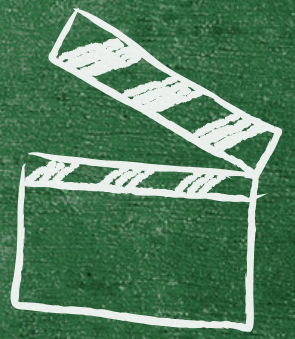
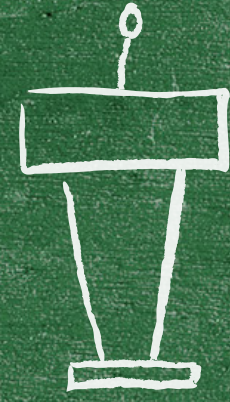


# CLEVER CLOVER COMMUNICATION

Grab and Go Activities  
for 4-H Volunteers



**MONTANA**  
STATE UNIVERSITY

EXTENSION



# Clever Clover Communications Grab and Go Activities for 4-H Volunteers

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## **Developed by:**

Nikky Bailey, MSU Carbon County Extension Agent

Allison Kosto, MSU Broadwater County Extension Agent

Meghan Phillippi, MSU Extension 4-H Volunteer & Program Delivery Associate Specialist

Mandie Reed, MSU Wheatland County Extension Agent



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# Brown Bag Demonstrations

**Objective:** Participants will gain skills and confidence in communication, public speaking and demonstrations through short, simple demonstrations. Participants will learn and practice the basic structure of a demonstration.

**Length:** 30-60 minutes

## Supplies:

- Paper Bag
- Demonstration Cards (pg. 2)
- Props
- Poster Board or Flip Chart Paper (optional)
- Markers (optional)

## Preparation

1. Print "Demonstration Cards". Attached are examples of demonstrations which are short easy tasks that the individual or team can demonstrate the group. You can also use your imagination to come up with other ideas. If you are a project leader, you may want to add cards that are specific to your project area (for example breaking an egg or measuring flour for the cooking project).
2. Cut up Demonstration Cards and put them all in a paper bag for 4-H members to draw from. Make sure you have enough Demonstration Cards for each child or group depending on how you structure the activity.
3. Make sure you have enough props for all of the selected demonstrations. You can also put these in paper bags for members to grab if desired.

## What to Do

1. Review the three components of a demonstration (introduction, body and conclusion).
2. Divide into groups if desired. With younger members or beginning speakers, it often works well to have teams to help build confidence. With older or more experienced speakers, you may choose to have them do it individually. If you create groups, make sure that both members are equally involved in planning and speaking parts.
3. Have 4-H member(s) draw from the demonstration bag. The members will begin to plan a demonstration based on what is listed on the card. Provide them props as needed.
4. OPTIONAL - After members have planned their demonstration provide poster board or flip chart paper. Discuss what should go on an ideal poster (Title, Name(s), Supplies, Instructions and Steps) and have members design their poster board and practice their demonstration.
5. Have members give their demonstrations in front of the group. Make this a comfortable situation for everyone and make it fun!
6. Reflect and review the process with the group.
  - What parts of the demonstration went well?
  - What would you do differently if you did it again?
  - What were some poster elements that you thought were effective?
  - What was hard to see or didn't work well?
  - When you plan your own demonstration, what steps will you take?

## Demonstration Cards

<p style="text-align: center;"><b>Wash Your Face</b></p> <p>Props: Soap, Water (Sink), Washcloth and Towel</p>	<p style="text-align: center;"><b>Tie a Shoe</b></p> <p>Prop: Shoe with Strings</p>	<p style="text-align: center;"><b>Make a Paper Airplane</b></p> <p>Prop: Sheet of Paper</p>
<p style="text-align: center;"><b>Brush Your Teeth</b></p> <p>Props: Toothbrush and Toothpaste</p>	<p style="text-align: center;"><b>Braid Hair or Rope</b></p> <p>Props: Volunteer with Long Hair or 3 Pieces of Rope</p>	<p style="text-align: center;"><b>Wrap a Gift</b></p> <p>Props: Box, Wrapping Paper, Tape and Scissors</p>
<p style="text-align: center;"><b>Make a Peanut Butter &amp; Jelly Sandwich</b></p> <p>Props: Peanut Butter, Jelly, Bread, Knife and Plate</p>	<p style="text-align: center;"><b>Set a Table</b></p> <p>Props: Plate, Fork, Knife, Spoon, Napkin and Cup</p>	<p style="text-align: center;"><b>Place a Photo in a Frame</b></p> <p>Props: Photo and Frame</p>
<p style="text-align: center;"><b>Make a Glass of Chocolate Milk</b></p> <p>Props; Milk, Cup, Spoon and Chocolate Syrup or Mix</p>	<p style="text-align: center;"><b>Put on a Coat</b></p> <p>Props: Coat or Jacket</p>	<p style="text-align: center;"><b>Make a Paper Fan</b></p> <p>Prop: Sheet of Paper</p>
<p style="text-align: center;"><b>How to Hula Hoop</b></p> <p>Prop: Hula Hoop</p>	<p style="text-align: center;"><b>Blow Bubbles</b></p> <p>Prop: Bubble Soap and Wand</p>	<p style="text-align: center;"><b>Shuffle a Deck of Cards</b></p> <p>Prop: Deck of Cards</p>
<p style="text-align: center;"><b>Crack an Egg for Cooking</b></p> <p>Prop: Egg, Bowl and Paper Towel</p>	<p style="text-align: center;"><b>Curl Ribbon</b></p> <p>Prop: Gift Wrapping Ribbon and Scissors</p>	<p style="text-align: center;"><b>Paint Fingernails</b></p> <p>Prop: Nail Polish, Polish Remover and a Volunteer</p>

## **Clover Tall Tales**

### *Group Communication Activity*

**Objective:** As a team, participants will gain skills and confidence to speak in a group. They will also gain impromptu speaking skills in a fun, casual and low pressure environment.

**Length:** 15-20 minutes

**Supplies:**

- Story starting prompts (found on the following page, or group may develop their own)
- A speaking stick item

**Preparation:**

- This activity works well with group sizes of 10-15 per group. If you are working with a larger group, split the members into more than one group.
- On the next page you will find ideas for story prompts. For the first round of “storytelling”, it is good to give the group a prompt. For the second or third round, feel free to let a creative 4-H member start the story.
- Choose an item (stick, ball, book, etc.) to be the speaking stick item. This item gives whoever is holding it the power to add to the story. Unless you are holding that item you may not speak or add to the story.

**What to Do:**

- Divide into groups of 10-15. Have each group form a circle facing each other.
- Explain to the group that they will be creating a story as a group:
  - There are no wrong additions to the story
  - Everyone should add a few sentences to the story when the speaking item is handed to them. They can only talk if they are holding the speaking item.
  - The goal is to make a story that flows around the circle so pay attention to what everyone else is saying to assure that your sentences are congruent with the story.
  - After everyone has shared their part of the story, we will go through it one more time to confirm the story runs smoothly, remember what you added to the story.
- Start the first round of storytelling with a story prompt. Examples are provided on the next page but feel free to make up your own as well.
- Have one group member start the story and then pass the speaking item to the person next in the circle. The second person then adds a few sentences to the story and passes the item. Continue around the circle until everyone has a chance to add to the story.
- Once everyone has shared a part of the story, go back around the circle and repeat the story. This time it should go faster and be more congruent.

### **Reflect & Review:**

- What parts of the circle storytelling went well?
- What could we do differently next time?
- In every group there are talkers and listeners; which feels more comfortable to you? What do you need to work on to become better at the other?
- Which was easier and smoother round one of the story or round two? Why was that?
- How does this relate to giving a speech?

### **Ways to Mix It Up:**

- After the initial story circle, try a few of these with the group:
  - Have the group start a story without a prompt.
  - Instead of handing the talking item around the circle, throw it to random people around the circle making sure everyone has a chance to add to the story.
  - Give each member of the group a word to incorporate into the story on their turn.
  - Give each person a page from a magazine. The goal is to incorporate the pictures from that page into the story. For example, if the page has an ad with a cowboy, the participant would have to incorporate a cowboy sitting on a horse into the story.

### **Story Starting Prompt Examples:**

- This morning I woke up and was so excited to come to the 4-H meeting. Then I looked out my window and saw....
- My friend Fred is 14. You would not believe what happened to him on the way to school this morning! He was walking along and stepped on a ....
- When my mother was a little girl she loved to go to the drive in movies. One night something crazy and scary happened. She was at the movies when....
- Earlier today, Sammy was riding her bike to the ice cream shop when out of the corner of her eye, she saw something run into the forest. She followed it and when she got into the forest she found....

# **Creative Clover Chronicles**

## *Team Speech Activity*

**Objective:** This activity allows participants to practice setting up a speech or story in a creative, low pressure environment. Participants will practice teamwork, impromptu speaking skills, speech organization, and peer to peer communication.

**Length:** 20-30 minutes

### **Supplies:**

- Person, Place, Thing Cards (examples on following page)
- Three bags or hats to choose cards from
- Markers
- Paper, poster board or flip chart paper

### **Preparation:**

- Prepare person, place, and thing cards. Prepare enough cards so each group member will have one card for each round of the activity. Examples are included on the second page. It is also fun to create your own cards that relate to your group or project area.
- Place cards in a bag marked by their respective category (person, place, or thing).
- Divide the paper, poster board, and markers so each group has supplies for the activity.

### **What to Do:**

- Review how a good speech or story should flow and the different parts of a good speech: intro (hook), body (middle), and conclusion.
- Divide the group into teams of three. Review the activity instructions with the group:
  - Within your group, you will create a 3-4-minute story. The story can be about whatever you want. Use your creativity and imagination. However, the story must include the person, place, and thing that you draw.
  - You will have five minutes to prepare your story. You may use the paper and markers provided to create and illustrate your story. Concentrate on working together to make your story flow from the intro/hook, to body, to conclusion.
  - After the five minutes as a group, you will present your story to the group. Everyone in your group must participate in the telling of your story.
- Have each member draw from one of the bags. Each group needs a person card, a place card, and a thing card.
- Give five minutes for preparation and then have each group present.

### **Reflect & Review:**

- What did you enjoy about this activity? What was challenging?
- Would it have been more difficult individually? Or easier?
- What skills did you have to use to achieve the goal of a complete story? How can you use these skills in the future? How about it future speaking events?

### Example People, Place, Thing Cards

<b>People</b> A Doctor	<b>Place</b> On an airplane	<b>Thing</b> A dog
<b>People</b> A Cowboy	<b>Place</b> In a school	<b>Thing</b> A toothbrush
<b>People</b> An Astronaut	<b>Place</b> On a deserted island	<b>Thing</b> A campfire
<b>People</b> A Cook	<b>Place</b> The desert	<b>Thing</b> A 4-H steer
<b>People</b> A 4-H Leader	<b>Place</b> Your backyard	<b>Thing</b> A really big rock
<b>People</b> A Skydiver	<b>Place</b> Alaska	<b>Thing</b> A very small mouse



# Expert Interviews

**Objective:** Participants will become more comfortable in an interview and be able to confidently answer questions in a fun, relaxed setting.

**Length:** 30-60 minutes

**Supplies:**

- Expert Interview Topics

**Preparation**

Prepare a list of expert interview topics. You can use the list on the following pages or you can come up with your own. They should be fun, but understandable, so youth can easily come up with content. You can cut up the topics and put them in a bag or hat for members to draw, if desired.

**What to Do**

1. Arrange group into teams of two. Have each pair identify one person to be the interviewer and one person to be the expert. If you do this with a larger group, you can have teams of four and assign two people to each be interviewers or experts.
2. Have the interviewer collect or draw the topic from the facilitator. Their opening introduction and question will let the expert know his area. For example, the interviewer could open with *“We are extremely fortunate to have Bob Clover in the studio today. Bob is a world-renowned expert on separating egg yolks. Help me in welcoming Bob! My first question for you is when did you first realize that you had a special talent in separating eggs?”* The goal for the interviewer should be to ask professional, open-ended questions to allow the audience to know more about the topic. The goal of the expert is to share their expertise realistically and wholeheartedly regardless of the topic or how little they know about it.
3. Allow the pair to continue until a set time limit or until they are out of questions.
4. Switch roles and repeat so everyone has an opportunity to play each role.
5. Reflect and review the process with the group.
  - What was challenging about being the expert? How about as the interviewer? Which was more difficult? Why?
  - If someone asked you to explain 4-H how would you respond?
  - How is a summer job interview similar or different?

# Expert Topics

Underwater Basket Weaver	Cabbage Expert
Milk Jug Inspector	Chewing Gum Tester
Beef Tasting Specialist	Treehouse Constructor
Teddy Bear Repair Technician	Rattlesnake Wrangler
Golf Ball Diver	Potato Chip Inspector
Rubber Chicken Maker	Basketball Tester
Fortune Cookie Writer	Goat Psychic
Professional Mattress Jumper	Coconut Safety Engineer
Fabric Pattern Designer	Rat Catcher
Prairie Dog Relocator	Bubble Solution Tester
Professional Selfie Photographer	Bathtub Tester at Rubber Ducky Factory
Cat Chiropractor	Greeting Card Artist
Fragrance Chemist	Nail Polish Namer
Professional Pencil Sharpener	Ice Sculptor

## High, Low, Fast & Slow

**Objective:** Participants will gain confidence in public speaking and practicing general speaking techniques. Participants will practice speaking clearly and at the appropriate volume for the audience, so they can be clearly understood.

**Length:** Depending on participants, 15-30 minutes

**Supplies:**

Tongue twister cards

Adult or older youth to help with each group

**Prep:**

Print and cut out the tongue twister cards

**What to do**

1. Review with students the importance of speaking clearly and slowly so the audience can understand them. Review the importance of speaking loudly enough they can be heard. Begin by telling participants that they are going to practice changing the volume of their voices to adjust to the audience and practice speaking clearly and slowly so they are easy to understand.
2. Divide participants into groups of 3-5 and give each group a few tongue twister cards. Assign an adult or older youth to each group to guide the group.
3. One participant will be the speaker; the rest of the participants will be the volume control.
4. As the participants move closer to the speaker the speaker will adjust their voice to speak more softly. As participants move away from the speaker, the speaker will increase the volume of their voice.
5. The adult or youth guide will be the thumbs up. When the speaker has the correct volume for the distance, the guide will give them the thumbs up.
6. Participants can practice speaking more slowly by practicing with the tongue twisters. Other topics can be used for the speakers, depending on the meeting. Additional topics could include the introduction to a demonstration, the 4-H pledge, or fun facts about their project they have written down.

**Review and Reflect**

1. Were you speaking loudly or softly enough, or did you have to adjust for the audience?
2. Was it easy to guess how loudly or softly to speak? How about how fast or slow to speak?
3. What other time might this skill be useful?

<p>Peter Piper picked a peck of pickled peppers.  A peck of pickled peppers Peter Piper picked.  If Peter Piper picked a peck of pickled peppers,  Where's the peck of pickled peppers Peter Piper  picked?</p>	<p>Betty Botter bought some butter,  But, she said, the butter's bitter;  If I put it in my batter, it will make my batter  bitter.  But, a bit of better butter will make my batter  better.  So, 'twas better Betty Botter bought a bit of  better butter.</p>
<p>How much wood would a woodchuck chuck if a  woodchuck could chuck wood?  He would chuck, he would, as much as he could,  and chuck as much wood as a wood chuck would  if a woodchuck could chuck wood</p>	<p>She sells seashells by the seashore.</p>
<p>How can a clam cram in a clean cream can?</p>	<p>I scream, you scream, we all scream for ice cream.</p>
<p>I have got a date at quarter to eight; I'll see you at  the gate, so don't be late</p>	<p>You know New York, you need New York, you  know you need unique New York.</p>
<p>I thought I thought of thinking of thanking you</p>	<p>If a dog chews shoes, whose shoes does he  choose?</p>
<p>A skunk sat on a stump and thunk the stump  stunk, but the stump thunk the skunk stunk.</p>	<p>Six sticky skeletons  Six sticky skeletons  Six sticky skeletons</p>
<p>Four fine, fresh fish for you.</p>	<p>Wayne went to Wales to watch walruses.</p>

## Interest Interviews to Developed Demonstrations

**Objective:** Working in pairs, participants will use the Interest Interview form to interview each other and identify interest areas that could serve as demonstration topics. Through continued interviews, they will identify supplies and steps of a demonstration.

**Length:** 15-20 minutes

**Supplies:** Copy of Interest Interview forms for each participant, pencils and writing surface.

**Preparation:** Participants will work in pairs of two. Plan in advance how to create pairs. You may ask participants to select a partner, or use a sorting method to divide them into groups of two. Ideally, older participants would be paired with younger participants, allowing the older, more experienced participants to help the younger participants through the process. If there are not enough older participants to pair with each younger participant, consider groups of two younger participants with one older participant or leader who will interview the younger participants.

**What to Do:** Divide participants into pairs. Explain that in this activity participants will be interviewing each other about activities they enjoy, then telling others about how to do those activities. You may choose to share interests of your own as an example, or discuss the example included on the following pages. In pairs, participants should take turns asking the questions on the Interest Interview form of each other. The interviewer should record the responses, and ask further questions if there is not enough information. Adults should circulate through pairs, answering questions about the process. Once completed, each participant should complete the form with their own responses. This information can be further developed into a demonstration.

## Interest Interviews

**What are some of your favorite 4-H projects or other activities?**

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**Which one of these subjects do you know the most about?**

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*Congratulations, you've selected your demonstration topic!  
Now let's move on to the demonstration details.*

**Describe how to do each step of the selected topic.**

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**What supplies are needed to discuss and/or plan the topic you selected?**

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## Interest Interviews Example

**What are some of your favorite 4-H projects or other activities?**

*Basketball, photography, shooting sports, skiing, music*

**Which one of these subjects do you know the most about?**

*Shooting sports - archery*

**What is one topic from this subject area that you could show others how to do?**

*How to Nock an Arrow (beginner) or The Ten Steps of Bow Shooting (experienced)*

**Describe how to do each step of the selected topic.**

*Remove arrow from the quiver.*

*Lay the arrow shaft on the bow's arrow rest.*

*Grasp the arrow either in front of or behind the fletching to avoid damaging the fletching.*

*Rotate the arrow until the index feather (or vane) is facing away from the bow (to the left for a right-handed archer, to the right for a left-handed archer).*

*Press the nock onto the string until the nock snaps directly below the nock locator. You should hear and feel a "click." While nocking, reposition to keep your arrow pointed down range toward your target.*

**What supplies are needed to do the topic you selected?**

*Bow, arrow, safety glasses, finger tab, shooting glove, and armguard*

## Popcorn Interview Questions

**Objective:** This activity will allow participants to practice asking and answering interview questions. It will allow youth to practice answering questions about themselves and thinking on their feet while having fun with silly questions.

**Length:** 10-15 minutes

**Supplies:**

- Popcorn question cards

**Preparation:**

- Prepare popcorn question cards. Prepare enough cards so each group will have several cards depending on how long you wish the activity to last, probably 3-6.

**What to Do:**

- Review basic interview tips such as making good eye contact, answering truthfully about yourself, and making a good impression.
- Divide the group into pairs.
- Participants will take turns asking popcorn interview questions to each other and then answering the questions.

**Reflect & Review:**

- What did you enjoy about this activity? What was challenging?
- Was it helpful to practice with a friend?
- How do you think this activity might help you in the future?



### Example Popcorn Interview Questions

<p>If you were a balloon, what color balloon would you be and why?</p>	<p>If you were a taco, what type of taco would you be and why?</p>	<p>If you could be a bird, what type of bird would you be? Why?</p>
<p>If you could have any pet, what animal would you want?</p>	<p>If you were a candy bar, what candy bar would you be? Why?</p>	<p>What is your favorite breakfast food?</p>
<p>Describe the type of tree you would be.</p>	<p>If you were a soda, what soda would you be and why?</p>	<p>What would you look like if you were a cloud?</p>
<p>If you were a sandwich, what type would you be?</p>	<p>What is your dream car and why?</p>	<p>What flavor of ice cream is most like you?</p>
<p>What type of cookie would you be?</p>	<p>What type of marker would you be and why?</p>	<p>How are you like an orange?</p>
<p>How are you like a butterfly?</p>	<p>Do you like to use a pencil or a pen? Why?</p>	<p>Are you more like a banana or an apple?</p>

## **Montana 4-H Clover Communication – A Commercial for Contests**

**Objective:** Participants will review Montana 4-H Clover Communications Guidelines. Participants will develop teamwork skills in preparing a commercial to encourage peers to participate in a 4-H event. Participants will build confidence speaking in front of a group.

**Length:** Intro: 5 minutes, Teamwork: 10 minutes, Presentations: 25 minutes  
Time depends on size of group

### **Supplies:**

Copies of Montana 4-H Clover Communications  
One copy of each contest guidelines and scoring rubrics  
One sheet of paper with each age division 14 and older, 11-13, 8-10 and Cloverbuds  
Seven copies of “what to do” instructions (below)  
Paper, pens, pencils, markers  
Other props, if desired

### **Prep:**

Make copies, gather supplies, read guidelines

### **What to do**

1. Give your very own commercial announcing the new and free downloadable guidelines as well as the date for any club or county communications events. See example of a commercial on the following page.
2. Break the group into age groups 14 and older, 11-13, 8-10 and Cloverbuds.
3. Pick one-two youth from each age group to form a team and assign the oldest members the role of leaders.
4. Give each team a copy of one contest’s guidelines and the instructions.
5. Ask them to read the guidelines and then think of how they could encourage someone to participate in the event and build a commercial based on the event. All team members should have a speaking part.
6. Have each team give their presentation. If needed, share supplemental information with the group about each contest area.
  1. The contests are Promotional Package, Impromptu Speech, Commercial (they won’t need a team to do this, as they will each be doing one), Illustrated Talk/Demonstrations, Video, Career and Prepared Speech.

### **Review and Reflect**

1. Did you learn about new communications areas you might want to try?
2. Did your team think of at least two reasons people might want to participate?
3. Did everyone have a speaking part?
4. What did your team do well? What could your team improve?

Two of the greatest words in 4-H communication history,  
All NEW and FREE, FREE, FREE!

We have this publication to be your guide,

It's like having a coach right at your side!

So you can apply the 4-H motto,

‘Learn by doing’. Here we go!

The new options include promo package, commercial,  
demo/illustrated talk, prepared speech, video production, career and  
impromptu!

The options were designed especially for you.

Because in your lifetimes in order to be great,

You'll need to be able to communicate!

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or limitations apply. Get your copy today!