HAT		
PIECE OF FRUIT		
TOOTH PASTE		
CUP		
CANNED FOOD		
SPOON		
PAN		

► Check it out at [4-H.org/GivingPresence](https://www.4-h.org/GivingPresence)

Brought to you by The University of California

Craft a 4-H Tote Bag



Description

Show off your crafting skills—or learn a new skill—by creating your own 4-H tote bag to carry school items, daily essentials, or other odds and ends! Sewing helps kids learn coordination, curiosity and attention to detail.

Supplies

- 1 yard main fabric
- 1/2 yard coordinating fabric for pocket
- 2.5 yard fusible interfacing
- 3 yards webbing for handle
- 3 inches of 1 inch-wide Velcro
- Basic sewing supplies



Activity Steps

(1/2 inch seam allowance)

1. Cut 4 pieces from the main fabric – 14 inches x 19 inches
2. Cut 4 pieces from the interfacing fabric – 14 inches x 19 inches
3. Cut 1 piece from the pocket fabric – 16 inches x 19 inches
4. Cut 1 piece from the interfacing fabric – 6 inches x 19 inches
5. Fuse interfacing pieces to the back of all the fabric pieces.
6. Fold pocket fabric in half – 8 inches x 19 inches and press.
7. Top stitch 1/4 inch from fold.
8. Pin and baste pocket to front of tote placing raw edges together at bottom and sides.
9. With right sides together (RST), stitch bottom seam of front and back.
10. Place bag open on surface with right side facing up.
11. Measure in 4 inches from sides of bag and mark.
12. Starting at the bottom seam, pin the strap to the front of bag at the mark, folding the raw edge under 1/4 inch.
13. At top of bag, measure 27 inches for handle and continue to pin webbing down other side of front.
14. Continue pinning strap to back of bag, leaving 27 inches for handle on back.
15. Continue pinning strap to remaining side of bag, meeting at the starting point.
16. Fold ends under 1/4 inch on raw edges of webbing.
17. Stitch strap to bag stopping 2 inches from top edge of bag on front and back.
18. Stitch across the folded edges of strap at bottom seam.
19. Stitch together side seams of bag.
20. To square the bottom of bag, fold the bottom seam of the corner to meet the side seam and stitch 1 inch from the point on both corners.
21. Trim excess fabric.
22. Turn and press.
23. Stitch lining RST on sides and bottom, leaving an opening for turning.
24. Square corners of bottom of lining as done for main tote.
25. With RST, pin lining to tote and stitch around top.
26. Turn bag through lining opening and stitch opening closed.
27. Insert lining into bag.
28. Press and top stitch 1/4 inch in from top edge of bag.
29. Center Velcro to inside top of front and back. Stitch in place.

► Learn more at 4-H.org/ToteBag

Brought to you by JOANN

The Art of the Selfie

Description

In this activity, kids practice taking “selfies,” focusing on the creativity of taking photos of themselves rather than getting the perfect selfie photo.

Activity Steps

1. Practice taking photos of yourself from different sides. You may try holding your camera slightly above your head, or to the left or right side.
2. Try different poses and expressions, checking in with how you feel today.
3. Try using natural light and move near a window if you are inside.
4. Try taking a selfie in the mirror. A mirror selfie is “backwards” and often distorted since mirrors don’t always give an accurate reflection. Notice how your mirror selfie turns out!

► Learn more at 4-H.org/Selfie



15 minutes | Grades: Pre-K-3

Calming Glitter Jars

Description

These easy to make calming jars are a great way to introduce social and emotional health to kids. This activity helps give kids a tool to reduce stress and anxiety, while empowering them to improve their own mental health.



Supplies

- 1 small jam jar
- Warm water
- 1 tablespoon glitter
- School glue (the more glue, the slower the glitter falls; less glue, the glitter will settle faster)
- Super glue (adults only!)
- Food coloring (optional)



Activity Steps

1. Fill the jar 3/4 full of warm water.
2. Slowly stir in the desired amount of school glue and food coloring.
3. Add 1 tablespoon glitter.
4. Super glue the lid in place to prevent leaks.
5. Shake and enjoy!

► Learn more at 4-H.org/Jar

Thanks to Madelyn, Ohio 4-H

Veterans History Project



Description

By interviewing veterans and participating in the Veterans History Project, kids can learn about the experiences of those who served in the military.

Supplies

- Printed copy of [*Veterans History Project Field*](#)
- Recording equipment (i.e. phone, camera)

Activity Steps

1. Print the Veterans History Project Field Kit from the link above and watch the [Fieldkit Companion Video](#)
2. Prepare for the interview:
 - a. Identify a veteran to interview, complete the appropriate forms, write interview questions (see tips on right), test recording equipment and determine the interview location.
3. Conduct and record the interview with the veteran.
4. Make sure to reference the Library of Congress [interview guidelines](#).
5. Send your collection to the Library of Congress:
Veterans History Project
 Library of Congress
 101 Independence Ave., SE
 Washington, DC 20540-4615

Tips for a Successful Interview

- Every interview should contain several segments. Dividing an interview into segments allows for gathering important details while nurturing memory. The *Veterans History Project* captures recollections of life experiences and of the most memorable moments in wartime.
- It is important to let the veteran tell his or her own story.
- Feel free to share a few general questions with the participant beforehand. Often interviewees are more comfortable if they know what kinds of questions you might ask.
- Prepare yourself for the interview by reading about the war(s) the veteran served in and by reviewing maps and atlases.

To learn more about the project and ways to engage your community, visit 4-H.org/Vets

Thanks to Sara, Arkansas 4-H

Mentos & Soda Car

Description

When Mentos are mixed with a fizzy drink, something incredible happens.

In the pursuit of science (and records), sometimes things have to get messy... and when you mix Mentos with a fizzy drink, mess is one thing that's guaranteed! Head outdoors and witness one of the coolest reactions you'll see beyond the lab.

In this activity, kids will build some kind of "car" (i.e. a platform with four wheels) and use the explosive power of Mentos mixed with soda to propel it as far as it will go.



Activity Guidelines

- The vehicle can be of any design, but must have four wheels and be propelled solely by a Mentos and soda fountain. Part of the challenge is finding the best design.
- A start line must be marked on the ground where the attempt takes place. The surface the car travels on must be reasonably hard and level – no slopes allowed!
- There must be no interference with the vehicle once the attempt has begun. If the vehicle hits any object during the journey, the attempt is disqualified.
- A clear video of the complete record attempt and measuring process must be submitted as evidence.
- The distance must be measured in a straight line from the start line to the closest edge of the vehicle once it has come to a rest.



Supplies

- Soda bottle
- Plastic tub
- Jar lids
- Cable ties
- Fidget spinners
- Copper wire
- Plastic tubes
- Mentos

Background

The fluid continuity equation: when a moving fluid is forced through a tight space – such as a hole in a soda bottle cap – it will speed up.

The reason that soda is so bubbly is because carbon dioxide gas (CO₂) is pumped in to give the drink its fizz. The CO₂ binds to the water molecules (H₂O) in the soda, but only lightly. It doesn't take very much for the CO₂ to escape; that's why the drink always foams up when you take off the lid.

One thing that can speed up the release of the CO₂ is dropping something into the soda. At first glance, Mentos appear smooth, but under a microscope, you'll find that their surface is covered in tiny bumps and pits.

The suspended CO₂ breaks away from the water molecules by forming bubbles on another surface – a process known as "nucleation." This sudden build-up of foamy liquid has to go somewhere, so naturally it seeks to get out of the bottle. Being forced out of the narrow neck means it comes out at high velocity, thanks to the wonders of fluid continuity. That's what should give your bottle car its propulsion!

Brought to you by [GUINNESS WORLD RECORDS™](https://www.guinnessworldrecords.com/)

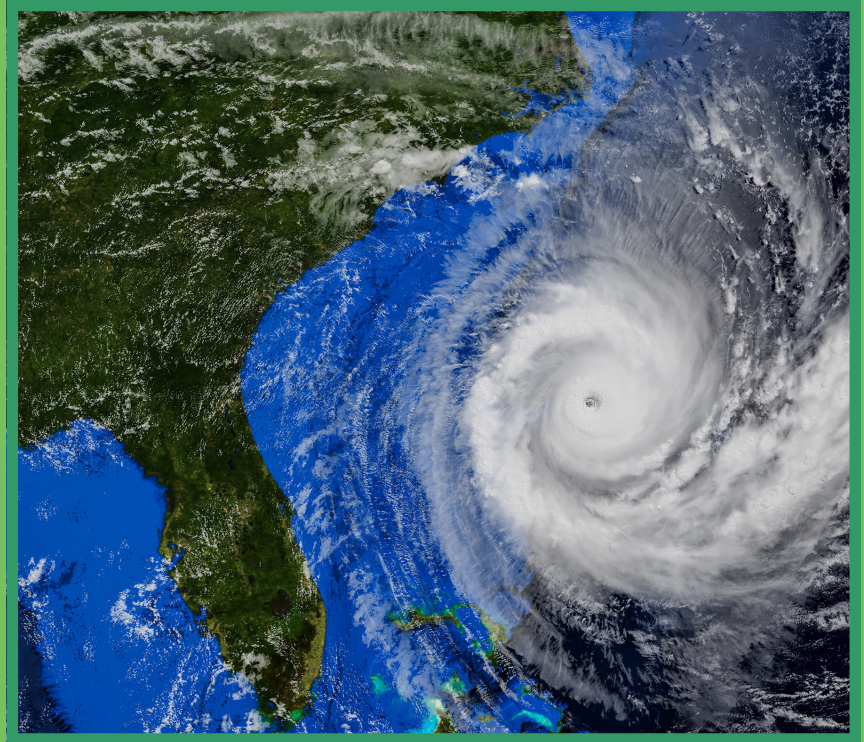
GIS Hurricane Mapping

Description

In this exciting 4-H STEM Lab activity, kids will be introduced to Geographic Information Systems (GIS) by tracking the paths of two of the most destructive storms to hit the United States in recent history. Kids will learn how to combine maps with data, draw comparisons between two sets of geographic information and analyze how this data can inform important life-saving decisions.

Supplies

- 1 Ruler
- Pen
- Specialty supplies
- 1 copy of [Hurricane Katrina coordinates](#)
- 1 copy of [Hurricane Rita coordinates](#)
- 2 blank printouts of the [Atlantic Basin Hurricane Tracking Chart](#)



Activity Steps

1. Handwrite in a larger size the numbers of the latitude and longitude lines next to those markers at the edge of the printed map sheets.
2. Using the Hurricane Katrina coordinates sheet, plot the four coordinates on one of the two printed map sheets.
3. Choose one point, recorded at the same interval, for each 24-hour period. For instance, if you choose the first data point for Katrina (recorded at 18GMT), choose that point for each subsequent day.
4. Mark out each point of those 24-hour intervals.
5. Use the ruler to connect each point.
6. Repeat this process on the other map for Hurricane Rita.
7. Once complete, compare and analyze the different paths of the two hurricanes.

Questions to Engage Youth

- What environmental/weather-related factors could meteorologists study to determine what creates a hurricane's trajectory?
- How can first responders use maps like these to prepare their responses?
- GIS is the combination of geographic data, like a specific location, with attribute data, like the name or description tied to that location. Do you use GIS in your life now? If so, how?
- Think about your response to question #3 and then ask yourself: *How might first responders use GIS technologies to create more efficient responses to hurricane destruction and help save people's lives?*

► Learn more at 4-H.org/GISHurricane

This activity was adapted from Vermont 4-H 2017 Lesson Sheets: GPS

Appreciating Different Abilities

Description

Sometimes when we see a person with visible disabilities, we may stare or look away because we don't know how to react. We sometimes forget the person is a unique individual with the ability to contribute in a positive and caring way. This activity involves a sensitivity simulation activity to see what it is like to "walk in someone else's shoes."

Supplies



3" x 5"
index card

+



Pencil

Activity Steps

This stroke simulation exercise will help you understand firsthand what it can feel like to complete a simple task with simulated stroke symptoms.

1. Print or write the words on the index card as shown below, but do not fill in your information just yet.

1. Name:
2. Address:
3. Job:
4. Phone Number:

2. Put the pencil in your non-dominant hand (the hand you don't write with).
3. Cross your legs at the knee with your right leg on top if you write with your right hand, or your left leg on top if you write with your left hand.



4. Move the foot of your leg that is on top in a counter-clockwise direction.
5. While you continue to move your foot, complete the information requested on the card, either printing or writing with your non-dominant hand. Keep your foot continually moving in that circular motion until you've completed your card.
6. Discuss the following with a family member or someone you trust.
 - a. SHARE: How did you feel as you were trying to complete this task?
 - b. REFLECT: Why is this simulation important when thinking about those with disabilities?
 - c. GENERALIZE: How will this experience affect the way you interact with others?
 - d. APPLY: What other experiences have shown you how someone else's life is different from your own?

► Learn more at 4-H.org/AppreciateDifferences

Brought to you by The Ohio State University

Responding to Bullies



Description

It's every parent's worst nightmare to learn that their child is experiencing verbal, physical or cyber-bullying. While it's natural to feel overwhelmed, the right response can help them feel seen, heard and supported. Here are a few ways your child can deal with bullies—and become more confident in the process.

Activity Steps

1. Brainstorm reactions

Help your child brainstorm a few possible actions they can do next time, like walking away, calling out the behavior on the spot, or finding a trusted friend for support. Every child is different, so there's no one-size-fits-all response. Letting your child lead the brainstorming session can empower them to take control of the situation next time.

2. Find another adult who can help

One trusted ally can make all the difference. Bullying often makes kids feel vulnerable and isolated. Help your child identify a safe person that he or she can go to for help and support. Whether it's a teacher, administrator, school counselor or 4-H club leader, knowing they have an authority figure in their corner can bring peace of mind.

3. Help expand their horizons

Taking up a new sport or hobby is a great way to expand social groups and build self-esteem. Programs like 4-H provide a space for your child to develop new friendships and learn new skills.

4. Put a stop to cyberbullying

When kids are cruel online, it's best not to engage. Instead, have your child block the bully and take screenshots of the interaction so you can report the incident to school officials. Help your children to recognize the signs of cyberbullying while encouraging them to practice good digital citizenship.

► Learn more 4-H.org/Bullies

Brought to you by Meredith Corporation

Bird's (or Bug's) Eye View

Description

What does a bug see? What does a bird see?
Create photos from different points of view!

Supplies



Camera

or



Cell Phone

Background

It is natural for us to look at our world from a 'normal' viewpoint. We view things from our standing position and it is easy to take photos in the same way.

But what does the world look like from a different point of view? What does a bug see? What does a bird see? Taking photos from a different viewpoint can make a subject more interesting, transforming the composition of the photo into something new that can catch someone's attention.

Try this activity to practice looking at things differently!



Activity Steps

Take two or three photos in each of these positions:

1. Lie on your stomach. Look at things from the ground level.
2. Lie on your back. Look up for clouds, buildings, trees, birds and planes.
3. Lean over. Look down at your feet or down from a second-floor window.
4. Bend sideways. Slant the horizon for an alternate viewpoint.

After you've taken the photos, compare the different versions you took and identify any differences between the photos. What makes each one unique?

► [Learn more at 4-H.org/BirdorBug](https://4-H.org/BirdorBug)

Tower of Hanoi

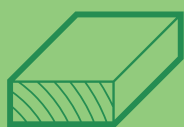
Description

The Tower of Hanoi is a topology puzzle that teaches math concepts to kids. Disks are stacked in order of smallest to largest on one of three posts and the goal is to recreate the tower on the third post.

However, the challenge lies with two special rules: kids can only move one disk at a time and can only stack smaller disks on top of larger ones.



Supplies



**Styrofoam
or Wooden
Board**

+



Drill
(use with adult
supervision; only
needed if using a
wooden board)
supervision)

+



**6 inch Wooden
Craft Dowels**

+



Paper Plates

+



Hot Glue Gun
(use with adult
supervision)

+



Ruler

Activity Steps

1. If using a wooden board, drill three holes spaced 3.5 inches apart. If using a Styrofoam board, poke three holes using the wooden dowels spaced 3.5 inches apart.
2. Cut wooden dowels to 3 inches in length.
3. Using the hot glue gun, glue each dowel into the holes previously made. Dowels may need to be held in place in order to dry correctly.
4. Cut a large circle out of a paper plate, then repeat with six other paper plates. Important: each disk must be smaller in diameter than the one before it!
5. Stack the disks in size order (smallest to largest) on the first post.
6. Play and solve the puzzle, trying to recreate the first tower on the third post. Don't forget the two special rules listed above!



Thanks to Lavendar, Georgia 4-H

Craft a 4-H Pillow



Description

Put your crafting skills to work by sewing a 4-H pillow. Feel free to get creative with the patterns and fabrics!

Supplies

- 1/4 yard of four coordinating fabrics
- 1/2 yard for the pillow back
- 1/4 yard of piping
- 1 package of cording for piping
- 1/2 yard of fusible fleece interfacing
- 16 inch pillow form
- Basic sewing supplies



Activity Steps

(1/2 inch seam allowance)

1. Cut one strip 4.5 inches x the width of fabric from each of the four fabrics.
2. Cut two 8.5 inch strips from each of the 4.5 inch strips (4 sets of 2).
3. Mark one of the two sets of the same pattern "A," the second set "B," the third set "C," and the fourth set "D."
4. Sew two A strips to two B strips.
5. Sew the two C strips to the two D strips.
6. Alternate the strips following a pattern.
7. Sew the sections together using a 1/4 inch seam.
8. Cut the fleece interfacing to a 16.5 inch square.
9. Iron to the back of the finished pieced front.
10. Cut two 1.5 inch strips the width of the fabric for binding.
11. Sew the two pieces together at the short ends.
12. Fold in half lengthwise.
13. Using a zipper foot, place the piping inside of the folded fabric and sew close to cord.
14. Stitch to edge of pillow.
15. Cut two 10 inch x 16.5 inch pieces from the backing.
16. On one long edge, fold under 1/4 inch and press.
17. Again fold 1/4 inch and press, before sewing across.
18. With right sides together, place backing pieces on the front pieced pillow, overlapping the edges in the middle.
19. Stitch around outside using a zipper foot.
20. Turn and press.
21. Insert pillow.

► See the full activity at 4-H.org/Pillow

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