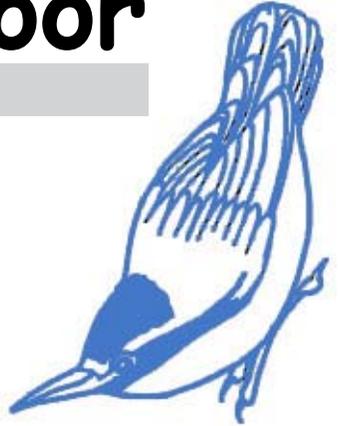




Just Outside the Door



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Name _____

My Thoughts and Feelings

Just Outside My Door

We did these things:	I felt like this:
 A Mapping Activity	  
 A Treasure Hunt	  
 About Me	  
 Arts and Crafts	  
 Games	  
 Books and Stories	  
 Trips and Walks	  
This is how I felt about the whole meeting:	



Dear parent:

This week your child learned important information about the different kinds of places in which children live and play, and the kinds of things that can be found in these different places. (See “What Children Need to Know About What Is Just Outside Their Door.”) The group drew a map of what can be found “just outside their own doors” and went on a treasure hunt. They did other activities to help them learn about the variety of objects that can be found outside.

You can help your child remember what he or she learned by doing one or more of the activities listed under “Helping Children Learn More About What Is Just Outside Their Door.” As you do these activities with your child, stress the importance of understanding and appreciating the differences between people as well as between places. Our world is filled with variety, and children need to understand the value of that variety.

OVER



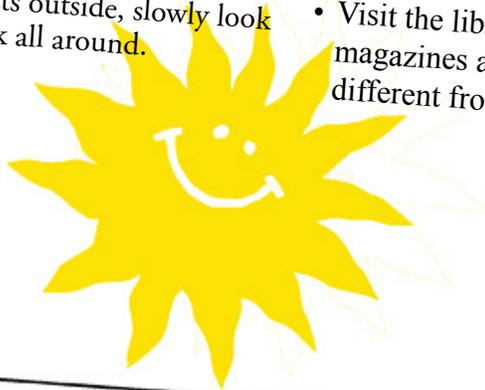
What Children Need to Know About What Is Just Outside Their Door

- Children live in many different kinds of places.
- Depending on where children live, they have different kinds of things to see and do when they leave their homes. Some examples are:
 - Some children live in cities. When they go outside, they may have a small yard, a large yard or no yard! There are many human-made things like houses and other buildings. There are paved streets. Often many people live close together in a small place. There may be many trees or just a few.
 - Some children live in the country. When they go outside, they may have a yard, or they may not. There are usually no other houses close by. Sometimes the roads are dirt roads. Usually there are many trees and other natural things.
- Things found outside have different shapes, colors, sizes and patterns.
- Some things found outside are human-made (like houses), and some are natural (like trees).
- Some things found outside are very easy to find because there are so many of them. Some things found outside are very hard to find because there are not very many of them.
- When looking for objects outside, slowly look up, look down, and look all around.

Helping Children Learn More About What Is Just Outside Their Door



- Encourage children to start a nature table, shelf or bulletin board in your home. “Treasures” that are discovered outside can be proudly displayed in this area.
- Encourage your child to ask questions about different kinds of people, places and things. If you don’t know the answers, ask “How can we find out?” Start a list of questions and then visit a library or ask experts to find out the answers.
- Make a list of the kinds of objects found just outside the door with your child. Let your child determine what categories to record.
- Take a short trip to a different kind of area than your family lives in. For example, if you live in the city, visit the country. Talk about things found in one area that aren’t found in the other (for example, cows are found in the country and fire hydrants are found in the city). What kinds of objects can be found in both places? (Examples are birds, trees, and people.) Talk about what it would be like to live in the different area.
- Visit the library and find books and magazines about places and people that are different from you and where you live.





Name _____

About Me

I Know How to Be a Friend

Draw a picture of one of your friends.

My friend's name _____

Things I like about this friend _____





Name _____

My Thoughts and Feelings

I Know How to Be a Friend

We did these things:	I felt like this:
 Prui Activity	  
 About Me	  
 Singing	  
 Arts and Crafts	  
 Games	  
 Drama	  
 Books and Stories	  
 Trips or Walks	  
This is how I felt about the whole meeting:	



Dear parent:

This meeting focused on the theme of friendship. The children participated in activities and talked about what it means to be a friend. They practiced friendship skills such as sharing, listening and problem-solving. The concept of friendship is an important one in 4-H because our purpose is to provide an environment where friends can get together to learn and have fun. (See “What Children Need to Know About Friendship.”)

Some suggestions for ways in which you can help to reinforce the information we’ve shared today are listed under “Helping Children Learn More About Friendship.” Also, share your ideas with your child about what friendship means to you.

Children this age are just beginning to realize the importance of friendship. They learn a great deal about what friendship is all about by being a friend. We, as adults, sometimes get involved too quickly when children are having problems with each other. If we encourage them to think through problems on their own, they can come up with some pretty creative solutions themselves! Instead of playing referee, you might say, “Sounds like you two are having a problem. I wonder what you could do to work this out.” This is an important social skill for children to develop, and you can encourage this by talking about how differences can be worked out when we get the opportunities. Adult intervention is necessary if there is danger of children hurting each other.

OVER

What Children Need to Know About Friendship

- Friends are people who:
 - Like each other.
 - Like to be near and play with each other.
 - Talk with each other.
 - Help each other do things.
- Friends may be in your family or outside your family, and they can be any age.
- Having a friend and being a friend make people feel good.
- Having a friend gives people someone with whom to play, work, and share ideas and feelings.
- People feel friendly toward people who are interested in them, share with them, listen to their ideas, and help think of ways to solve problems.

Helping Children Learn More About Friendship

- Help your child plan a picnic, a party or an overnight stay with a friend.
- Notice when your child acts friendly, and comment on it. For example, you could say, "You said 'hello' to your friend Jim. That was a friendly thing to do."
- Help your child think about ways to make a new friend or to resolve a conflict.
- Help your child write letters to his or her friends. Remember, a friend can be of any age.

