



Rio Arriba 4-H Presents:

Tell Us About it Tuesdays!

Welcome to Cloverbuds!

Cloverbuds enrolled in the Welcome to Cloverbud project will learning about what the Cloverbud program is, about their 4-H club, and other Cloverbud projects.

It is strongly recommended at all Cloverbuds take this project at some point, ideally within the first year.

Some of the Project Activities include:

- ✓ **Completing a 4-H Interview**
- ✓ **Create-a-Critter**
- ✓ **Which is a Better Deal**
- ✓ **Food Fun**
- ✓ **This is Me**
- ✓ **My Family Portrait**



Complete the following activities, share your results, and earn points!

Watch this video about New Mexico 4-H

https://youtu.be/NEMUrqlf_7M

Complete the "This is Me" worksheet and try the "Paper Power" activity

Send a picture of your projects to: marctala@nmsu.edu or hannah99@nmsu.edu

Earn points for your participation and receive Pizza Gift cards!

Have Questions Contact: 575-588-7423

Marcella, Extension 4-H Agent, at marctala@nmsu.edu

Hannah, Extension Program Assistant, at hannah99@nmsu.edu



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**College of Agricultural, Consumer
and Environmental Sciences**
Cooperative Extension Service
Rio Arriba County Extension Office

This is Me

When I'm alone I like to _____

My favorite sports are _____

When I grow up I might be a _____

My favorite games to play are _____

My job at home is _____

I'm a good friend because _____

At school I'm good at _____

One thing I don't like AT ALL is _____

At home I'm good at _____

↑

Name

This is a picture I drew of me all dressed up for my career!

Use This is Me to complete the Careers & Me activities.

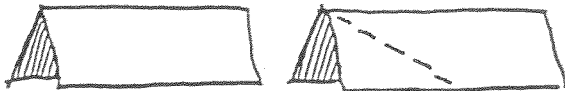
Paper Power!

You need:

sturdy or stiff paper - 8 1/2" x 11"
crayons or markers
tape

You do:

1. Fold the paper lengthwise.



2. Fold corner up along dotted line then fold up again along second dotted line.



3. One more fold up and this side is finished!



4. Turn the paper over and repeat folds on opposite side.



5. Tape here and decorate with markers or crayons.

Use Paper Power to complete the Airborne activities.

Flight Time

Measure off a landing strip, marking distances with masking tape.

Each pilot makes five flights, recording the distance of each flight.

Flight Record

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

Which was the longest flight? _____

The shortest? _____

What made the difference? _____

Who's the long-distance pilot in your group?
