DiSCOVER

4-H AFRICAN SAFARI CLUB
The Discover 4-H Clubs series guides new 4-H volunteer leaders through the process of starting a 4-H club or provides a guideline for seasoned volunteer leaders to try a new project area. Each guide outlines everything needed to organize a club and hold the first six club meetings related to a specific project area.

Purpose
The purpose is to create an environment for families to come together and participate in learning activities while spending time together as a multi-family club. Members will experiment with new 4-H project areas.

What is 4-H?
4-H is one of the largest youth development organizations in the United States. 4-H is found in almost every county across the nation and enjoys a partnership between the U. S. Department of Agriculture (USDA), the state land-grant universities (e.g., Utah State University), and local county governments.

4-H is about youth and adults working together as partners in designing and implementing club and individual plans for activities and events. Positive youth development is the primary goal of 4-H. The project area serves as the vehicle for members to learn and master project-specific skills while developing basic life skills. All projects support the ultimate goal for the 4-H member to develop positive personal assets needed to live successfully in a diverse and changing world.

Participation in 4-H has shown many positive outcomes for youth. Specifically, 4-H participants have higher participation in civic contribution, higher grades, increased healthy habits, and higher participation in science than other youth (Lerner et al., 2005).

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4-H is the youth development program of Utah State University Extension and has more than 90,000 youth participants and 8,600 adult volunteers. Each county (Daggett is covered by Uintah County) has a Utah State University Extension office that administers the 4-H program.

**The 4-H Motto**

“To Make the Best Better!”

**The 4-H Pledge**

I pledge: My HEAD to clearer thinking, my HEART to greater loyalty, my HANDS to larger service and my HEALTH to better living, for my club, my community, my country, and my world.

**4-H Clubs**

What is a 4-H Club? The club is the basic unit and foundation of 4-H. An organized club meets regularly (once a month, twice a month, weekly, etc.) under the guidance of one or more volunteer leaders, elects its own officers, plans its own program, and participates in a variety of activities. Clubs may choose to meet during the school year, only for the summer, or both.

**Club Enrollment**

Enroll your club with your local Extension office. Each member will need to complete a Club Member Enrollment form, Medical History form, and a Code of Conduct/Photo Release form (print these from the [www.utah4h.org](http://www.utah4h.org) website or get them from the county Extension office).

**Elect Club Officers**

Elect club officers during one of your first club meetings. Depending on how many youth are in your club, you can decide how many officers you would like. This will typically include a president, vice president, pledge leader, and secretary. Other possible officers or committees are: song leader, activity facilitator, clean-up supervisor, recreation chair, scrapbook coordinator, contact committee (email, phone, etc.), field trip committee, club photographer, etc. Pairing older members with younger members as Sr. and Jr. officers may be an effective strategy to involve a greater number of youth in leadership roles and reinforce the leadership experience for both ages. Your club may decide the duration of officers 6 months, 1 year, etc.
A Typical Club Meeting
Follow this outline for each club meeting:

- Call to order—president
- Pledge of Allegiance and 4-H Pledge—pledge leader (arranges for club members to give pledges)
- Song—song leader (leads or arranges for club member to lead)
- Roll call—secretary (may use an icebreaker or get acquainted type of roll call to get the meeting started)
- Minutes of the last meeting—secretary
- Business/Announcements—vice president
- Club Activity—arranged by activity facilitator and includes project, lesson, service, etc. These are outlined by project area in the following pages.
- Refreshments—arranged by refreshment coordinator
- Clean Up—led by clean-up supervisor

Essential Elements of 4-H Youth Development
The essential elements are about healthy environments. Regardless of the project area, youth need to be in environments where the following elements are present in order to foster youth development.

1. **Belonging**: a positive relationship with a caring adult; an inclusive and safe environment.
2. **Mastery**: engagement in learning, opportunity for mastery.
3. **Independence**: opportunity to see oneself as an active participant in the future, opportunity to make choices.
4. **Generosity**: opportunity to value and practice service to others.

(Information retrieved from: http://www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/youth-development/essential-elements/)
4-H "Learning by Doing" Learning Approach

The Do, Reflect, Apply learning approach allows youth to experience the learning process with minimal guidance from adults. This allows for discovery by youth that may not take place with exact instructions.

Youth do before being told or shown how.

Youth use the skills learned in other parts of their lives.

Youth connect the discussion to the larger world.

Youth describe results of the experience and their reaction.

Youth relate the experience to the learning objectives (life skills and/or subject matter).

1. **Citizenship:** connecting youth to their community, community leaders, and their role in civic affairs. This may include: civic engagement, service, civic education, and leadership.
2. **Healthy Living:** promoting healthy living to youth and their families. This includes: nutrition, fitness, social-emotional health, injury prevention, and prevention of tobacco, alcohol, and other drug use.
3. **Science:** preparing youth for science, engineering, and technology education. The core areas include: animal science and agriculture, applied mathematics, consumer science, engineering, environmental science and natural resources, life science, and technology.

Getting Started

1. Recruit one to three other families to form a club with you.
   a. Send 4-H registration form and medical/photo release form to each family (available at utah4h.org).
   b. Distribute the Discover 4-H Clubs curriculum to each family.
   c. Decide on a club name.
   d. Choose how often your club will meet (e.g., monthly, bi-monthly, etc.).
2. Enroll as a 4-H volunteer at the local county Extension office (invite other parents to do the same).
3. Enroll your club at the local county Extension office.
   a. Sign up to receive the county 4-H newsletter from your county Extension office to stay informed about 4-H related opportunities.
4. Identify which family/adult leader will be in charge of the first club meeting.
   a. Set a date for your first club meeting and invite the other participants.
5. Hold the first club meeting (if this is a newly formed club).
   a. See A Typical Club Meeting section above for a general outline.
      i. Your activity for this first club meeting will be to elect club officers and to schedule the six project area club meetings outlined in the remainder of this guide. You may also complete a-d under #1 above
   b. At the end of the first club meeting, make a calendar outlining the adult leader in charge (in partnership with the club president) of each club meeting along with the dates, locations, and times of the remaining club meetings.
6. Hold the six project-specific club meetings outlined in this guide.
7. Continue with the same project area with the 4-H curriculum of your choice (can be obtained from the county Extension office) OR try another Discover 4-H Club project area.

Other Resources

Utah 4-H website: www.Utah4-h.org
National 4-H website: www.4-h.org
4-H volunteer training:
   To set up login:
   http://utah4h.org/volunteers/training/
   To start modules: (password = volunteer)

References

Information was taken from the Utah 4-H website (utah4h.org), the National 4-H website (4h.org), the Utah Volunteer Handbook, or as otherwise noted.


We would love feedback or suggestions on this guide; please go to the following link to take a short survey:
Go to https://goo.gl/iTFiJV or Click here to give your feedback.
4-H AFRICAN SAFARI CLUB Meetings

Club Meeting 1
African Travel

Club Meeting 2
African Writing

Club Meeting 3
African Arts and Crafts

Club Meeting 4
African Entertainment

Club Meeting 5
African Predators

Club Meeting 6
African Field Trip
4-H Club Meeting 1
African Travel

INTRODUCTION

Your group will engage in some fun make believe to board a plane to Africa to begin their journey of discovery. Your group will also learn about “Creature Feature” and the animals of Africa that they will learn more about throughout the other club meetings.

PRIOR TO MEETING

• Make enough copies on card stock of tickets for each club member. Write each member’s names on their tickets and assign different row and seat numbers. (Tickets are found at the end of this club meeting.)

AFRICAN SAVANNAH AIRLINES

TIME: 15 MINUTES


2. Travel Journal: Have youth make a journal with a cover made of card stock cut in the shape of a suitcase.

3. Tell the club members they are going on a trip and can pack ten things, have them draw the ten things on the cover.

4. Have youth write Swahili words they might need to know and the English translation.

5. Read a book or story about the landscape or other interesting parts of Africa with the youth.

6. Have the club members record this information in their journal.
AFRICAN TOPOGRAPHICAL MAP
TIME: 20 MINUTES

1. Give youth a card stock copy of an outline of Africa.

2. Hand out a map of Africa to each student (with countries). This map can be found at the end of this club meeting.

3. Go over all the topographical areas with them. Explain to them where the grasslands are, where the desert is, desert, and the jungles.

4. Go outside and let club members collect leaves and grass. (You will provide the sand.)

5. Have the youth glue their sand, grass, and leaves in all the correct areas on the card stock copy.

CREATE A MINI-GRASSLAND
TIME: 25 MINUTES

1. Plan to plant as many different types of grasses as you can.

2. Ask the students to help find sources for getting different types of seeds for growing grass. You can also contact a garden center, feed store, or nature center for help.

3. Buy a packet of seeds for ornamental grass at a garden center.

4. Collect seeds from the tops of wild grasses.

5. Plant only one type of grass in each container.

6. Be sure to label each container with the name of the type of grass.

7. Wet each sponge and place it in the dish or tray.

8. Scatter grass seed thickly and evenly on top of the sponge.

9. Be sure to mist the sponges daily.

10. Cover overnight with some plastic wrap to keep warmth and moisture in.

11. The seeds should begin to sprout within a few days. Within a week, students should have a fresh patch of grass in each container.
CREATURE FEATURE INTRODUCTION

TIME: 10 MINUTES

1. Explain to youth that the “Creature Feature” is an activity that will start out each new club meeting during the camp.

2. Tell them for each club meeting, you will focus on and learn about one animal native to Africa.

3. Today’s “Creature of the Day” is the cheetah!

4. Show the club members pictures of the cheetah and share some information about the cheetah.

5. Information on the cheetah:
   - As the fastest mammal on land, the cheetah can reach speeds of 60 or perhaps even 70 miles (97 or 113 kilometers) an hour over short distances. It usually chases its prey at only about half that speed, however.
   - The cheetah’s excellent eyesight helps it find prey during the day. Sometimes it perches on high places and watches for prey. When it sights prey, the cheetah often begins to stalk. It creeps as close as possible before the attack. It may lift its head high to keep the prey in sight, but it keeps its body hidden. The cheetah is hard to see because its spotted coat blends in with the tall, dry grass of the plains.
   - Suddenly, the cheetah makes a lightning dash. With a paw, it knocks its prey to the ground and then bites its throat.
   - Once found all throughout Asia and Africa, cheetahs today are racing toward extinction. Loss of habitat and declining numbers of their prey combine to threaten the future of these cats.
### AFRICAN AIRLINES
**BOARDING PASS**

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<td>ARRIVAL TIME:</td>
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<td>ROW:</td>
<td>HOURS IN FLIGHT:</td>
<td>14 hours 31 minutes</td>
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<td>MEAL: yes □ no □</td>
<td>TOTAL MILES TRAVELED:</td>
<td>6,852 miles</td>
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**African Airlines**

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Reflect

- What was something interesting you learned today that you recorded in your journal?
- What is a “topographical area?”
- Why was it important to moisten the sponges daily?

Apply

- Africa has a variety of ecosystems like where we live. On the topographical map you made, are there any areas that are similar to the area you live in?
- What are the differences between the grasslands and the deserts and the jungles?
- If you were to plan your own trip to Africa, what would you be most interested in seeing?

4-H MISSION MANDATES

Science
Understanding the different environments helps the group see the importance of the area they live in. It is important to know that there is more to the world out there than what the kids are used to.

ESSENTIAL ELEMENTS

Mastery
Youth will develop mastery by learning about the different ecosystems of Africa and using their skills to grow their own grass.

References and Other Resources
4-H Aggie Adventures For Kids: African Safari Camp 2010; Utah State University Cooperative Extension
INTRODUCTION
The group will learn about an animal native to Africa. They will learn what hieroglyphics and petroglyphs are, and will get to create some of their own.

PRIOR TO THE MEETING
• Have information ready about the giraffe, which will be the “Creature of the Day.” Find a location where campers can color with sidewalk chalk and really get creative. Cut sandpaper into 4 x 6 inch pieces, or whatever size you prefer.

CREATURE FEATURE
TIME: 5 MINUTES
1. Present the “Creature of the Day” to the youth (the giraffe).
2. Ask the youth what they already might know about the giraffe.
3. Show them pictures of giraffes.
4. Share with them information and fun facts and giraffes in Africa.
5. Information on the giraffe:
   • The giraffe is on average about 17 feet tall.

Activity 1:
• Information on the giraffe
• Pictures of giraffes

Activity 2:
• Sidewalk chalk
• Open space outside

Activity 3:
• Pieces of coarse sandpaper (4 x 6 inch will work best)
• Crayons
• The giraffe is the tallest of all land-living mammals, and the average weight for a male giraffe is 2,600 lbs., while a female is about 1,800 lbs.

• Giraffes prefer to live in savannas, grasslands, or open woodlands, and they prefer areas with plenty of acacia growth.

• Humans and lions are predators of giraffes. The giraffe can defend itself against a lion with a powerful kick, which could shatter its skull or break its spine.

• Giraffes have long necks, which they use to browse tree leaves, eating up to 65 lbs. daily!

• Modifications to the giraffe’s structure have evolved, particularly to the circulatory system. A giraffe’s heart, which can weigh up to 22 lbs. and measure about 2 ft. long, must generate double the normal blood pressure for an average large mammal to maintain blood flow to the brain. In the upper neck, a complex pressure-regulation system called the rete mirabile prevents excess blood flow to the brain when the giraffe lowers its head to drink. Conversely, the blood vessels in the lower legs are under great pressure (because of the weight of fluid pressing down on them).

• The giraffe has one of the shortest sleep requirements of any mammal, which is between ten minutes and two hours in a 24-hour period!

EGYPTIAN HIEROGLYPHICS

TIME: 15-20 MINUTES

1. Explain that Egypt is a country in Africa. Hieroglyphics were the earliest form of Egyptian script, dating back to circa 3100 B.C. They were used mainly in religious and ceremonial settings and were inscribed on tombs, temples, statuary and funerary objects. Hieroglyphics consist of ideograms—signs that stand for ideas or things—and phonograms—signs that represent sounds in the language. They also include “determinatives,” signs that clarify the meaning of a word in a particular context.

2. Hieroglyphs can represent words, sounds, or even groups of sounds. Each sign is a picture of something that was familiar to the ancient Egyptians; there are over seven hundred of these signs.

3. Overtime, Egyptians stopped using hieroglyphics and eventually their meaning was forgotten. For centuries, no one knew how to translate them. In 1799, during the French invasion of Egypt, one of Napoleon’s officers found a flat stone with glyph carvings near Rosetta in the Mediterranean. The stone contained three forms of writing: Greek, hieroglyphics, and a third language called Demotic.

4. Scientists speculated that the three different messages were the same, which allowed them to finally understand and interpret this previously indecipherable written means of communication. Years later, in 1822 Jean Champollion, a French scholar, finally broke the code. As a result, many secrets of a fascinating early civilization were unlocked.

5. Give the youth handouts of the Hieroglyphic Alphabet.

6. Have them write their names using the hieroglyphs from the alphabet.
AFRICAN SANDPAPER ART
TIME: 15 MINUTES

This activity is a very simple but very effective way to make a drawing that looks like it came right off an African cave wall. We’re not trying to replicate the art exactly, so after studying some African animals and explaining that cave drawings depicted the artists’ lives, you can let the kids get creative.

1. Explain that petroglyphs are rock drawings, which were mostly created during prehistoric times. These drawings were carved into caves and rocks in Africa as well as in other parts of the world.

2. The oldest scientifically-dated rock art in Africa dates from around 26,000-28,000 years ago and is found in Namibia.

3. Petroglyphs usually depicted personal experiences, hunting scenes, various animals, and important rituals.


5. Don’t worry if the images are very basic. That’s what cave drawings usually look like due to the difficulty of drawing on rock.

6. Press hard on the crayons so the color appears on the sandpaper.

7. Encourage them to copy some of the symbols from the alphabet to get ideas so that they can come up with some hieroglyphs on their own.

8. Let them create sentences or stories using the hieroglyphs from the alphabet or using hieroglyphs of their own.

9. When they are finished, invite them to share with the group the new hieroglyphs that they have come up with.

10. If there is still time, have youth share with one another the sentences they have written.
7. Refer to the images below of cave drawings (petroglyphs) for more ideas on animals and scenes you can draw.

Example Sandpaper Art
Reflect

• What are some of the things that make the giraffe an extremely unique animal?

• How do we know how to read hieroglyphics?

• What are petroglyphs? What types of things did they usually depict?

Apply

• Why is it important to learn about the people who lived thousands of years ago?

• Why is it critical to know that even thousands of years ago, people expressed themselves through writing and art?

• What are some ways that we as humans use to express ourselves today?

• How do you prefer to express yourself?

4-H MISSION MANDATES

Science
Youth will learn about ancient writing systems that differ from their own way of writing, which will give them an awareness of language and cultures.

ESSENTIAL ELEMENTS

Belonging
Youth will be able to feel a part of the group by joining in the activity of writing and sharing their hieroglyphs and petroglyphs.

Independence
Youth will be able to write their names using symbols. They will also get to create their own symbols and drawings independently of other group members.

References and Other Resources


INTRODUCTION
The group will learn about an animal native to Africa. They will make their own paper beads, and learn about African culture as it relates to jewelry. They will learn more about the peanut and where it is grown in Mali.

PRIOR TO THE MEETING
- Cut out masks beforehand if needed. Have sample beads to show club members. The more thin the layer of glue, the easier it is to roll the bead evenly. Read the Ag in the Classroom guide on Mali, Africa, and Agriculture. Check for peanut allergies in campers, and provide alternatives for those allergic to peanuts.

CREATURE FEATURE
Time: 5 MINUTES

1. Show the youth pictures of the elephant, which is today’s “Creature of the Day.”

2. Ask the youth what they already know about elephants.

3. Share some neat facts about the African elephant with them.

4. Information on the elephant:

Activity #1: Creature Feature

Supplies
- Metal washers, buttons or macaroni
- Paintbrush handle
- Glue
- Scissors

Activity 2:
- Brown, black and white tempera paints
- Rafia or other string

Activity 3:
- Brightly-colored magazine pages
- Yarn (long enough to make a necklace or bracelet)

Activity 4:
- Bag of whole peanuts
- Yarn and needles
- Noodles to string on there
- Markers

Activity 5:
- Peanuts (in the shell)
- Parts of a peanut plant diagram (handout)
• When you think “elephant,” you probably think “trunk.” An adult African elephant’s trunk is about seven feet (two meters) long! It is actually an elongated nose and upper lip. Like most noses, trunks are for smelling. They are also used for touching and grasping.

• When an elephant drinks, it sucks as much as 2 gallons (7.5 liters) of water into its trunk at a time. Then it curls its trunk under, sticks the tip of its trunk into its mouth, and blows. Out comes the water, right down the elephant’s throat.

• Since African elephants live where the sun is usually very hot, they use their trunks to help them keep cool. First, they squirt a trunkful of cool water over their bodies. Then they often follow that with a sprinkling of dust to create a protective layer of dirt on their skin (think elephant sunscreen). Elephants pick up and spray dust the same way they do water—with their trunks.

• Elephants also use their trunks as snorkels when they wade in deep water. An elephant’s trunk is controlled by many muscles. Two fingerlike parts on the tip of the trunk allow the elephant to perform delicate maneuvers such as picking a berry from the ground or plucking a single leaf off a tree.

• The elephant can also use its trunk to grasp an entire tree branch and pull it down to its mouth. Elephants also use their trunks to yank up clumps of grasses and shove the greenery into their mouths.

• When an elephant gets a whiff of something interesting, it sniffs the air with its trunk raised up like a submarine periscope. If threatened, an elephant will also use its trunk to make loud trumpeting noises as a warning.

• Elephants are social creatures. They sometimes “hug” by wrapping their trunks together in displays of greeting and affection. Elephants also use their trunks to help lift or nudge an elephant calf over an obstacle, to rescue a fellow elephant stuck in mud, or to raise a newborn elephant to its feet.

• Elephants have four molars and as the front pair wears down and drops out in pieces, the back pair shifts forward, and two new molars emerge in the back of the mouth. Elephants replace their teeth six times. At about 40 to 60 years of age, the elephant no longer has teeth and will likely die of starvation, which is a common cause of death in elephants.

### Activity #2: Masks

**Masks**

**Time: 45 MINUTES**

This activity needs to be done over two days to let the paper mache dry.

**Day One**

1. Decide on the design for your masks. Keep in mind that you will have to cut out the pieces, so you’ll want to make them fairly basic shapes.

2. Draw the design on a piece of paper (or on a computer software that allows drawing).
3. Freehand draw the facial pieces onto corrugated cardboard (from old boxes). Cut out.

4. If you want some facial pieces to stick out more:
   a. Trace the first piece
   b. Cut the shape out again
   c. Glue the shapes together

5. Freehand draw the shield/mask shape on a large piece of cardboard. Cut out. Cut out eyeholes.

6. Paper mache the top of the mask and face pieces. Only do four layers at a time. Let the paper mache dry overnight.

Day Two (If your club cannot meet the next day, you can decide when to do this part.)

1. Paint the paper mache masks from the day before (or from the day when they were paper mached). Let the club members come up with different designs to paint on their masks.

2. Once the masks are dry, paint the entire mask brown, including face pieces.

Activity #3
PAPER BEADS

Time: 25 MINUTES

Jewelry is the one common item that everyone has treasured since the beginning of time. It can be found in every culture dating back thousands of years.

The survival of many cultures has depended on the making, wearing, and trading of beaded jewelry. Beads are created out of everything including stones, crystals and bone. In 2004, archaeologists with the Blombos Cave Project found small shells strung together in a South African cave and dated them as more than 75,000 years old.

African beads were used as currency, and in the 18th and 19th centuries, millions of colored shell beads were shipped from European countries to Africa in exchange for slaves. Paper beads are individual works of art, and in Uganda, women create beads out of recycled pages from discarded magazines and posters.

1. Cut magazine pages into 1” to 2” strips, and spread glue all over each strip.

2. Place the brush handle on one end of the paper strip.

3. Fold the end of the strip over the handle and press down. The glue will hold it down.
4. Place both hands on either end of the brush handle and roll gently to the end as shown.

5. Gently pull the brush handle out, and leave beads to dry.

6. String the beads on the yarn.

7. Place metal washers, buttons, or macaroni between each paper bead to make your jewelry more interesting.

8. Tip: Dip the yarn end into a little glue and let this dry. The yarn will pass through each bead like magic!

9. Try making many strands of different lengths and wearing them together.

### PEANUT NECKLACE

**Time: 15 MINUTES**

1. Make sure each club member has enough peanuts to make a necklace.

2. To string peanuts onto the necklace, thread the yarn onto a needle and put the needle through the middle part of the peanut.

3. When the peanuts are strung, use markers to color the peanuts any color the club members desire. Markers make a great “dye” for coloring.

### PEANUT PLANT AND PEANUT SEED (OPTIONAL)

**Time: 30 MINUTES**

1. Beforehand, make copies of the Peanut in Mali map and diagram of the peanut plant handout. (These handouts are found on the next two pages.)

2. Pass out Peanut in Mali handouts to each club member.

3. Pass out peanuts for campers to crack open and study.

4. Have the youth study the handout. Talk about Mali and its agriculture.

5. Have them label the parts of the peanut plant on their handouts.
Mali Agriculture

Mali major crops are millet, sorghum, rice, and corn. They grow very little wheat. All of these crops are grown in the southern part of the country where there is water and because the northern part of the country is part of the Sahara Desert. Color the five provinces where crops are grown:

Kayes
Koulakoro
Segou
Sikasso
Mopti

Draw a line across where you think the Sahara Desert begins? (Hint, there is little water above and more water below.)

Kids Corner

1. Where do you think most of the people live? Why?

2. Do most Utahns, like the people of Mali, live in places where they have water because they have been able to grow crops there?

The winding lines in the Mali map are major rivers.

The size of Utah compared to Mali.

Source:  http://agclassroom.org/ut
Label the parts of the Peanut Plant and Peanut (seed) found in Africa and in farmers’ fields in America today. The clues in the following message should be all you need!

The leaves on the peanut plant absorb the sunlight and make food for the plant. The leaves grow on the stem, and the flower is found on the end of the stem. After the flower is pollinated the flower develops into a peg. The peg looks like a stem that grows down into the soil where the peanut develops. The roots grow in the soil to anchor the plant and absorb water and minerals.

The peanut seed has three main parts. The hard outer covering of the seed is the seed coat or shell. Inside the shell you usually find two peanuts. Each peanut is covered by a thin brown skin or embryo sack. Under the brown skin are the two halves of the peanut or the cotyledon. The cotyledon is the food source for the embryo or baby plant that will develop into a large peanut plant.

Source: http://agclassroom.org/ut
Reflect

- What do you think African masks are used for traditionally? (African masks represent animals, and some tribes believe that animal masks help them communicate with spirits who live in forests or open savannas. Sometimes masks are worn in ceremonies or celebrations.)
- How does Mali compare to Utah in climate and agriculture?

Apply

- What other materials do you think you could make a mask out of? (African masks are made of several different materials: wood, bronze, brass, copper, ivory, terra cotta and glazed pottery, raffia and textiles.)
- What are some more things that beads could be used for?
- Besides magazines, what else could beads be made out of?

4-H MISSION MANDATES

Science
Youth will learn about a different agricultural system as well as a plant that isn’t grown in the area where they live.

ESSENTIAL ELEMENTS

Independence
Youth will experience independence when making and designing their own masks and other African apparel.

Mastery
Youth have the opportunity to master a different environment and lifestyle as well as new agricultural environment that they may not be used to or have never heard of.

References and Other Resources

4-H Aggie Adventures For Kids: African Safari Camp 2010, Utah State University Cooperative Extension

INTRODUCTION
Entertainment is an important part of African culture, whether it be through story telling, music, or games. Mancala is one of the oldest games on Earth today. It is still popular because it is played with just about anything. Mancala could just possibly be the oldest known game in the world. At least, that is what some historians believe. The word “Mancala” is believed to be Arabic. Translated it means “to transfer.” Transferring is the object of the game. In the game, the players transfer (move) playing pieces from one bin to another. There are many variations to the game of Mancala.

PRIOR TO THE MEETING
- Gather all items and print out a set of instructions on how to play mancala for each camper so they can play at home. Prepare for this activity by cutting out shields beforehand.

CREATURE FEATURE
Time: 5 MINUTES

1. Ask youth what they already know about today’s “Creature of the Day” - the hippopotamus!

2. Show club members pictures of hippopotamus.

3. Share fun facts and neat information about the hippopotamus.

4. Information on the hippopotamus:
   - Hippopotamuses can be up to 13 feet long and 5 feet tall and weigh in at about 3 1/2 tons. They are the third largest land animal, after the elephant and white rhinoceros.

Activity #1
Creature Feature

Supplies
- Masking tape
- Shoe polish or paper mache
- Rags
- Permanent markers
- Videos of African drum playing
- Cardboard egg carton (dozen size) for each youth
- 2 plastic cups for each board
- Craft paints
- Paintbrush
- 48 marbles, tiny rocks, beads, etc. for each youth
- Ziploc bags for each youth
- Instructions for each youth on “How to Play Mancala”

Activity 1:
- Information and pictures on the hippopotamus

Activity 2:
- Paper tube with caps (ex. mailing tube)
- Aluminum foil
- Small dried beans (like lentils), unpopped popcorn, dry rice, or pasta.
- Glue
- Scissors
- Crayons or markers
- Craft decorations

Activity 3:
- Cups (Styrofoam, plastic or paper)
- Glue

Activity 4:
- Cardboard egg carton (dozen size) for each youth
- 2 plastic cups for each board
- Craft paints
- Paintbrush
- 48 marbles, tiny rocks, beads, etc. for each youth
- Ziploc bags for each youth
- Instructions for each youth on “How to Play Mancala”
Rain sticks are ceremonial musical instruments used to invoke the rain spirits. They are made by people who live in the deserts of northern Chile. In Chile, rain sticks are traditionally made from dead cactus tubes with hundreds of cactus spines hammered into the tube. Tiny lava pebbles cascade gently through the tube, sounding much like rain.

The rain stick we will be making today is definitely not traditional. It is made from a cardboard tube (instead of the dried cactus) and aluminum foil (in place of cactus spines).

1. Cut a piece of aluminum foil that is about one and half times the length of your tube and about 6 inches wide.
2. Crunch the aluminum foil into two long, thin, snake-like shapes.
3. Twist each one into a spring shape.
4. Put the aluminum foil springs into your tube.
5. Pour some dry beans, dry rice, or unpopped popcorn into your tube. The tube should only be about 1/10 full. You can experiment to see how different amounts and different types of seeds and beans change the sound.
6. Optional: Decorate the tube by covering it with brown paper or construction paper, and then making designs with crayons, markers, feathers, or yarn etc.
7. Rainforest designs are common in Africa, especially brightly colored butterflies, frogs, and flowers.

African drums were played traditionally as a part of ceremonies and celebrations like: full moon, spring, summer and winter harvesting time, weddings, baptisms, honoring mothers, and religions occasions. The traditional djembe is a goblet shaped hand drum with goat skin, stretched and affixed with rope runners. They are typically hand made from a solid piece of hardwood with inner carvings that produce a wide range of tones.
Drums were used at a gathering drum and today is popular in many modern musical settings where percussive rhythm section is needed. The djembe can be played with either both hands, or with one hand and a thin stick.

1. Glue two cups together, bottom to bottom and let them dry for five minutes.

2. Recycling tip: It is hard to believe, but disposable cups can be washed and used in craft projects. It is a bit of a pain, but if you’re doing a lesson on recycling, it’s worth asking the children to wash a couple of McDonald’s (or other) cups.

3. If you are doing the project with a large group of children, you can glue the cups together using hot glue. This will make things flow smoother during craft time.

4. Glue guns work on Styrofoam cups, but carpentry ones will melt them though.

5. Have the children tear off 4 to 5 inch lengths of masking tape and cover the opening completely at the top and bottom of the cups.

6. Using 3 to 4 inch lengths of masking tape completely cover the outside of the cups.

7. Brush shoe polish all over the masking tape covered cups and then wipe off with rags. (Optional: Instead of using shoe polish, do paper mache. This version will take an extra day.)

8. Draw geometric or other designs around the top, middle, and bottom of the drums with black, permanent markers.

9. Let the children play with their drums after they have finished. Show them videos of examples of African drum playing.

**Mancala**

**Activity #4**

**Time: 25 MINUTES**

Beforehand, you can paint the egg carton a bright color. Let it dry, and paint the tuna cans on the outside. Let this dry as well. (If you paint the inside, the paint will chip off as you play the game.) Paint designs on the side of the egg carton and tuna cans if you wish. Let them dry. After, you can play your game with a friend or family member.

1. To play Mancala, a few things are necessary. It is a two-player game, and you need a Mancala board with 48 playing pieces.

2. Place the board on the table between you and your opponent. Each player takes 24 pieces and puts four pieces in each of the six holes or “bins” on your own side of the board. There are two large holes or “bins” at each end of the board. Those larger bins are called “kalahas.”
3. These are empty at the start of the game. Where the pieces are on the board determines if you can move them or not. During the game, you can move any of your pieces from your side of the board. You may not move the pieces on the opponent’s side of the board.

4. Choose a player to go first. The first player scoops up all the pieces from any bin on their side of the board. Moving to the right, that player drops one piece in each bin as it goes along the board. If you come to the large bin, the kalaha, drop a piece in there too.

5. If, after you put a piece in the kalaha, you still have pieces in your hand, continue to put pieces in the bins on your opponent’s side. If you should reach the other end where your opponent’s kalaha is, skip over it and continue on your side. If your last piece falls in your kalaha, you get to take another turn. If not, then it is your opponent’s turn. He does the same.

6. When the last piece that you drop is in an “empty” bin, you get to capture the opponent’s playing pieces in the bin directly next to your bin. These pieces are then put into your kalaha along with the piece that was in the empty bin. After the capture, it is the other player’s turn.

7. The object of the game is to be the player with the most pieces in kalaha. When all six bins on your side or the other player’s side are empty, the game is over. The player that still has pieces in their bins can now put them in the kalaha.

8. Players count their pieces and the one with the most, WIN!
Reflect
• What part do rain sticks play in African culture?
• How did making the drums help you learn about the type of music played in Africa?
• What was the hardest part about playing Mancala?
• What did you find most interesting about playing the game?

Apply
• What other types of entertainment do you think are used in Africa?
• What was your favorite type of African entertainment?
• Try teaching Mancala to your family members or friends, and play it with them!

4-H MISSION MANDATES

Science
Youth will learn about African culture and learn how to make different instruments.

ESSENTIAL ELEMENTS

Independence
Youth will experience independence when making and designing their own rain sticks and drums.

Mastery
Youth have the opportunity to learn about cultures different from their own and learn how to play a new, unique game.

References and Other Resources
Videos of African drum playing that can be found on YouTube.
African Predators

INTRODUCTION
Youth will play a fun game where they get to pretend to be a lion, or the prey trying to escape being lunch. They will make a hunting necklace out of a cast leopard claw, and learn more about spears and how to appropriately and safely handle them.

PRIOR TO THE MEETING
- Find a large playing field where this game can be played, and have an alternate indoor area where it could be played in case of in-climate weather.

CREATURE FEATURE
Time: 5 MINUTES

1. Present the “Creature of the Day” to the youth (the lion).

2. Ask the youth what they already might know about lions.

3. Show them pictures of lions.

4. Share with them information and fun facts and lions in Africa.

5. Information on the lion:
   - Unlike other cats, lions are very social animals. They live in groups, called prides, of around 30 lions. A pride consists of up to three males, a dozen related females, and their young. The size of the pride is determined by the availability of food and water.

Activity #1
Creature Feature

Supplies
- Activity 1:
  - Information on the cheetah
  - Pictures
- Activity 2:
  - Rectangular playing field
- Activity 3:
  - Claw
  - Toothpicks
  - String
- Activity 4:
  - Beads
  - Plaster of Paris
  - Cards to African Safari card game
  - 4’ dowels for each camper
  - Feathers
  - Yarn
  - Electrician’s tape
• Explain that adult lions have 30 teeth and adult humans have between 28 and 32. As kids, however, humans only have 20 teeth and they are temporary, or “baby” teeth. Ask students to compare the size (length) of their canine teeth to those of lions and adult humans.

• Lions are the second largest big cat.

• The African lion is a carnivore and hunts large to medium size animals like buffalo, zebra, wildebeest, wild hogs, and antelope. The lion stalks its prey, and when it is within about 100 feet, the lion charges at the prey and runs after it until he captures it.

• In the wild, lions typically live between 14-16 years with very few lions living beyond 18 years of age. In captivity, lions may live up to 30 years.

• Male lions sleep an average 20 hours per day. The females on the other hand do all of the really hard work—killing the majority of prey, which the males then appropriate for themselves. The main danger males face is fighting off other males that want to take over their pride and territory.

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**Activity #2**

**Lion and Prey Tag**

**Time: 15-20 MINUTES**

1. Have all of the campers except for two stand at the end of a rectangular playing field. They will be the prey.

2. The remaining two campers stand in the middle of the playing field. They will be the lions.

3. The prey tries to run to the other end of the playing field without being tagged by the lions.

4. Any prey that is caught by the lions joins them in the middle and helps them tag out the rest of the prey.

5. Once all of the prey has made it safely to the other side or caught by the lions, the lions all return to the middle of the field and the prey runs back to the other side.

6. The game continues this way until there are only two prey campers left. They become the new lions and game starts over.
AFRICAN SPEARS

Time: 15 MINUTES

Humans are also be known as predators to certain animals. Africans were known for crafting unique weaponry during the pre-colonial era which were then used for various activities like war, grazing, traditional ceremonies and some even for prestige. Most notable weapons were the spears made using a long wooden sheath and a metallic head as well as the bow and arrows and shields often made from animal hide. Spears were usually used to throw short distances.

1. Make sure club members understand appropriate behavior with spears and that they will not have the privilege of making them if they do not behave properly.

2. Have each club members grab a stick from the pile in the room.

3. Have them each grab a spearhead and carefully take it back to their stations.

4. Help them attach the spearheads to the wooden shafts, giving them electrician’s tape to keep the spearheads on.

5. After the youth are done constructing their spears, let them pick from different kinds of feathers to decorate their spears with.

6. Have them use electrician’s tape to attach feathers.

7. Teach club members again how to handle spears safely, and to stay far enough away from other students as to not injure one another.
Reflect

• What did you learn about the lion that you did not know before?
• How are spears made?
• What were spears used for?
• What was easy, fun, and different about making traditional spears?

Apply

• Teach your friends and family about the African lion.
• Imagine you had to catch all your food using traditional weapons. What would be difficult about that?

4-H MISSION MANDATES

Science
Students will learn how to craft new tools. They will also learn how to handle them safely.

Healthy Living
Students will learn how to craft new tools. They will also learn how to handle them safely.

ESSENTIAL ELEMENTS

Mastery
Youth will learn how to make spears like people did thousands of years ago.

References and Other Resources
https://artsandculture.google.com/exhibit/tAKCb6OeUuhmLA
African Field Trip

INTRODUCTION
In this club meeting, youth will have the opportunity to go on a field trip to learn more about Africa. This can be done at a museum, a zoo, or an archeological site. The whole field trip does not have to be focused on Africa but should at least focus on being outside and learning about nature, animals, or another culture. If you have other ideas for this club meeting that do not include a formal field trip, feel free to improvise.

PRIOR TO MEETING
- Book a reservation at a local museum or archeological site. Organize how your group will travel to and from your destination. Let youth and their families know ahead of time the date of the field trip and the materials they will need to bring (e.g., water bottle, backpack, snacks, etc.) If a museum or site like this is not available or if there is not one close to you, come up with a simple activity or slide show to demonstrate what different parts of Africa look like, what real hieroglyphics look like, etc.

CREATURE FEATURE
TIME: 5 MINUTES
1. Present the “Creature of the Day” to the youth (the rhinoceros).
2. Ask the youth what they already might know about rhinoceroses.
3. Show them pictures of the rhinoceros.
4. Information on the rhinoceros:
   - When a rhino catches the scent of a human or anything else unfamiliar, it is likely to charge.
   - Rhinos can’t see well, so they sometimes charge objects like trees and rocks, mistaking them as threats. But rhinos have keen senses of smell and hearing.

Activity #1
Creature Feature

Supplies
Activity 1:
- 1 banana
- 1 c milk
- 1 c water
- 1/3 c sugar
- 6 ice cubes or 1 c crushed ice

Activity 2:
- Materials needed for a field trip to a museum

Activity 3:
- Blender
- 2/3 c fruit concentrate
• Biologists think that the black rhinos’ quick-to-charge attitude is due to their poor vision—they quickly attack any perceived threat, and their perception is mainly through smell.

• Most of the rhinos’ charges are bluffs, but these unpredictable animals can be dangerous.

• Rhinos don’t clash just with other animals or objects; sometimes they fight with each other. Males often battle over territory and females. Even courting males and females sometimes fight one another.

• Black rhinos use the bigger of the two horns on their noses as weapons in a fight. Their horns, made of a substance similar to that of human fingernails, sometimes break off, but they regenerate, or grow back.

• Female rhinos also use their horns to protect their babies from predators such as lions, crocodiles, and hyenas. In spite of their fierce reputation, black rhinos do have a “softer” side. The females are very attentive mothers. They look after their young for years, protecting them from enemies and teaching them how to survive independently.

• Young rhinos usually stay with their mothers until a sibling is born. By then they’re generally over two years old, almost adult size, and ready to live on their own.

• Humans are the only real threat to adult black rhinos. No other animal is a match for a full-grown rhino and its heavily armored body of very thick skin and lethal horns.

• Human poachers threaten the species’ survival.

• People often illegally kill the protected, endangered rhinos for the animals’ horns. In several Asian cultures, people believe that a rhino horn provides powerful medicine for a variety of ailments. Other people, who live mainly in northern Africa, use rhino horns to make the handles for special daggers.

• Since rhino horns fetch high prices, many poachers are willing to break the law and kill these endangered animals.
MUSEUM VISIT (OPTIONAL)

TIME: VARIABLE

1. Depending on where you live, schedule and tour the local Anthropology section of a museum or college or go to an archeological site.

2. Make sure all youth have the gear or belongings they will need to go the site or museum. Make sure if they are going outside, they all have sunscreen.

3. Make sure youth sign the needed waivers for travel and that there are chaperones if going in a large group.

4. If the trip is going to take more than a few hours, make sure snacks and meals are planned for.

5. Have fun on the field trip!

OASIS SMOOTHIE

TIME: 25 MINUTES

1. Remind youth to always wash their hands before handling food.

2. Put all ingredients together in a blender. Make sure the lid is on securely before turning on the blender.

3. Turn on the blender and mix until smooth.

4. If youth are responsible enough, let them help in the process.

5. Add more ice or liquid if needed to read desired consistency.

6. Sugar can be added for more taste, but it is not necessary, especially if you want the activity to focus on healthy living.

7. Each bath will make approximately 5-6, 6 oz. servings.
Reflect

• What did you learn during your field trip?

• What did you like from preparing the Oasis Smoothie?

Apply

• Think of other field trip ideas for you and your friends or family!

• Think of more ideas for fresh, healthy snacks on a hot, African day!

4-H MISSION MANDATES

Science
Students will visit a museum or other site to learn about a different culture and about different animals.

Healthy Living
Club members will learn how to prepare a healthy, fresh snack.

ESSENTIAL ELEMENTS

Mastery
Club members will master a new healthy recipe and know how to make it on their own.

References and Other Resources
4-H Aggie Adventures For Kids: African Safari Camp 2010, Utah State University Cooperative Extension
Congratulations on completing your Discover 4-H club meetings!
Continue with additional curriculum in your current project area, or discover other 4-H project areas. Check out the following links for additional 4-H curriculum.

1. www.discover4h.org
2. http://www.4-h.org/resource-library/curriculum/
3. http://utah4h.org/curriculum/

Become a 4-H Member or Volunteer
To register your Utah club or individuals in your club, visit and contact your county Extension office.

http://utah4h.org/about/
http://utah4h.org/join/index

For help registering in 4-H online visit:
http://utah4h.org/staffresources/4honlinehelp

Non-Utah residents, please contact your local 4-H office:
http://www.4-h.org/get-involved/find-4-h-clubs-camps-programs/

Stay Connected
Visit Your County Extension Office
Stay connected with 4-H activities and news through your county Extension office. Ask about volunteer opportunities, and don’t forget to register for your county newsletter. Find contact information for counties in Utah here:
https://extension.usu.edu/locations

Enjoy the Fair!
Enter your project or create a new project for the county fair. Learn about your county fair and fair judging here:
http://utah4h.org/events/index
Participate in Local or State 4-H Activities, Programs, Contests, or Camps

For Utah state events and programs visit:
  
  http://utah4h.org/events/index
  
  http://utah4h.org/projects/

For local Utah 4-H events and programs, visit your county Extension office.
  
  https://extension.usu.edu/locations

Non-Utah residents, please contact your local 4-H office.
  
  http://www.4-h.org/get-involved/find-4-h-clubs-camps-programs/

Discover Service

Become a 4-H Volunteer!
  
  http://www.youtube.com/watch?v=UBemO5VSyK0
  
  http://www.youtube.com/watch?v=U8n4o9gHvAA

To become a 4-H volunteer in Utah, visit us at:
  
  http://utah4h.org/join/becomevolunteer

Serve Together as a 4-H Club or as an Individual 4-H Member

Use your skills, passions, and 4-H to better your community and world. You are needed! Look for opportunities to help in your area or participate in service programs that reach places throughout the world (religious groups, Red Cross, etc.).

Hold a Club Service Project

USU Collegiate 4-H Club hosted “The Gift of Giving” as a club activity. Club members assembled Christmas stockings filled with needed items for CAPSA (Community Abuse Prevention Services Agency).
  
  http://tinyurl.com/lu5n2nc
Donate 4-H Projects

Look for hospitals, nursing homes, or other nonprofit organizations that will benefit from 4-H projects. Such projects include making quilts for CAPSA or Primary Children’s Hospital, or making beanies for newborns. During Utah 4-H State Contests, 40 “smile bags” were sewn and donated to Operation Smile.

Partner with Local Businesses

92,000 pounds of processed lamb, beef, and pork were donated to the Utah Food Bank in 2013 by multiple companies.

Donate Money

Clubs or individuals can donate money gained from a 4-H project to a worthy cause. A nine-year-old 4-H member from Davis County donated her project money to help a three-year-old battle cancer.

Give Us Your Feedback

Help us improve Discover 4-H curriculum. We would love feedback or suggestions on this guide. Please go to the following link to take a short survey: Click here to give your feedback

Or go to: https://goo.gl/iTflJV