



THE UNIVERSITY OF ARIZONA
COLLEGE OF AGRICULTURE & LIFE SCIENCES



Cooperative Extension

CLOVER COMMUNICATOR YAVAPAI COUNTY 4-H NEWS AUGUST 2021

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You may view a color copy of this
newsletter online at:

[http://extension.arizona.edu/4-H/
yavapai](http://extension.arizona.edu/4-H/yavapai)

Stacy DeVeau

Stacy DeVeau
4-H/STEM
Program Coordinator, Sr.

Lisa Gerber

Administrative Associate



- | | |
|------------------|---|
| August 1 | 4-H Enrollment for the 2021-2022 4-H year opens in ZSuite
https://4h.zsuite.org/ |
| August 5 | 4-H Ag at Home Animal Projects - Working Dogs (Special Edition) Register for 8/5 |
| August 7 | Navajo County Small Stock Show
NCSMALLSTOCK@gmail.com |
| August 7 | Greenlee County Showmanship Showdown
https://forms.gle/BEnUBVjdzu0TJfJC9 |
| September 6 | Labor Day - Cooperative Extension Office Closed |
| September 9 - 12 | Yavapai County Fair - Consider sharing your 4-H project/ learning experience at the Yavapai County Fair! Entries are now being accepted at: https://yavapaistock.fairwire.com/?fbclid=IwAR3n8Rp48oE5WHGD8F11JhGiY8slrXo0xln_swV_MqklfpDSolNZxXdQliM |



Follow 4-H

State Instagram: [uarizona4h](#)
County Instagram: [yavapaicounty4h](#)
State Facebook: <https://www.facebook.com/arizona4h>
County Facebook: <https://www.facebook.com/YavapaiCo4H>

Issued in furtherance of Cooperative Extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Jeffrey C. Silvertooth, Associate Dean & Director, Extension & Economic Development, Division of Agriculture, Life and Veterinary Sciences, and Cooperative Extension, The University of Arizona. The University of Arizona is an equal opportunity, affirmative action institution. The University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information in its programs and activities.

RESOURCES & ACTIVITIES

Arizona Cooperative Extension has developed a plan to bring back in-person programming in phases. The phases are dependent on several health-related factors with regard to COVID-19 infection and transmission. The plan has been vetted and approved by University of Arizona leadership and began execution on Monday, August 17th, 2020.

Yavapai County is currently in Phase 3

Phase	Extension workforce	Indoor programming	Outdoor programming	Face coverings	Social distancing	Facilities
Phase 3 (Optimized)	Optimized workforce and telework	No size restrictions	No size restrictions	Follow UArizona policy and guidelines	Maintain 6-foot is strongly recommended. Maintain hand hygiene, sneeze and cough etiquette.	Increased cleaning and disinfecting. Common areas open.

HAPPY BIRTHDAY TO OUR 4-H VOLUNTEERS

Julie Williams
Crystal Killian-Martinez

August 18
August 31

Verde Valley 4-H
Chino Valley Breakaway Latigos



Webinar Series - AZ 4-H Ag at Home: Animal Projects

August 5, 2021 6:00 pm MST AZ 4-H Ag at Home: Animal Projects - Working Dogs (Special Edition!) [Register for 8/5](#)



Recordings of past seminars on rabbits, swine basics, horses, chickens, beef, sheep, turkeys, goats, calves, carcass judging, and beef cattle, and horse judging are available for viewing at <https://extension.arizona.edu/az-4-h-ag-home>. Using the same link, you can also view videos on past webinar recordings.

NAVAJO COUNTY SMALL STOCK SHOW

POULTRY  RABBIT  CAVY



SATURDAY, AUGUST 7TH

425 N WOODLAND LAKE RD
LAKESIDE, AZ 85929

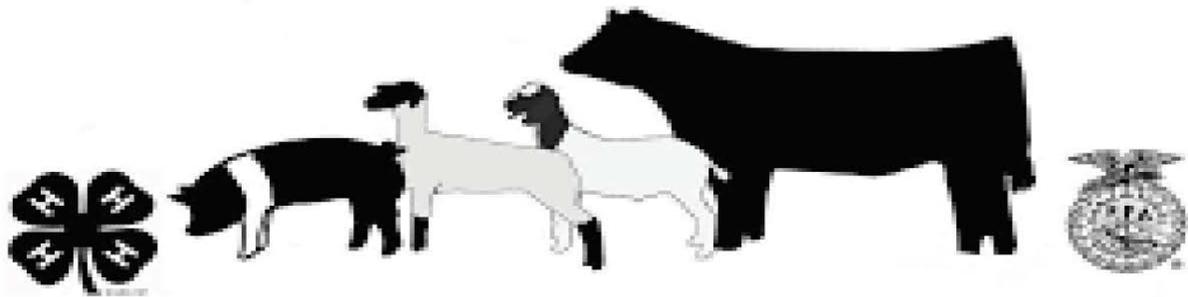
CHECK IN AT 8AM
JUDGING AT 9AM

FOR MORE INFO:
NCSMALLSTOCK@GMAIL.COM

TEXT OR CALL
928-242-8392



OPEN TO ALL COUNTIES



GREENLEE COUNTY 4-H AND
DUNCAN FFA PROUDLY PRESENT:

ACTIVITIES &
EVENTS

Greenlee County Showmanship Showdown

8:00 AM

AUGUST 7, 2021

LOCATED AT THE GREENLEE
COUNTY FAIRGROUNDS - 1248
FAIRGROUNDS RD. DUNCAN, AZ


**NEW THIS YEAR: SMALLSTOCK
DIVISION**


REGISTER EARLY & SAVE MONEY!



Registration Link: <https://forms.gle/Kz6Wbcv5RHVx1e2d6>

Early Registration: \$20.00 due by July 30, 2021 5:00PM

Late Registration: \$25.00 open until 7:30AM August 7, 2021.

**ALL GREENLEE COUNTY 4-H and DUNCAN FFA MEMBERS WILL
GET A \$5.00 DISCOUNT!**

Check should be made payable to "Greenlee County Leader's
Council".

Completed registration packets can be returned to :

Greenlee County Cooperative Extension

1684 Fairgrounds Rd.

Duncan, AZ 85534



Need to know info:

Animals need to be at the fairgrounds no later than 7:00am day
of show.

Registration fees are non-refundable

Pens are available, but are first come, first serve basis.

Exhibitors are responsible for having all applicable paperwork
for their animals.

NO BEDDING MATERIALS PERMITTED!



For questions please contact:

Kayla Presley at ksexton@duncanschools.org or (928)792-3037

Ashley Menges at ajefferssample@arizona.edu or (928)359-2261

SCIENCE AND TECHNOLOGY

1 Weather Fun

OBJECTIVES

- Understand basic weather concepts.
- Become aware of how weather changes affect daily decisions on the clothing we wear and the activities we can do.
- Realize the importance of weather safety.

GROUP SIZE

6–8 children per adult volunteer

TIME FRAME

The activities here are more than enough for a 60-minute meeting. Choose the ones that are the best fit for your time frame and for the abilities and interests of your group.

BACKGROUND

Help children discover the importance of weather and seasonal changes. The games, activities, and hands-on experiences are designed to teach basic weather concepts and to help develop respect for weather safety.

LIFE SKILLS

Group discussion, games, and role-playing help develop social skills. Opportunities for developing decision-making skills are provided by the games. Cutting and making weather related items provide practice in fine motor skills and eye-hand coordination. Large motor development is fostered by the creative movement activity and snowball game.



SUGGESTIONS

- Create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, encouraging pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.
- Any artwork your 4-H Cloverbuds create can be used in Lesson 7: Planning a Community Art Exhibit and Lesson 8: Cloverbud Display.

Authors

Bobbie Grawemeyer

Revised and adapted by Demetria Woods



Learning Activities

GETTING STARTED

Weather Mystery Bags

Materials: 2 grocery bags (“mystery bags”)—one with a weather forecast and map printed out from a weather website; the other with a variety of items associated with different kinds of weather (umbrella, sunglasses, mittens, boots, sunblock, fan)

What to Do: Gather the group into a circle. Show them the first mystery bag. Tell them the mystery item has something to do with weather. Ask them to guess what it is. Give clues until someone guesses correctly. Show them the weather map and forecast. See if they can name different kinds of information included in the weather report. Ask them to describe today’s weather.

Show the second mystery bag. Randomly select children to pull out an item and tell what kind of weather the item would be used for. Encourage the children to think creatively by asking questions such as “Are sunglasses worn only in the summer?” or “Is there another kind of weather condition an umbrella could be used for?”

Application: Ask the children to think about other examples of items we use for different weather conditions. Encourage them to be on the lookout for examples at home, school, the store, and outside.

What Should I Wear Today?

Materials: old clothing catalogs or advertisements, magazines, scissors, construction paper, and glue

What to Do: Fold the construction paper in half. Label the top of one side “It’s Cold Today.” Write “It’s Not Cold Today” on the other side of the paper. Ask the children to find pictures of clothing suitable for each weather condition. As they cut out and glue the pictures on their papers, talk about how weather affects what we wear.

Application: Encourage the children to read the weather forecast for the week and think about the types of clothing they might need for each day.

Weather Safety Game: Safe or Not Safe?

Materials: none

What to Do: Tell the children you are going to read some situations regarding the weather. When they hear an action about weather safety that is safe they should jump and shout, “That’s safe!” When they hear a statement about weather safety that is not safe they should sit down and shout “Not safe!” Discuss each example, asking the children to tell why the actions are “safe” or “not safe.”

- Putting sunscreen on before going out in the sun. *(safe)*
- Playing outside during a tornado warning. *(not safe)*
- Standing under a tree during a thunderstorm. *(not safe)*
- Wearing a coat, a hat, and gloves in very cold weather. *(safe)*
- After a storm, staying away from downed power lines. *(safe)*
- Playing on loose tree branches that broke during a storm. *(not safe)*
- Going into the basement during a tornado warning. *(safe)*
- Staying out in the hot sun all day long. *(not safe)*
- Wading in deep puddles or streams after a rainstorm. *(not safe)*

Application: With a parent’s help, look for examples of weather safety situations on a weather website or on television. Did the people involved make safe decisions? What happened?

DIGGING DEEPER

Rainstorm in a Jar

Materials: measuring cup, glass canning or mayonnaise jar, hot water, small plate, and 4-5 ice cubes

What to Do: Explain to the children that clouds are formed when water evaporates. When the vapor rises it cools and condenses or changes into millions of very small water droplets that form a cloud. When the droplets collect more moisture, the clouds become very heavy and raindrops start to fall.



Have an adult carefully carefully pour about 1 cup of hot water into the glass jar. Cover the jar with a small plate. Wait 3–5 minutes, then place ice cubes on the plate.

The steam that rises or evaporates is like the vapor that makes clouds. As the steam hits the cold saucer, it causes the moisture in the warm air inside the jar to cool down and change back into liquid water. The water drips down, making a rainstorm in a jar.

Application: Encourage the children to notice condensation elsewhere. Places to look might be a steamy bathroom, on car windows, and the inside of some windows during the winter.

A Moving Experience with Weather

Materials: none

What to Do: Invite the children to stand and spread out. Ask them to use their imaginations and creativity to pretend they are different kinds of weather. What do they think the following weather would look and sound like?

- Warm gentle breezes blowing on a sunny day
- The wind becoming stronger and starts to howl
- Raindrops falling lightly
- Rain becoming a steady downpour
- Lightning and thunder filling the sky
- A tornado developing
- A tornado calming down, getting slower and slower until it finally stops
- Snowflakes beginning to dance in the sky
- Snowfall becoming heavy
- A snowstorm slowing down
- A final snowflake falling to the ground

Application: Remind the children to look and listen carefully to how many different ways weather looks and sounds the next time they are outside.

Rain Paint

Materials: paper, newspaper, powdered tempera paint, plastic spoon, and a spray bottle with water

What to Do: Cover the table with newspapers. Sprinkle a small amount of powdered tempera on a sheet of paper. Lightly spray the paper with “rain.” What happens? Try two different colors. What are the results this time?

Application: Look at the patterns rain makes on the ground after a storm. Watch for the designs rain makes as it sprays windows or windshields and as it splashes into puddles.

LOOKING WITHIN

Thermometer Fun

Materials: non-digital thermometer and 2 containers of water, one with hot water and one with cold water

What to Do: Show the thermometer to the group. Ask what thermometers are used for. Point out the current reading. Explain that the liquid inside the thermometer expands when it gets warm, taking up more space in the glass tube. Put the thermometer in the container with the cold water. Ask them to tell you what happens and what the temperature reads now. Put the thermometer in the container of hot water and check the reading again. Let the children experiment and record their findings.

Application: Thermostats have a kind of thermometer in them. Ask the children to look at the thermostats at home with their parents. What is the room temperature? What else can a thermostat do?

Make Your Own Thermometer

Materials: thermometer pattern (on page 7, print one per child on heavy paper, if possible), scissors, and red and black markers

What to Do: Before they cut out the patterns, ask the children to write temperatures on the lines next to the thermometer and to color in half of the long strip. There are enough lines to start with -10°F at the bottom and end with 90°F at the top.

Help them cut out the pieces and cut two slits along the dotted lines on the thermometer. Thread the strip through the two slits and experiment with indicating different temperatures by moving the strip up and down.

Application: Ask the children to be thermometer and temperature detectives. Have them look around in their community for thermometers and temperature readings (outdoor temperature readings at banks, frozen food sections in grocery stores, and television reports).



WBUD, The Cloverbud Weather Channel

Materials: none

What to Do: Ask the group if anyone knows what a meteorologist does (studies the weather and makes weather predictions). Talk about some of the words meteorologists use (precipitation, relative humidity, pollen count, etc.). Help the children pretend they are meteorologists and give a short weather forecast. The forecast should include the current temperature, direction the wind is coming from, its speed, and the relative humidity (is it damp or raining?). Don't forget to close your report with, "It is a good day to . . ." Give weather reports for your community for the spring, summer, fall, and winter.

Application: Ask the children to watch the weather report at home on television and to pay attention to other kinds of information included in the report.

BRINGING CLOSURE

What Can You Do with a Snowball?

Materials: paper to crumple into "snowballs," music playing device, and instrumental music

What to Do: Explain to the group that if the temperature drops below 32 degrees, it is cold enough to snow, if the weather conditions are right. If you made thermometers, set the temperature at a reading somewhere below the freezing point of water (32 degrees). Ask the children to make pretend snowballs from the paper. Remind them to crumple them tightly so they don't "melt." Turn on the music and see if the children can do the following with their "snowballs":

- Walk around the room with the snowball under their chin
- Balance the snowball on their head
- Jump around the room with the snowball between their knees
- Get on hands and knees and blow the snowballs on the floor from one end of the room to the other
- Use baby steps to walk around the room with the snowball between their feet
- Throw their snowball into the trash can

GOING BEYOND

After the Rain Scavenger Hunt

Materials: none

What to Do: Take the group on a hike outside after a rainstorm. Look for clues that let you know it has rained. Try to find the following:

- Puddles
- Raindrops on leaves
- Raindrops on leaves that blew off during the rain
- A dry spot protected by leaves or branches
- Raindrops on a spider web
- Earthworms on the ground
- Watermarks left after water drains or evaporates
- Birds looking for food
- Insect or worm trails in the mud
- An asphalt "rainbow" (oil and water)

Application: Ask the children to try this activity after a snowfall. What kinds of things can they find caused by the snow?

READING ADVENTURES

These books are great for sharing. Consider using one to provide background, to set the stage before the lesson, or to reinforce the lesson. Check your local library for additional materials.

The Cloud Book, by Tomie dePaola

Where Does the Butterfly Go When It Rains?, by May Garelick

First Snow, by Emily Arnold McCully

A Walk in the Rain, by Ursel Scheffler

