



4-H Club Sample Agenda – STEM

Earth Science, Wildlife

Agenda Outline

WELCOME

As people arrive, assign youth the name of a wild animal or a plant found in the wild. Ask the children to find others that they either eat or are eaten by. There can be more than two people in each group as they figure out and represent food chains. Be sure to include plants, insects, reptiles, amphibians, plant eaters, small animals, large animals, and both intermediate and top predators such as eagles, bears, and mountain lions.

MEETING PURPOSE

Learn about the needs of animals and how the natural world creates balance when food, water, shelter and space are limited.

BUSINESS (5-15 MINUTES)

Remember if too much business is planned, members might not come back! Below is just a sample.

- 4-H Pledge
- Roll Call: Share your favorite wild animal
- Recap what we did last time
- Celebrate any member's accomplishments
- Short committee reports on completed or upcoming events

EDUCATIONAL ACTIVITY – Oh Rabbits! (20-30 MINUTES)

RECREATIONAL ACTIVITY (10-15 MINUTES)

REFLECTION (10 minutes)

- What are some 4-H projects you could do related to what you learned today?
- Describe a time during this activity when you thought about different choices to make a decision.
- Name three essential components that animals need to survive.
- What do you notice about the number of rabbit in each round?
- Why do you think the numbers increased sometimes?
- Why do you think the number of rabbit decreased sometimes?
- What does this tell you about taking care of animals?

Educational Activity – Oh Rabbits!

4-H project area

STEM: Earth Science, Wildlife, Outdoor Adventure

Grade levels

All grades

What it is

Learning about the predators and prey and the

natural cycle of wildlife.



Why it matters

The nature of predators and prey creates species balance in the natural world.

Getting started

Time: 10 minutes

Gather Materials:

- 2 ropes or tape to mark boundaries
- White/blackboard or chart paper
- Marker

Prepare:

- Draw a graph with the number of rabbits on the vertical axis and the round number on the horizontal axis. (Youth will play 10-12 rounds of the game)
- This activity needs an open play space.

How to do it

1. Mark two parallel lines on the ground 10 to 20 yards apart. Ask players to count off in fours. The ones become the "rabbit" and line up behind one line. Record the number of rabbits at the top of the graph.
2. The other players become components necessary to survive (food, water and shelter) and line up behind the other line.
3. Ask what rabbits, and in fact all animals, need to survive? (Solicit answers to get to food, water, shelter and space). In this game we assume that the animal has enough space.
4. In this activity when the "rabbit" is looking for food, it should clamp its hands over its stomach. When a "rabbit" is looking for water, it should put its hand over its mouth. When a "rabbit" is looking for shelter, it holds its hands together over its head. Have all players practice each move.
5. A "rabbit" can choose to look for any one of its needs during each round of the activity. Emphasize that the "rabbit" cannot change what it is looking for during a round. It can only change what it is looking for at the beginning of each round.
6. The twos, threes and fours are the food, water and shelter. Players get to choose what they want to be at the beginning of the round. They show their choice in the same way as the "rabbits" have. Emphasize to everyone that they cannot change what component they are during a round. They can only change at the beginning of each round.

7. At this point, ask all players to turn around to be back-to-back and behind their lines.
8. Begin the first round by asking all players to make their signs (remember, everyone's backs are to each other, and the two groups are behind their lines)—hand over stomach, mouth or head. Emphasize that players must choose one of these symbols before turning around to face the other group.
9. When everyone is showing their sign and are ready, tell them to "GO!". At this time each "rabbit" and each "component" turns to face the opposite group continuing to hold their sign clearly.
10. The "rabbits" look for and move to the "habitat component" that matches what they need. Each "rabbit" must hold the sign of what it is looking for until it tags the matching "component." Only one "rabbit" can choose the matching component.
11. Once the "rabbits" find their correct component, they take it back to their line, and the "component" becomes a "rabbit". Any "rabbit" who fails to find its "component" dies and becomes available as food, water or shelter, leaving the rabbit group and joining that "components" line of players.
12. "Components" not taken by a "rabbit" continue to be "components".
13. Record the number of "rabbits" behind the rabbit line at the end of each round.
14. Play at least 10 rounds. The facilitator records the number of "rabbits" at the beginning of the activity and at the end of each round on a big piece of paper made into a graph chart so that everyone can talk about the results at the end of the game. See the reflection questions on page 1.

Adapted from Association of Fish and Wildlife Agencies. (2017). Project wild. Washington D.C.

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