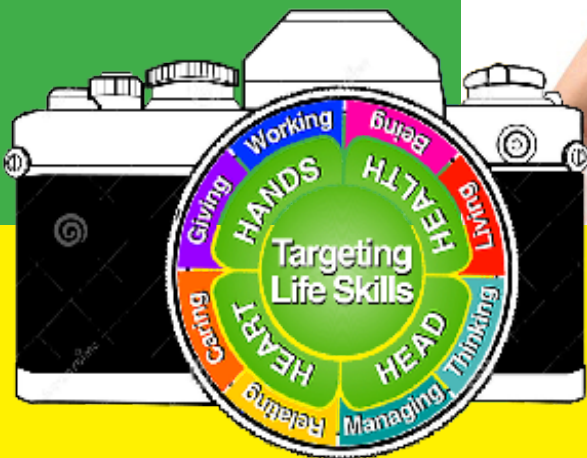




OSU EXTENSION
4-H YOUTH DEVELOPMENT

Picture Perfect **YOUTH**

Advanced Level
Ages 15-19




Oklahoma 4-H
Personal Development
Project Manual

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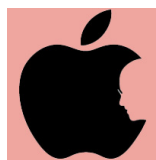
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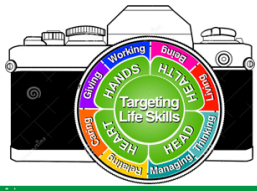


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Picture Perfect Youth

Oklahoma 4-H Personal Development Curriculum ~ Advanced Level



Welcome to your journey of discovering more about
Personal Development!

The Personal Development Project offers young people an opportunity to learn about themselves, family and friends, community, state and world. Personal Development is focused on developing a well-rounded individual by developing your **HEAD** to clearer thinking, your **HEART** to greater loyalty, your **HANDS** to larger service and your **HEALTH** to better living!

The objectives for the Personal Development Project are:

- To develop communication skills through clearly sharing ideas, thoughts and feelings.
- To build strong and healthy relationships with others based on cooperation, empathy, trust and respect.
- To understand and utilize the tools and resources for dealing constructively with problems and conflicts that occur between people.
- To develop skills in managing time and seeking out useful resources to complete tasks.
- To develop good character, leadership and citizenship traits.
- To apply knowledge acquired in this project to other projects and related community activities.

Explore the curriculum with a project group or work through activities on your own. You can work at your own pace. Before you begin the journey of discovering your Picture Perfect YOUth, you'll need to know the ins and outs of the curriculum. The sections of each lesson have been titled with a variety of photography related terms. Here is a key to help you stay focused on the goal of becoming a well-rounded individual!

Here's the Angle ... Lesson objectives -- explanation of the information to be taught in the lesson.

Let's Focus ... Introduction to the lesson -- this information will be important to read before moving on to activities.

Zoom Out ... Group activity -- this section is designed for an adult leader or teen leader to teach to a group. If you are completing the Personal Development Project on your own, you will still be able to do most of the activities by yourself or consider leading the activity with some friends.

Zoom In ... Individual activity -- this section is designed for you to do by yourself, either at a project meeting or at home on your own.

Framing Your Thoughts ... Discussion questions -- these questions can be discussed as a group at a project meeting or you can answer the questions on your own. Use a notebook or journal to write down the questions and your answers.

Developing the Picture ... Fair project -- some activities may be used as a fair project. Refer to the current Fair Book for detailed information on fair categories and requirements.

Panoramic View ... Extended learning opportunities -- lessons will provide additional activities you can do to learn more about the topic. This information is also posted on the website at this link. A QR code is provided in this section to access the website. <https://goo.gl/TB4t0W>

The Targeting Life Skills Model is the foundation 4-H uses to build project experiences and teach activities. On each lesson under the section, "Here's The Angle...", the life skills are listed that the lesson will address. Below is an example of what to look for on the page to find the life skills.

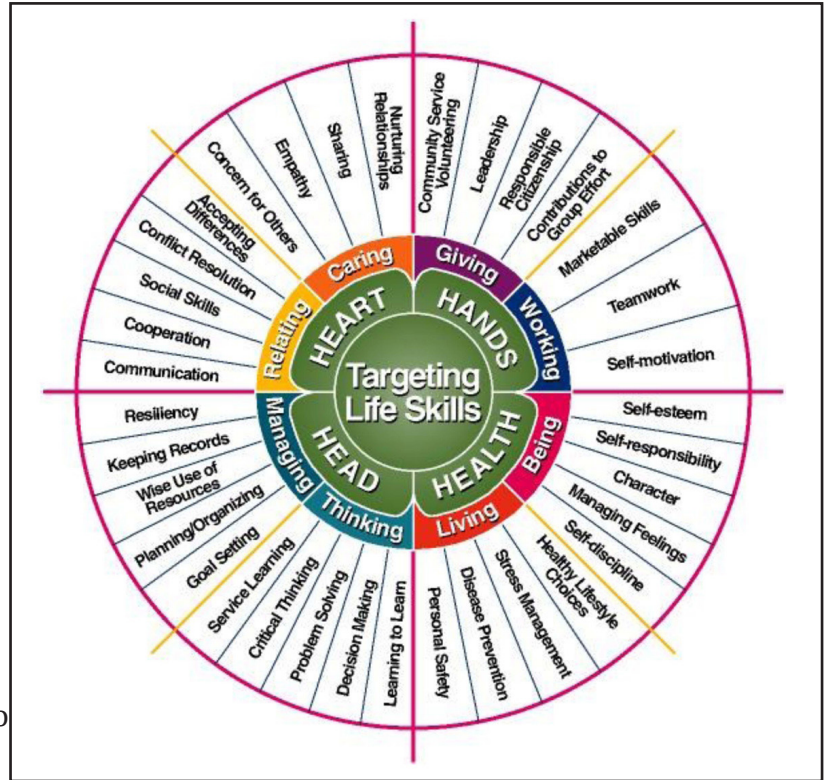
Here's the Angle...

- Develop skills in goal setting



Life Skills:

Head -- Goal Setting

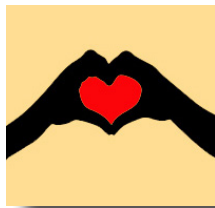


Reference: Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model" <http://www.extension.lastate.edu/4h/skilsEval.htm>

The Targeting Life Skills Model is divided into the 4 H's -- Head, Heart, Hands and Health. Icons for each H are used throughout the project manual, along with the life skills on which the lesson is focusing. Below are the icons to help you remember the connection to the Targeting Life Skills Model.



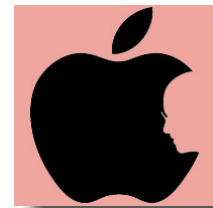
Head



Heart



Hands



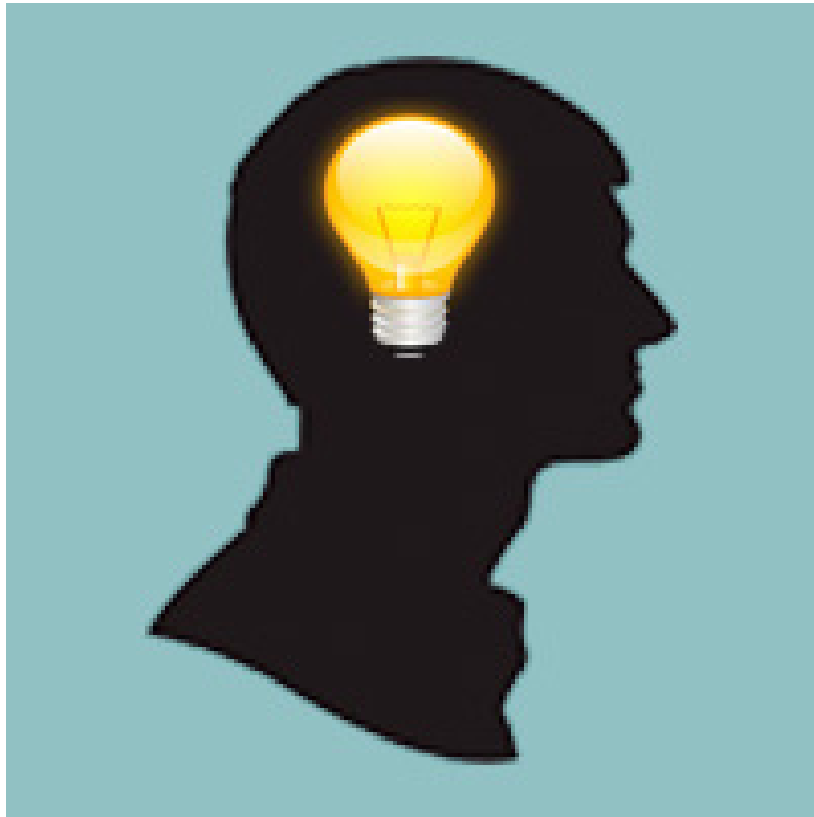
Health

 Look for colored boxes (some will have a green check mark) for important information!



The blue ribbon icon notes an activity that can be a fair project. Be sure you read the section, "Developing the Picture" for fair project details, along with the instructions for the activity before completing your fair project.

I pledge my HEAD
to clearer thinking...



My friends and family are my support system. They tell me what I need to hear, not what I want to hear and they are there for me in the good and bad times. Without them I have no idea where I would be and I know that their love for me is what's keeping my head above the water.

~Kelly Clarkson~

My Top 10

Instructions: 4-H is special for many reasons. Write your top 10 things you have learned from your 4-H experiences. Go!

10

5

9

4

8

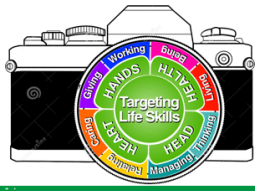
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6

1



Picture Perfect Youth

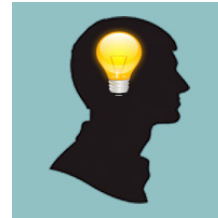
Oklahoma 4-H Personal Development Curriculum ~ Advanced Level



Never Stop Learning

Here's the Angle...

- Encourage lifelong learning
- Learn about the history of 4-H
- Demonstrate teaching methods to share the history of 4-H



Life Skills:

Head -- Learning to Learn;
Problem Solving;
Critical Thinking

Let's Focus...

Learning is discovering new things, knowing the right questions to ask, and finding resources that provide accurate answers. Successful people never stop learning. Every day offers opportunities to learn, explore, and discover. Lifelong learning is a gift that youth can give themselves.

Learning can also happen through teaching others. When individuals study information and share with someone else, they are more likely to remember what they shared. The 4-H program provides many opportunities for youth to continue learning through teaching others what they have learned. Write some examples in the box of ways youth learn through teaching others in 4-H.

Public speaking is one of the best ways youth can teach others what they have learned. Developing a speech, demonstration or PowerPoint presentation requires youth to research a topic, develop an outline, write a script and more. Other ways that youth teach others is through carrying out leadership roles as club or county officer, serving on a committee or other county, district or state leadership opportunities. These activities require youth to take what they have learned about leadership, parliamentary procedure, public speaking and more and apply it to a specific role. Teen leaders often take what they learn in a specific project and teach it to younger members through project club meetings, summer workshops, one-on-one mentoring and more.

Remember, when you stop learning, you stop living! So keep striving to learn something new every day and pass it on to others.

4-H'ers Learn by Teaching Others...

- 1.
- 2.
- 3.
- 4.
- 5.

Zoom Out...

Lead On!

Materials List:

- Index cards to create the teaching method cards
- History of 4-H handout

Preparation: Write one teaching method on each index card to create six cards. Teaching methods are listed below. Place the cards face down on the desk for groups to draw.

Human Timeline
Quiz Bowl

Jeopardy
Panel Presentation

20 Questions
Role Play

This activity will challenge youth to study and become familiar with basic facts about the history of 4-H and then teach that information through specific teaching methods. The group will divide into six teams and draw one of the teaching method cards. The teaching methods include the following:

- Human Timeline -- create a timeline on the history of 4-H using your audience to assist
- Jeopardy -- write five questions/answers and conduct a Jeopardy type game with the audience
- 20 Questions -- choose one fact about 4-H to use as the target of a game of 20 Questions. Allow the audience to ask up to 20 questions to determine which 4-H fact was chosen as the target.
- Quiz Bowl -- write five questions/answers and conduct a quiz bowl style game with the audience
- Panel Presentation -- develop an outline and assign topics to each member of your team. Each team member will present their topic as if they were a panel expert. One person of your team will serve as a moderator of the panel presentation.
- Role Play -- create a skit/role play scenario to showcase the history of 4-H. Use all of your team members in the presentation.

After each group has presented, review by discussing the questions below.

After the activity, discuss these questions...

- When you studied the handout, History of 4-H, was there something new you learned?
- What skills did your team use to plan your presentation?
- Besides these six teaching methods, what are other ways to teach others?
- How did you determine each team member's role for this activity?
- What have you learned in 4-H that you want to share with others?
- Which teaching method do you think would be most effective to share that information?



Zoom In...

One New Thing

Materials List:

- Pencils or pens
- Calendar
- Computer with internet access or other reference books/resources
- One New Thing handout

When we stop learning, we stop living. This challenge is to help you focus on making time to learn at least one new thing each day. It is up to you to meet the challenge. Set a goal to learn one new thing every day. You can count what you learn in school, but that is taking the easy way out. If you include something you learned in school, dig a little deeper to fully understand and appreciate each concept.

Choose a Theme: It is helpful to select a theme or a general category to target for your daily learning. Some people target vocabulary words as a starting point. If you have identified a career path, learn the lingo now to get a head start on your competition. Others use daily learning to stay current on culture, art or national and world events. If there is something that has always interested you, use this opportunity to learn about that topic.

Find a Source: Look for a source of reliable information. For example, if you are learning vocabulary words, find a good dictionary. If you want to learn about the history of guitars, find a good reference book. If you want to improve your communication skills, visit the library or do an Internet search for articles on interpersonal communication. More than one source may be used to gain different perspectives on your theme.

Make the Time and Keep Track: Everyone is busy, so don't use that as an excuse! Learn one basic concept each day. With a source at your fingertips, you can commit 10 minutes a day to complete this challenge. Use the One New Thing handout to keep track of the new thing you learn daily.

Look Back: At the end of each week, look back through the information you mastered. Think about what you learned and how it will help you in your personal life. If your list seems trivial, intensify your search for new information and ideas.

At the end of the month review your calendar again. Look for trends or patterns in what you have learned. Do you remember each new idea or fact? If not, identify a tool or technique to help you recall what you learned. In order for information to be useful, you must remember and apply it.

Reward Yourself with a Habit for Life: Now that you have practiced for 30 days, you are well on your way to establishing a lifelong habit that values learning. Continue to take the One New Thing challenge to learn about a different topic.



Framing Your Thoughts...

Discuss the questions with a group or write down your answers in a notebook or journal.

- What 4-H history did you learn for the first time?
- What teaching style did you like most? Why?
- Which teaching style seemed to be most difficult to use?
- Why is it important to use a variety of teaching styles?
- What is your favorite way to learn?
- Why is it important to cultivate lifelong learning?
- In what ways do others teach you things that you do not know?
- Would you encourage others to complete the “One New Thing” challenge? Why?
- What are ways that you can use the different teaching styles to teach others?
- What could you do differently with the “One New Thing” challenge?

Panoramic View...

Here are some additional things you can explore to learn more or scan the QR Code to access Panoramic View online for easier access.



- Explore the blog post from [www.lifehack.org](http://www.lifehack.org/articles/featured/15-steps-to-cultivate-lifelong-learning.html) about habits to cultivate lifelong learning.
- Look for classes in your community you are interested in learning more about and enroll. Examples might be courses offered in adult education at a university or technology center such as photography, cake decorating, a painting or scrapbooking class, bowling lessons or any other skill or hobby you would like to develop.
- Research learning styles. Find a learning style quiz or activity to teach to others.



History of 4-H

Instructions: Use the information below to develop your presentation on the History of 4-H for your group's teaching style. All members of the group must be involved in the presentation.

- In 1907, the first 4-H emblem was used nationally. It was a three-leaf clover that stood for head, heart, and hands. In 1911, O.H. Benson suggested that the fourth H should be “hustle,” and the 4-H design was adopted. The fourth “H” was later designated for “health.”
- The 4-H Program began in Oklahoma in 1909. The first 4-H club in Oklahoma was established in Tishomingo.
- Passage of the Smith-Lever Act of 1914 established the Cooperative Extension Service of which 4-H is a part. The Act provides public financial support of Extension programs.
- In 1927, the National 4-H Pledge and 4-H Motto were adopted at the first 4-H Club Camp. The 4-H Motto is “To Make The Best Better.”
- In the early 1930s, expansion of 4-H projects from canning, growing corn and livestock occurred. 4-H projects for girls included offerings such as clothing, home management, food and nutrition, and other home economics programs. Programs for boys included soil conservation, tractor, engineering, electricity and agricultural production projects.
- Because of the impact of 4-H in Oklahoma, Oklahoma A&M College, now known as Oklahoma State University, built the 4-H and Student Activities Building on campus. This facility is now known as Gallagher-Iba Arena. College President Henry G. Bennett gave remarks at the dedication of the building in 1939. The facility still has a permanent exhibit for Oklahoma 4-H in one of the lobbies.
- In 1959, the National 4-H Center opened just outside Washington D.C., with President Eisenhower participating in the dedication ceremony.
- In 1973, the words “And My World” were added to the 4-H Pledge.
- In 1985, a former Pittsburg County 4-H member was honored at Oklahoma 4-H Roundup. Reba McEntire participated in Share The Fun and other 4-H projects as a 4-H member.
- In 2009, Oklahoma 4-H celebrated their centennial. The theme for the year was “Oklahoma 4-H: Honoring. Celebrating. Envisioning.”



Week 1: Reflections (what you learned, how will it help you, what seemed trivial, how can you dig deeper?)

Week 2: Reflections (what you learned, how will it help you, what seemed trivial, how can you dig deeper?)

Week 3: Reflections (what you learned, how will it help you, what seemed trivial, how can you dig deeper?)

Week 4: Reflections (what you learned, how will it help you, what seemed trivial, how can you dig deeper?)

One New Thing: Wrap It Up!

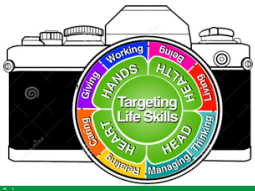
What types of information did you learn over the course of the "One New Thing" challenge?

What surprised you during the challenge?

Which source(s) of information did you like best? Least? Why?

How will you use what you have learned?

How will you develop habits for lifelong learning? How can you encourage others to do the same?



Picture Perfect Youth

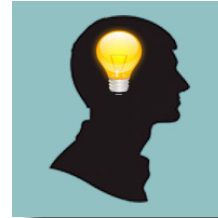
Oklahoma 4-H Personal Development Curriculum ~ Advanced Level



Be SMART About Goals

Here's the Angle...

- Identify the characteristics of SMART goals
- Express goals to achieve by age 30
- Develop a goal setting collage to practice creativity



Life Skills:

Head -- Goal Setting;
Keeping Records;
Critical Thinking

Let's Focus...

As you grow from childhood to early adulthood, you are trying to figure out where life is headed and how to get there. In many cases, teens are more interested in video games, dating, or choosing the perfect prom dress than establishing personal, educational, or professional goals. Setting goals and writing them down can help you focus on what you need to do to accomplish something.

In order for goals to be meaningful, they need to be **SMART**. SMART is an acronym to help you create goals that can be achieved. Let's define SMART goals.

- **S = Specific** – goals need to be targeted and clearly stated to help you focus your efforts. For example, a poor goal is “I want to do well in school.” A more specific goal is “I want to improve my science and math skills.”
- **M = Measurable** – this means identifying clear criteria to measure your progress. Going back to the specific goal of improving science and math skills, we can measure that by tracking grades.
- **A = Attainable** – you may have a goal in mind such as completing a degree in engineering, but in order to get there, smaller goals must first be achieved. Using our example, an attainable goal might be “I want to earn A's in science and math.” That's an attainable goal to work toward.
- **R = Relevant** – goals should be realistic and relate to your objective. Working toward A's in science and math is relevant to success in school and will help you get into college in the future.
- **T = Time Bound** – this means that you have a timeframe in which you want to accomplish the goal. The school year would be the timeframe to work on science and math grades.

Goal Setting Mistakes



Some common mistakes made in setting goals might include:

- Making goals that are too big
- Setting too many goals
- Creating goals that are not specific enough
- Failing to write goals down and keeping track of progress

Remember to be **SMART** about your goals and you will be able to achieve anything.

Zoom Out...

When I'm 30, I Want...

Materials List:

- When I'm 30, I Want... handout
- Pencils or pens

If you haven't started writing down your goals, now is the time! Complete the handout, "When I'm 30, I Want..." using the SMART method of goal setting. Think about where you want to be at the age of 30 in your personal, professional and educational life. Some of the goals you have may not require you to work on them until you are 30 while others may require an earlier start.

In your personal life, what are some things you want to accomplish? Develop a new skill, adopt a healthy lifestyle or marriage might be examples of personal goals. Professional goals include things like employment, accomplishments, and more. Educational goals can relate to a degree, completing a certification in a specific trade, or a variety of other learning experiences.

There is space on the handout to identify 5 goals in each area. Share your goals with the group and get feedback on whether or not each goal meets the SMART standards. Refer to the description of SMART goals on page 15 to help guide your goal setting. If a goal does not fit the SMART standards, take time to revisit it. Keep your goals visible and start to work on achieving them.



Zoom In...

Goal Setting Collage

Materials List:

- Old magazines and newspapers
- Computer with internet access (optional)
- Computer printer (optional)
- 14 x 22 inch poster board
- Markers, colored pencils or crayons
- Scissors
- Glue



Put your creativity to work and create a collage of your goals. You can use the goals you set in the “When I’m 30, I Want...” activity as a starting point to develop your poster. Using a variety of magazines, newspapers, or printed photos off of the internet, develop a visual of what it will look like if you accomplish your goals. Include your SMART goal(s) on your poster. Add other captions to your poster to help tell your goal setting story. Add the title “My SMART Goal” or “My SMART Goals” at the top of your poster, depending on whether you focus on one or more goals.

Keep your poster in a place you will see every day as a reminder of what you want to achieve. Remember, it takes hard work and determination to succeed. Don’t give up. Stay focused and SMART!

Framing Your Thoughts...

Discuss the questions with a group or write down your answers in a notebook or journal.

- What are the steps in SMART goal setting? Why is it important?
- When making the list of goals, which category was the easiest one to come up with? Why?
- What is an example of a goal you have set and been able to complete?
- How does writing down goals help you?
- Where or who can you go to for help in accomplishing your goals?
- What have you learned that will help ensure a more successful future?
- How can you use the SMART goal setting skills in your 4-H projects?

Panoramic View...



Here are some additional things you can explore to learn more or scan the QR Code to access Panoramic View online for easier access.

- TeensHealth -- Take 5 Tips for Life: 5 Facts About Goal Setting. Review the website for some great tips on goal setting. There are also other links at the bottom of the page to explore additional information.

http://kidshealth.org/teen/drug_alcohol/getting_help/goals_tips.html

- Making A Change Module -- complete this online activity and print out the “Making A Change: My Personal Plan.” Keep in a visible place and track your progress.

http://kidshealth.org/teen/food_fitness/nutrition/make_change.html?tracking=T [RelatedArticle](#)



Developing the Picture...

The Goal Setting Collage activity provides the instructions for Senior 4-H members ages 15-19 fair category. Follow the instructions in your fair book and make sure you sign and date the back of your poster and laminate it before entering it in the fair!

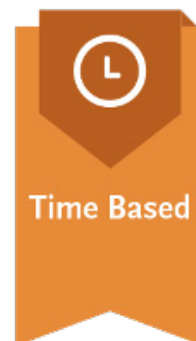
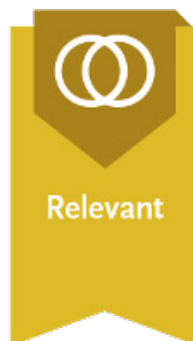
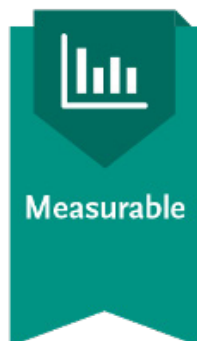
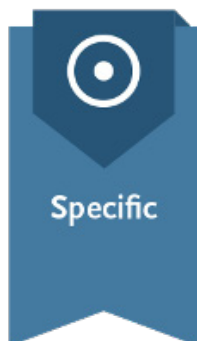
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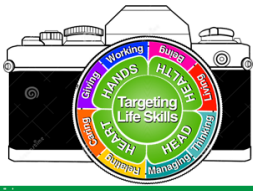
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When I'm 30, I Want...

Instructions: Develop five SMART goals for each category: Personal, Educational and Professional. Think about goals that you would want to achieve by the time you are 30. Review your goals with friends or family to make sure they fit the SMART criteria.

PERSONAL GOALS	EDUCATIONAL GOALS	PROFESSIONAL GOALS



Picture Perfect **YOUTH**

Oklahoma 4-H Personal Development Curriculum ~ Advanced Level



Let's Get Organized!

Here's the Angle...

- Identify qualities of good 4-H recordkeeping
- Learn techniques for better organization and planning



Life Skills:

Head -- Keeping Records;
Planning and
Organizing

Let's Focus...

Learning how to focus and get something done can accomplish more than just good grades. It's the foundation for success in life. Mastering the skills of planning and organization helps you to stay focused and see work through to the end. Research shows that organized students develop habits that will help them perform better in school, and in the long-term, their professional and adult life.

Organization means different things to each person. What does the phrase, "getting organized" mean to you? Write your answer in the box to the right. Continue your writing by finishing the statement, "I stay organized by..."

There are several tools to help with organization. Some are technology-based, while others are not. Making lists, keeping a calendar or planner, journaling and a family organizational chart on the wall are techniques that are used to stay organized. If you asked your parents about organization, would their answers match yours? What about an employer -- how would they define organization?

In 4-H, one of the skills taught is recordkeeping. This skill requires a lot of organization to track 4-H activities, learning experiences, leadership, citizenship, and more. As a junior and intermediate 4-H member, simple recordkeeping forms are often used to help youth get in the habit of keeping records for projects. Senior 4-H members use the State 4-H Report Form and complete a record book which also includes a 4-H story and pictures. Have you completed a 4-H record book?

What does "getting organized" mean to you?

I Stay Organized By...

Benefits of Being Organized



1. Being organized can actually help you increase the amount of free time you have.
2. Being organized will improve your relationship with and earn respect from adults.
3. Being organized will help you get to places on time.
4. Being organized will lower your stress level.
5. Being organized will help you to accomplish tasks in a more efficient manner.

Organization: What Is It to you?

Organization can be overwhelming if you have never tried to put any techniques into practice. Parents may be asking you to take on more responsibility in the home as you get older but you don't know what to do or where to start.

Perhaps the best way to start is to think about organization in different terms and see if any of these work better for you. Review the list below and write in the box the word that better describes organization for you. If none of these words work for you, identify your own word and write it in the box.

- Arranging
- Assembling
- Categorizing
- Classifying
- Putting in order
- Putting together
- Sorting out

My term for organization is...

Now that you have a word that describes organization to you, write in the space below ways that you can use that skill to get yourself organized.

Zoom Out...

Exploring 4-H Record Books



Materials List:

- Flip chart paper
- Markers
- Copies of record books from 4-H alumni -- contact your county 4-H educator for help in securing this resource (do not copy personal information page)

Record books are one way to showcase 4-H project work. Members who are active and keep track of their 4-H involvement will have a more indepth record book to enter for county and state awards. Not only is there value in keeping 4-H records, members benefit by learning new things.

When 4-H'ers keep records they learn:

- To plan and organize their work
- To evaluate what the 4-H experience meant to them
- To follow directions and pay attention to details
- Skills that they will continue to use during their lives

Sometimes you may feel you do not have enough activities and information to include in a record book. It doesn't matter how much information you have. You can still benefit from keeping a record book. The purpose is to learn recordkeeping skills, Don't worry if your record book is not completely full. Focus on what you learned and contributed in your 4-H project work. Then look for ways to increase your involvement each year so you can add to your record book.

This activity is designed to showcase examples of content to include in record books. Let's divide into groups of three to four. Each group will receive a copy of a record book to review and answer a few questions. Divide up the pages of the record book among your group. Review the questions below and use the flip chart paper to write your group's answers. After groups have taken 15-20 minutes to review and record their information, allow time for each group to report back.

Answer these questions about your group's record book:

1. What is the project area of this record book?
2. What are five examples of learning experiences this 4-H member completed in their project?
3. What are five examples of things the 4-H member learned in their main project?
4. What are three examples of leadership related to the main project?
5. What are three examples of citizenship related to the main project?

After the activity, discuss these questions...

- Were there common things identified among the groups? If so, what?
- How are record books similar to a scrapbook?
- Do you think you will complete a record book after learning more about them?
- Besides 4-H awards, what are other ways record books might be helpful?



Zoom In...

Getting Organized

Materials List:

- Getting Organized handout
- Pencil or pen

There are many ways to get organized. Organization can be as unique as each person's fingerprint -- customized to your individual style. This activity is designed to help you think about how you prioritize tasks and organize to get things done.

Review the handout, Getting Organized on page 25. Answer the questions to the best of your ability. If you are unable to answer one or more questions, talk to a parent or your 4-H leader to brainstorm ways to address the situation. Work on putting more organization skills into practice so you begin to reap the benefits of organization.

Framing Your Thoughts...

Discuss the questions with a group or write down your answers in a notebook or journal.

- What are the benefits of organization?
- What is your strength in organization?
- Where could you improve your organization skills?
- Why is having recordkeeping skills important in your 4-H work?
- What are ways that recordkeeping in 4-H can help you in other areas of your life?
- Are there any organizational tools or tips you learned about which you plan to try?
- How can you teach organizational skills to younger 4-H members?

Panoramic View...



Here are some additional things you can explore to learn more or scan the QR Code to access Panoramic View online for easier access.

- Is your room and/or closet disorganized? Find three boxes or tubs and label them: Keep, Donate and Trash. Sort through all of your closet and/or contents in your room. Place items into the three boxes. Items you place in the trash box, take to the dumpster. Take those items in the donate box to a local clothing closet or donation site. Organize your space and find a good place to the items in your keep box.
- Search YouTube for organization tips for teens. Find a DIY project to help you organize something in your life. Here is one example of a video which has several DIY project ideas. <https://www.youtube.com/watch?v=JXTgM6Qq6Hk>
- Review the information on the KidsHealth website on organization skills. <http://kidshealth.org/en/teens/focused.html?ref=search>
- Find a quote about organization you like. Place a written copy of the quote somewhere in your room where you will see it every day to remind you to continue to work on organization skills.

SIMPLE STEPS TO STAYING ORGANIZED

1. if you get it out -- put it back
2. if you open it -- shut it
3. if you try it on -- hang it up
4. if you get it dirty -- wash it
5. if you don't use it -- get rid of it
6. if it doesn't fit -- donate it
7. if it's expired -- dump it
8. if it's junk -- throw it out
9. if it's a bill -- pay it
10. if you schedule it -- write it down

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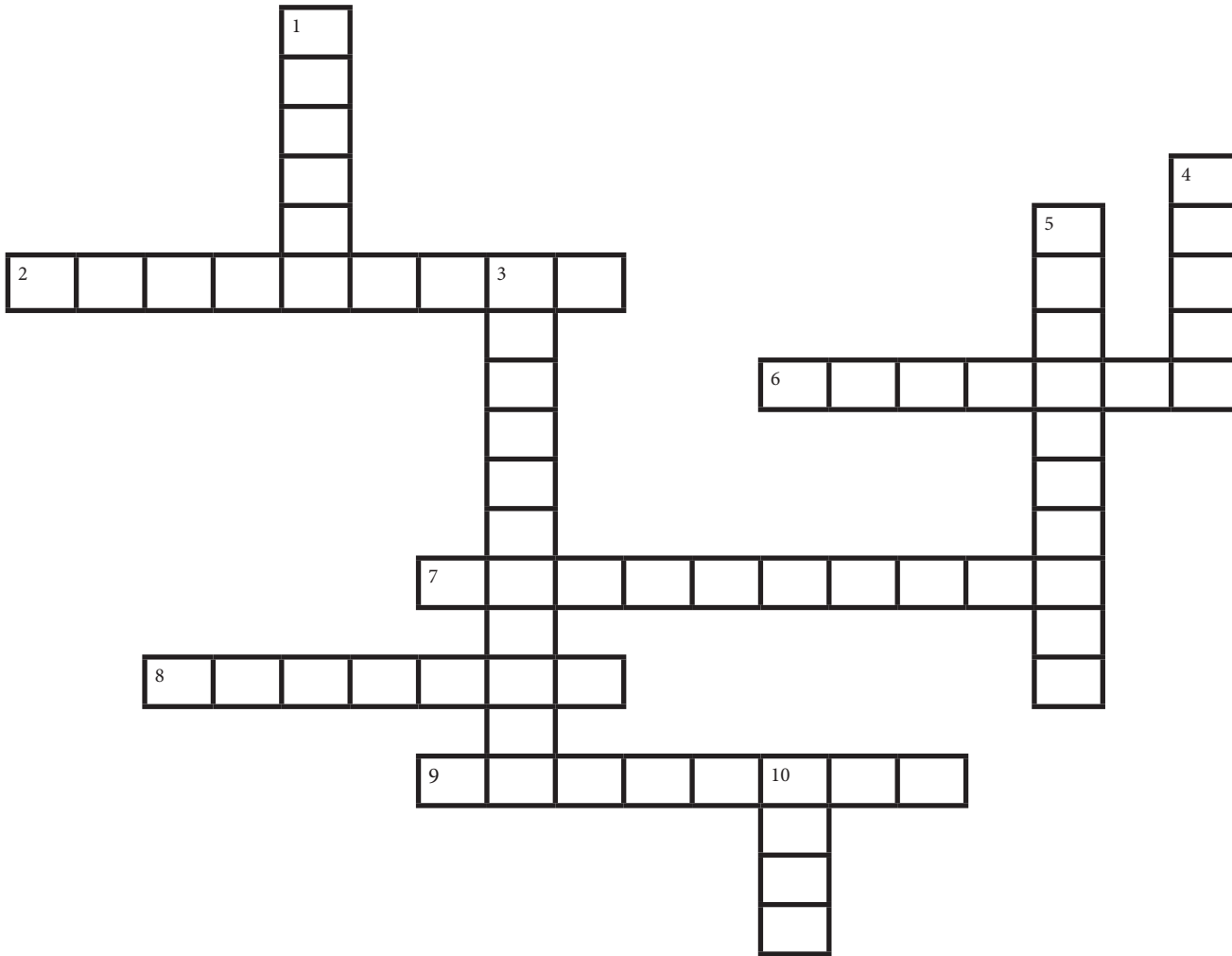
Getting Organized

Instructions: Review the questions below on organization and answer to the best of your ability. If you are unable to answer any questions, talk with a parent or your 4-H leader to brainstorm answers for the question(s).

1. What strategies do you use to remember things you need to do?
2. What kinds of information do you need to keep track of to make your life easier?
3. Do you use a calendar or planner? If yes, describe the type you use.
4. When you need to prioritize things, how do you decide what is most important to least important?
5. What are some areas of your life where you must prioritize your time?
6. If you need help with tasks, who can you turn to for help?
7. What organizational tools would you like to explore to improve your organization skills?

Gotta Have Heart!

Instructions: Complete the crossword puzzle below. The solution can be found on page 118.



Across

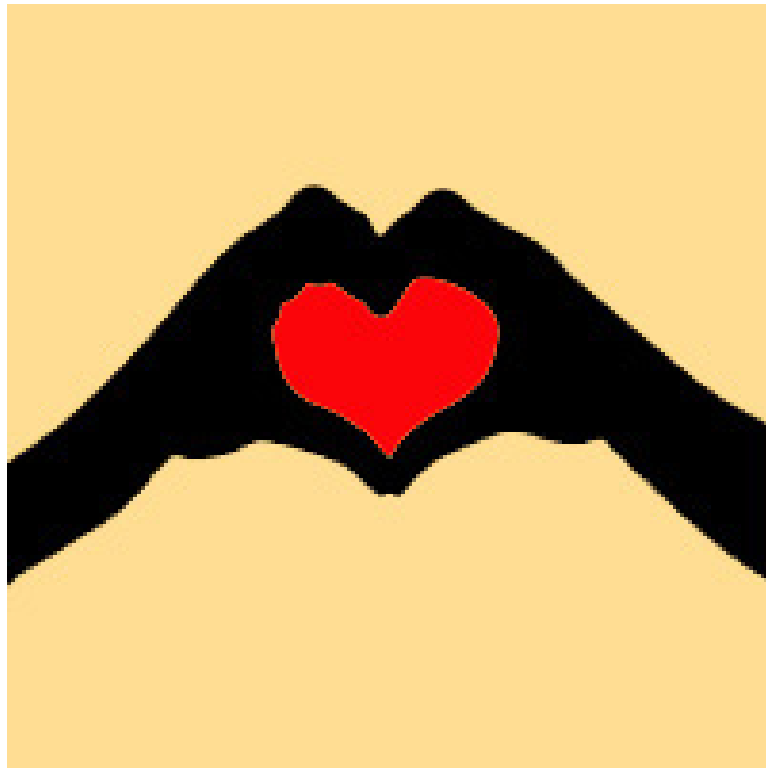
- 2. A person who adheres to a good moral code is said to have _____.
- 6. What Aretha Franklin sings about...
- 7. Showing sympathy for others is called _____.
- 8. I pledge my heart to greater _____.
- 9. The heart is trained to be kind, to be true, and to have _____.

Down

- 1. Showing concern for others is also called _____.
- 3. A person whom others can depend on is called _____.
- 4. The organ that pumps blood to all parts of the body.
- 5. I pledge _____ to the flag...
- 10. A person with heart is loyal and _____.

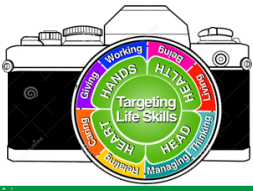
Word Bank			
Allegiance	Caring	Compassion	Heart
Integrity	Loyalty	Respect	Sympathy
	True	Trustworthy	

I pledge my HEART
to greater loyalty...



The most beautiful things cannot be
seen or even touched. They
must be felt with the heart.

~Helen Keller~



Picture Perfect Youth

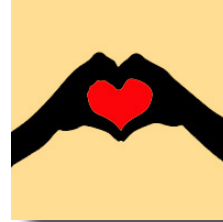
Oklahoma 4-H Personal Development Curriculum ~ Advanced Level



May I Introduce Myself...

Here's the Angle...

- Discover and practice proper techniques for greeting others and making introductions



Life Skills:

Heart -- Social Skills;
Communication

Let's Focus...

First impressions are valuable as we go through life. They are essential when meeting new people for the first time or when we go to that important job interview. Think about what you do when you meet someone for the first time. How do you act? What do you say and do? It is never too early to learn and put into practice tips for making the best first impression.

Nonverbal Communication When Greeting

When you are meeting another person, you are communicating nonverbally (without words) as well as verbally. Sometimes nonverbal communication is just as important as what is said. Keep in mind the following nonverbal hints provided by the International School of Protocol.

- It is important to smile when you meet someone to help that person feel at ease and show that you are interested.
- Eye contact is a very important part of greeting so that the person you are meeting feels that you are paying attention and are interested in what he/she has to say.
- A firm handshake also is an appropriate way to communicate nonverbally.
- Your tone of voice is another way you communicate nonverbally. When meeting someone, your voice should be upbeat and friendly.

The Important Hand Shake

There are several times when it would be appropriate to shake hands such as:

- When greeting new people or people you already know
- When saying goodbye
- To say thank you (for example, when receiving an honor or award, when showing appreciation to someone)
- At the beginning or ending of a meeting

Guidelines when Greeting Adults

Today, adults often invite youth to call them by their first name. It is important to pay attention and follow a person's preference. These guidelines vary in different cultures and in some southern U.S. states "sir" and "ma'am" are the preferred way to show respect.

Remember these tips when greeting or speaking with an adult:

- If invited to do so, you may call an adult by their first name. If not, here are the guidelines to follow:
 - A gentleman is called "Mr."
 - A married woman is "Mrs."
 - An unmarried woman is "Ms." If you do not know if a woman is married, refer to her as "Ms."
 - A couple with the same last name is "Mr. & Mrs." (married, not siblings)
 - A couple with different last names would be "Mr. and Ms." (dating, engaged, siblings, etc.)
 - A girl is "Miss."
- When visiting at a friend's house, say hello and goodbye to their parent(s) or guardian(s) when you arrive and depart if they are present.
- If you are visiting a dignitary, politician, university professor, royalty or military personnel, work with the adult in charge to learn the proper protocol for addressing those individuals. For example, politicians are referred to by their office: Senator Johnson, Representative Marshall, etc.



Making Verbal Introductions

These tips will help you in making introductions of friends or family members to others.

- Make introductions to the person of higher authority first
- Make introductions to the older person first
- Make introductions to the woman before the man
- Introduce names they will use for each other (i.e. - do not introduce your Mom to a friend as "Mom", introduce her as "Mrs. Smith.")

Below are a few examples of introductions:

- **Example of higher authority:**
"Senator Jones, I would like to introduce you to my 4-H leader, Mrs. Green. Mrs. Green, this is Senator Jones."
- **Example of woman before man:**
"Mother, this is my teacher, Mr. Brown. Mr. Brown, this is my mother, Mrs. Belt."
- **Example of older person first:**
"Dad, I would like to introduce you to my new friend, Tom Hardy. "Tom, this is my Dad, Mr. Robert Black."

Zoom Out...

Circle Time Introductions

Materials List:

- Circle Time Introductions Cards
- Box or bowl



Preparation: Copy and cut apart the Circle Time Introductions Cards on page 32. If you have more people than cards, create additional cards so that each person in the group has one. Place all cards in a box or bowl.

Instructions: This activity will challenge your introduction skills. The group will sit in a circle, either on the floor or in chairs. Pass the box or bowl of Circle Time Introduction Cards around the circle and have each person draw one card. The card is the character you will play for this activity.

Take a minute to visit with the person to your right and left to “meet” the characters they will be playing for the activity. Using the characters assigned to each person, you will be introducing the person on your right and on your left to each other. Keep in mind the rules for introductions provided in the lesson as you prepare your introduction. Select someone in the circle to go first and proceed around the circle in a clockwise manner until each person has had a turn of introducing the people on each side of them.

Evaluate after each introduction to make sure that the rules were followed. If the introduction was incorrect, work as a group to come up with the right solution.

Optional Version: Instead of using the Circle Time Introduction Cards, use a deck of cards! Red equals a female and black equals a male. The higher number is the person who is of higher authority or older. Ace is the highest card and 2 is the lowest card. You can use your own names and make up titles for introducing the people on either side of you.

Zoom In...

How Do You Do...What Would You Say?

Materials List:

- How Do You Do...What Would You Say? handout
- Pencil or pen

Using the handout, How Do You Do...What Would You Say?, write a proper introduction of the pairs of people provided. Check your answers with the rules on page 29 to be sure you have written the introductions correctly.

Framing Your Thoughts...

Discuss the questions with a group or write down your answers in a notebook or journal.

- On a scale of one to ten, one being poor and ten being awesome, how did you feel about making introductions?
- Why is it important to be able to introduce other people?
- What was a challenge you had making or writing introductions? How did you overcome it?
- What are qualities you must possess in order to be effective in teaching others to make proper introductions?
- Besides these activities, when have you had to make introductions before?
- How will your new skills in making introductions help you in the future?
- What are other situations when you will need to use the skills taught in this lesson?

Panoramic View...

Here are some additional things you can explore to learn more or scan the QR Code to access Panoramic View online for easier access.



- Watch this YouTube video called The Business of Etiquette: How to Give Proper Introductions in Business Settings. <http://tinyurl.com/hqwatzv>
- View this video on How to Shake Hands and Introduce Yourself. <http://tinyurl.com/z3229q7>
- Create a video on the topics covered in this lesson and use it to train other youth on this important skill.
- Read the article called “7 Hacks to Remember Any Name.” This is a challenge for many people!

Circle Time Introductions Cards

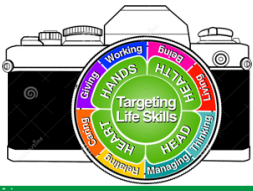
Instructions: Copy this page and cut cards apart. Place in a bowl. Each person will draw a card describing the character they will play for the activity.

Dr. Michael Boatner, Scientist	Mrs. Gretta Gust, Mother of three	Mr. James Young, Superintendent	Ms. Jodie Rowell, Dental Hygenist
Peter Jacobs, College Student	Gina Marshall, High School Cheerleader	Mrs. Margaret Hines, Attorney	Mr. Fred Bryant, Electrical Engineer
Dr. Felix Lowe, Orthodontist	Ms. Lisa Shores, State Representative	Mr. Tom Banks, State Senator	Mrs. Teresa McGuire, 4-H Leader
Mrs. Maxine Hawthorn, Librarian	Mr. Bryan Farrell, Teacher	Ms. Caroline Cape, Photographer	Mr. Pete Samples, Postal Clerk
Dr. Cooper Sides, Pastor	Betty Trimble, Miss Teen USA	Ms. Maggie Mason, City Councilwoman	Mr. Tracy Motley, Custodian
Mrs. Kathy Lusk, Movie Director	Mr. Jose' Gonzalez, Game Warden	Ms. Tammara Keely, Interior Designer	Rudy Waters, Student Council President
Dr. Zack Martin, Veterinarian	Mrs. Shirley Poole, Owner of Local Newspaper	Mr. Lyall Murphy, Accountant	Ms. Penny Ford, Clothing Designer

How Do You Do...What Would You Say?

Instructions: Write a proper introduction for each of the following scenarios. Remember to use the rules of introductions.

1. High school sophomore, Toby McDonald, and football coach, Jeff Blue -- introduce the new student to the coach
2. Two adults -- Don Lewis and Mary Lopez -- introduce them at a social gathering
3. Senator Rosa Gonzalez and Jim Thomas, County Commissioner of Green County -- introduce them at the 4-H Achievement Banquet
4. Your best friend, Dominic Johnson, and a new classmate, Jasmine Owens -- introduce them at school



Picture Perfect **YOUTH**

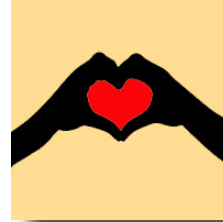
Oklahoma 4-H Personal Development Curriculum ~ Advanced Level



Communicating Well in Interviews

Here's the Angle...

- Discover how are interviews part of the job and/or award-seeking process
- Learn tips and tricks for a good interview
- Explore commonly asked interview questions



Life Skills:

Heart -- Social Skills;
Communication

Let's Focus...

Are you trying to secure a part-time summer job or seeking college scholarships or interviewing for 4-H awards? If so, you will probably be participating in an interview session with an employer or selection committee. You most likely have already completed the required applications or other required materials such as resume' and cover letter. The next phase—the interview—provides you the opportunity to verbally “tell your story.” At the interview, you will be judged on your qualifications, appearance and how well you match the job opening or award/scholarship guidelines. The job interview is also an opportunity for you to learn more about the job, responsibilities and employer or organization.

This might be your first or your fifteenth interview, but there are actions that need to be taken before the interview, during the interview, and following the interview. As you are preparing for the interview, you will need to gather any documents needed which could include a copy of your resume', identification required for employment, etc. You also need to research the potential employer, specific job for which you are applying, and put together a list of questions you would like to ask during the interview. In addition, you may want to practice the interview with a family member or teacher. You can also use a full-length mirror to look at your posture and gestures while you introduce and seat yourself and use a digital recorder to hear how your voice sounds.

Tips for a Successful Interview

- Arrive on time
- Leave cell phone in the car
- Shake hands firmly, if offered
- Wait to be asked to sit down
- Do not chew gum
- Sit up straight near the edge of the chair during interview
- Be pleasant and friendly, but professional
- Go alone to the interview (parents wait in the car!)
- Lean slightly forward as you converse
- Show enthusiasm
- Listen actively -- respond to what interviewer says
- Answer questions honestly and directly
- Remember to relax as much as possible

Zoom Out...

I Can Do That!

Materials List:

- I Can Do That! Job Title Cards
- Flip chart paper or poster board
- Markers



Preparation: Copy and cut apart the Job Title Cards. Provide each team with flip chart paper and markers.

Instructions: This activity is a small group brainstorming session to see how well suited your group is for a specific job. Divide the group into teams of three to four youth. Each team will select one of the Job Title cards. The team will then create a list or some visual representation on the chart paper explaining why the team is suitable for a specific job. Members must reflect upon their educational coursework, job experiences, life experiences, personal skills and qualities. Use your creativity to represent your team's skills. Be prepared to share your information with the whole group.

Zoom In...

What Can I Say?

Materials List:

- What Can I Say? handout
- Pen or pencil

Using the handout, What Can I Say?, give some thought to the questions and write a quality response that you can have in your mind for interviews. These are typical questions you are likely to be asked in job or award/scholarship interview. As you think of other questions, add pages and write out your answers. If there is a question in an interview that you were unprepared to answer, write down the question and give some thought to how you can better answer it in the future.

Talent will get you in the door,
but CHARACTER will keep you in the room.
Imagine with all your mind. Believe with all your heart. Achieve with all your might.

Framing Your Thoughts...

Discuss the questions with a group or write down your answers in a notebook or journal.

- How do you feel about going for an interview for a job, award, or scholarship?
- What are some of your past interview experiences?
- Why is it important to make preparations before the interview?
- What makes it difficult when going for an interview?
- Besides speaking, what other skills do you need before, during, and after interviews?
- What are qualities that you think are important in an employee?
- During what events and times in your life will you use your interviewing skills?
- What are some hints you would give to someone going for their first interview?

Dress for Success

Describe below an ensemble in your current wardrobe that would be appropriate for an interview. Ask a professional to review your choice and provide feedback to help you be dressed for success at your next interview.

Panoramic View...



- Here are some additional things you can explore to learn more or scan the QR Code to access Panoramic View online for easier access.
- View the video, Interview Dos and Don'ts to see examples of good and bad interview skills.
<https://www.youtube.com/watch?v=S1ucmfPOBV8>
- Review the KidsHealth website on 5 Ways to Ace a Job Interview.
<http://kidshealth.org/en/teens/tips-interview.html>
- Review the Oklahoma 4-H Awards Handbook section, "Prepare for a Winning Interview."
<http://4h.okstate.edu/for-youth/awards/>
- Prepare for and enter a county job readiness or the state job readiness contest. Visit with your 4-H educator and review the job readiness information at this link.

Developing the Picture...

“The Who, What, Why, and How of an Interview” creative writing project is a fair category for Advanced level 4-H members age 15-19. Teens will compose an essay describing a fictitious job (or award/scholarship) interview. The essay is to be double spaced using a 12 point font size. One to two pages are allowed for the essay. Be sure to include a title for your essay. The essay will be displayed on a poster, size 14 x 22 inches. Follow the instructions in the fair book for poster size, signing the back,, etc. before entering in the fair. The essay should at least contain the following information along with a title on the poster:



- For what job/award/scholarship you are applying. (Please do not use actual company names. Use only generic terms. For example: convenience store cashier or agricultural college scholarship.
- Explain why you are applying for the job/scholarship/award and your qualifications.
- What are the main points you want to get across during the interview?
- What are some questions you would have of the employer/selection committee?
- How would you conduct yourself (what actions, nonverbal communication, etc.) before, during, and after the interview?
- Who could you contact before the interview that could provide information about the company/scholarship?
- Any other information covered in the lesson can be included in the essay.

I Can Do That! Job Title Cards

Instructions: Copy the page and cut job titles apart. Place in a stack facing down for teams to draw.

Camp Counselor	Golf Caddy	Grocery Store Stock Clerk	Discount Store Cashier
Fast Food Restaurant Cook	Restaurant Dishwasher	Restaurant Busperson	Restaurant Waitress/Waiter
Counter/ Drive-Thru Attendant	Life Guard and Swimming Instructor	After School Babysitter	Housekeeper
Lawn Care/ Landscaping	Tutor	Carpenter's Assistant	Farm Worker
Bank Teller	Receptionist	Student Aid in Office at School	Grocery Bagger
Electrician's Assistant	Vehicle Washer/ Detailer	Pet Walker/ Sitter	Florist/Nursery Assistant

What Can I Say?

Instructions: You can prepare for an interview by remembering what you have to offer...your education, training, experiences, skills, talents and abilities. You also have to point these out to the interviewer and sell yourself. Complete the questions on this page by responding as if you were in an actual interview. Practice your responses outloud.

Tell me about yourself...

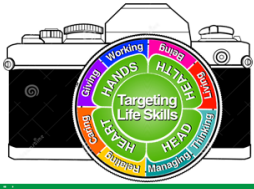
What do you have to offer for this position/
scholarship/award?

What are your greatest strengths?

What are your greatest weaknesses?

What are your interests outside of work
and/or extracurricular activities?

What are your goals for the future?



Picture Perfect YOUTH

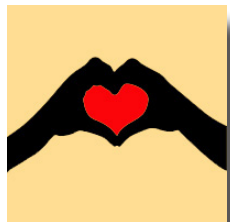
Oklahoma 4-H Personal Development Curriculum ~ Advanced Level



Keeping the Peace

Here's the Angle...

- Describe conflict and conflict resolution
- Recognize and practice techniques in dealing with conflicts



Life Skills:

Heart -- Conflict Resolution;
 Cooperation;
 Nurturing
 Relationships;
 Communication

Let's Focus...

Conflict is sometimes inevitable. No matter where you are or what you are doing, there is probably going to be conflict. Who have you had conflict with lately? Write your response in the box. Parents, siblings, friends, classmates or teachers are just a few of the people or groups between whom conflict may arise. Conflict occurs when issues appear to be incompatible. There can be internal conflict where there is a disturbance that rages within a single individual. Also, there could be interpersonal conflict which is a disturbance that exists between 2 or more individuals or groups.

Conflict is not always bad. It is sometimes a positive opportunity to see other's perspectives and creates an understanding between the individuals or groups with differing opinions. Some people don't like conflict so they avoid it at all costs. Others thrive on conflict and enjoy stirring things up. The fact is, we cannot always avoid conflict so we have to be able to deal with it. When you recognize there is a conflict, you should take steps to solve the problem. Remember, conflict is normal. It may not be easy, but in the end, dealing with the conflict is much better than ignoring it.

Conflict seems to be ever-present in our lives...on the battlefield, on the football field, in the boardroom or in the bathroom. The possibility of conflict looms anytime two or more people convene.

Peter Grazier

~~~~~

*Who have you experienced conflict with lately?*

## Tips to Resolving Conflict

- **Be objective and open minded.** Look at all sides of a problem and include all those involved in the discussion.
- **Communicate well.** Conflict often arises because one person did not understand the other or information was not communicated clearly.
- **Be a good listener.** This is very important. A good listener uses body language to show that he or she is listening. That means making eye contact, nodding your head and ignoring distractions.
- **Summarize the problem.** When a person is finished expressing a thought, a leader knows it's important to summarize the facts and the emotions involved so the other person knows you have understood what they've said and how they are feeling.
- **Clarify.** In conflict resolution, a leader asks questions to make sure all parts of the problem are clear.
- **Have good speaking skills.** When you speak, try to send a clear message, with a specific purpose and with respect to the listener. Speak about how you are affected by the problem.
- **Be respectful.** Don't interrupt, criticize or laugh at the other person. Don't offer advice, bring up your own experiences or change the subject.

## Tips for Keeping Your Cool in Conflict

- Keep a check on your temper and cool off if needed. Don't try to resolve a conflict when either party is upset, angry, or emotional.
- Keep your voice calm.
- Respect everyone's ideas and needs.
- Turn problems into possibilities.
- Listen so people will talk, and talk so people will listen.
- Focus on the problem, not the person.
- Build "power with" not "power over" others.
- Express feelings without blaming others.
- Admit your part in the conflict.
- Learn to suggest solutions everyone can agree with.
- Create options. If only one answer is suggested, someone will always be the loser.
- Solve the problem and build the relationship.

*The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.*

*Martin Luther King, Jr.*

## Zoom Out...

### Analyze This!

#### Materials List:

- Analyze This! Situation Cards
- Flip Chart Paper
- Markers



**Preparation:** Copy and cut apart the Analyze This! cards. Provide each team with flip chart paper and markers.

**Instructions:** This activity is a small group problem-solving activity to see how each group would solve a particular conflict. Divide into teams of six to eight people. Send one person to draw an Analyze This! card. Review the scenario as a group and work together to answer the questions on the card. Record the answers on the flip chart paper. Be prepared to share your responses with the whole group.

**Extra Challenge:** To create a more challenging activity, have a leader assign two of the roles listed below to members of each group. Members play their assigned role during the activity. For example, if a person is assigned the role of a negative person, he/she will point out the bad things throughout the activity.

- Negative person -- always points out the bad things
- Positive person -- always sees the good side of everything
- Peacemaker -- tries to get everyone to work together
- Leader -- in charge of getting task accomplished
- Distracting person -- takes focus off of task by constantly changing the subject
- Troublemaker -- tries to start arguments
- Wishy washy person -- goes along with what everyone says

## Zoom In...

### The Color of Conflict

#### Materials List:

- White paper (copy paper or art paper)
- Crayons, colored pencils or markers

On the blank paper, create your vision of what conflict looks like. Use as many colors as you like. Leave space at the bottom of the page to write a paragraph explaining why you chose the colors you used and what your design shows.



## Framing Your Thoughts...

Discuss the questions with a group or write down your answers in a notebook or journal.

- What does it feel like when there is conflict present in your life?
- What skills do you possess that would help you in the conflict resolution process?
- Give an example of a conflict you had and how it was resolved.
- Why is it important that conflicts get resolved?
- What skills do you need to improve to solve problems/conflicts?
- What tips will you use when you face conflict?
- How can you teach others to solve conflicts in a positive manner?
- How are you going to face conflicts differently after this lesson and activities?

## Panoramic View...



Here are some additional things you can explore to learn more or scan the QR Code to access Panoramic View online for easier access.

- View this YouTube video “In The Mix: Conflict Resolution -- Thinking It Through” developed by PBS. <https://www.youtube.com/watch?v=xDoQIpe5TxA>
- Visit with your 4-H educator and review the “Take A Stand” 4-H curriculum focused on bullying prevention and education. Some lessons focus specifically on conflict resolution. Work in a youth/adult partnership to teach the curriculum to younger kids or your peers. There are lessons for K-2, 3-5, 6-8 and 9-12 grades.
- Develop a public speaking presentation or exhibit on conflict resolution and share with other teens through presentations at school, 4-H club meetings or community events.
- Explore the National Crime Prevention Council website to learn about different situations requiring conflict resolution such as teen dating violence, conflicts with parents and more. <http://www.ncpc.org/topics/conflict-resolution>



# Analyze This! Cards

**Instructions:** Copy the page and cut apart. Assign one card to each group of six to eight youth. Teams will record the answers to each question on flip chart paper.

## Situation #1

The math club has a checking account with the funds they have raised through their semi-annual cake walk. At the last club meeting, the treasurer reported that there was \$1,275 in the account. The cake walk made \$300, but this month the treasurer reported that there is now \$1,375, which is an increase of only \$100.

1. If you were the club president, how would you handle this situation?
2. If you were a club member, how would you handle this situation?
3. If you were the club treasurer, how would you handle this situation?

## Situation #2

The student council president has a full agenda today and she is on a tight schedule to get through the meeting because a guest speaker will arrive in one hour to present a workshop on teamwork. There are council members who are continually disrupting the group and getting off the subject.

1. If you were student council president, how would you handle this situation right now?
2. What should be done in the future?
3. If you were a student council member, how would you handle this situation?

## Situation #3

The local 4-H club is eager to identify a community service project to work on this year. For the past 3 years the club has coordinated the Green Santa project—collecting and distributing gifts to needy families. There is great debate in the club about whether or not to continue with the same service project or choose something new.

1. What questions should the club president ask to facilitate discussion?
2. What techniques could be used to determine the service project fairly?
3. What could club members do to help solve the situation?

## Situation #4

The science club is allowed to take one field trip each year. The school has agreed to allow an overnight trip because the club has enough funds to cover the cost of lodging and meals for all members. The club is having difficulty deciding where to go on their field trip and many members do not want to spend that much money out of the account for an overnight trip.

1. As the teacher/sponsor of the science club, how would you facilitate discussion in this situation?
2. What alternatives for an overnight trip could club members suggest?
3. Should there be minimum requirements to qualify to attend the trip? If so, how would requirements be determined?

# Analyze This! Cards (continued)

## Situation #5

The high school baseball team is in need of a fundraiser to offset the cost of uniforms and equipment. Parents and teens attended a meeting to discuss the matter with the coaches. There is no progress being made to come up with a plan.

1. If you were the head baseball coach, how would you handle this situation?
2. If you were a team member, how would you handle this situation?
3. What techniques could be used to determine the fundraising strategy?

## Situation #6

The marching band has been invited to perform at the Macy's Thanksgiving Parade. A generous donor has offered to pay for admittance into two fun things for the group while in NYC (a play, museum, Statue of Liberty tour, etc.) The band president is having a difficult time getting the group to make a decision.

1. If you were the band president, how would you narrow down the choices of activities?
2. If you were a band member, how would you handle this situation?
3. What techniques could be used to determine the two activities?

## Situation #7

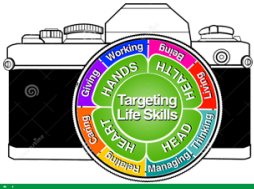
The 4-H club has been asked to conduct a service project with the Parks and Recreation Department in the community. The Parks and Recreation Department provided a list of potential projects from which the club can choose. The 4-H club has a budget of \$1000 to spend on the projects but the group cannot come to a decision.

1. What questions would the club president ask to facilitate discussion?
2. What techniques could be used to determine the service project fairly?
3. What could club members do to help solve the situation?

## Situation #8

The lifeguards at the local swimming pool are participating in training to prepare for the summer season. The supervisor has proposed a work schedule but many are not happy with their assignments.

1. As the supervisor, what can you do to facilitate discussion in this situation?
2. If you were a lifeguard, how would you handle this situation?
3. How would the supervisor and lifeguards determine a policy for making changes to shift assignments?



# Picture Perfect YOUTH

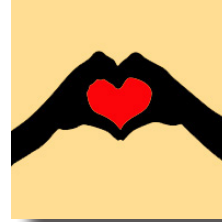
Oklahoma 4-H Personal Development Curriculum ~ Advanced Level



## There's A Whole World Out There!

### Here's the Angle...

- Respect and accept differences and similarities in people
- Become aware of our own cultural viewpoints



### Life Skills:

Heart -- Accepting Differences; Communication; Nurturing Relationships

### Let's Focus...

Have you ever been to a slumber party or campout at a friend or relative's house? Did they have household/family routines or foods/snacks that were different than the ones you have at your house? Perhaps you have journeyed to another city, state or country and experienced something unusual like calling a Coke a different term or driving on the left side of the road instead of the right. These things are neither right or wrong. It is only a difference in culture.

The way we interact and do things are commonplace to us. When we experience something or come in contact with someone from another culture we become more aware that our customs, traditions and daily habits are not universal. Across the world we are alike in many ways but our culture is what makes us different.

Culture can be defined as characteristics and knowledge of a particular group of people. Examples of things that differ from culture to culture include, but are not limited to, language, religion, cuisine, social habits, traditions, beliefs, music and arts.

It is a common response in societies to judge someone when they are different from what we perceive as the norm. This is called ethnocentrism. However, our ethnocentrism can prevent us from understanding and appreciating another culture and can lead to conflict. Instead, we need to keep an open mind and remain objective. Take the time to get to know someone beyond the first impression before judging them for their cultural differences.

*To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.*

*Tony Robbins*

Understanding the culture of others will . . .

- Help us in relating to them and avoid conflicts. When we do not take the time to get to know someone and their culture, we begin to assume things about them that may lead to disagreements that could have been avoided.
- Increase our knowledge of their culture and learn to appreciate them more.
- Help us discover we have more in common with them than we have differences.
- Help us be more effective in teaching others to appreciate differences which can help to resolve conflict.

What can you add to this list? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Zoom Out...

## More Alike than Different

### Materials List:

- Flip Chart Paper
- Markers

Look around the room. Who do you see? What do you see? You may not know it, but you have something in common with everyone in this room. You also have differences. Let's begin to identify some of those similarities and differences in an activity called "More Alike than Different." This activity will be completed in three steps.



**Step One:** Find a partner that you do not know well. Discuss your family's favorite holiday and how it is celebrated. Each person will have up to two minutes to share with their partner. A few pairs will share with the whole group what they learned about each other's favorite family holiday. *Discuss this question as a whole group: Were there similarities among pairs?*

**Step Two:** Two pairs will combine to form a group of four. Discuss in the group your favorite food. Is this a special treat or for a special occasion? If so, what makes it that way? Do you know how this food tradition was started in your family? *Discuss these questions as a whole group: Did anyone have the same favorite food? Did you learn about a food tradition you had not heard of before?*

**Step Three:** Combine two groups of four to make a larger group of eight. Each group will use the flip chart paper and markers to record the answers to the following questions:

- Identify at least five significant differences represented in the group and who represents each item listed.
- Identify at least five similarities represented by three or more people in the group and who shared each similarity.

Next, have each group share their findings recorded on the flip chart paper with the large group. Follow up with the discussion questions provided below.

### Discussion Questions:

- What did you find surprising about the discussion held with your partner? Group of four? Group of eight?
- Did you expect to hear something specific that turned out to be different than you thought?
- What do you think the importance is in doing an activity like this?
- Would you have the same results if you were each paired with a young person from another group? Another state? Another country?
- Are there cultures you would like to learn more about?
- Are there any questions you would like to ask someone in the group to learn more about their culture?

## Zoom In...

## Who Am I Poem

### Materials List:

- Notebook paper
- Pen or pencil

### Who I Am

I am fishing on my farm pond.  
 I am hamburgers cooked outside on the grill on Saturday nights.  
 I am, for the most part, diverse small rural schools.  
 I am Facebook and a smart phone.  
 I am the Golden Rule: "Do unto others as you would have them do to you"  
 I am chocolate milk shakes and Oreo cookies.  
 I am higher level math classes, Trig and Calc...and especially, agricultural mechanics.  
 I am Scooby Doo, Shaggy, and the Incredible Hulk.  
 I am a great family, sharing and caring.  
 I am a future guitar player.

This activity will help you reflect and discover things about your cultural heritage and the influences that have shaped your identity. Consider sharing your poem with friends to find unexpected similarities and differences with them.

Write a poem that will be called "Who I Am". You may write whatever you would like; however, each line should begin with the words "I am..." Things you may want to include in your poem include: where you are from, ethnic background, religious affiliation, memories from life experiences, interests and hobbies, favorite mottos or quotes you live by, favorite phrases, family traditions and customs or other items explaining who you are. Just remember, this poem is about YOU. See an example in the box above.



## Framing Your Thoughts...

Discuss the questions with a group or write down your answers in a notebook or journal.

- What are similarities and differences you discovered within this group?
- Why do you think people have different ideas about what is right, fair, and correct behavior?
- Why is it important to look at situations, conflict and statements from the other person's perspective?
- What are some things you can do to help you view the world from other people's perspective?
- What things are you going to do differently when meeting new people, being in new surroundings, etc.?
- How would you teach others respect cultural differences?

## Panoramic View...



Here are some additional things you can explore to learn more or scan the QR Code to access Panoramic View online for easier access.

- Explore the document from Tolerance.org, "101 Tools for Tolerance." There are great suggestions to try. [https://www.arl.psu.edu/documents/101\\_tools.pdf](https://www.arl.psu.edu/documents/101_tools.pdf)
- Check out the Heritage Scrapbook activity in the Personal Development project. This activity will help you to discover more about your heritage and showcase it in a scrapbook.
- Find a classmate you don't know well. Reach out to them and seek to learn more about their culture, traditions and customs. Sometimes we assume we will not have anything in common with someone who doesn't participate in the same activities as we do, but often there are more similarities than differences.
- Teach activities from this publication, "More Diversity Activities for Youth and Adults" to your peers. <http://extension.psu.edu/publications/ui378>

I pledge my HANDS  
to larger service...

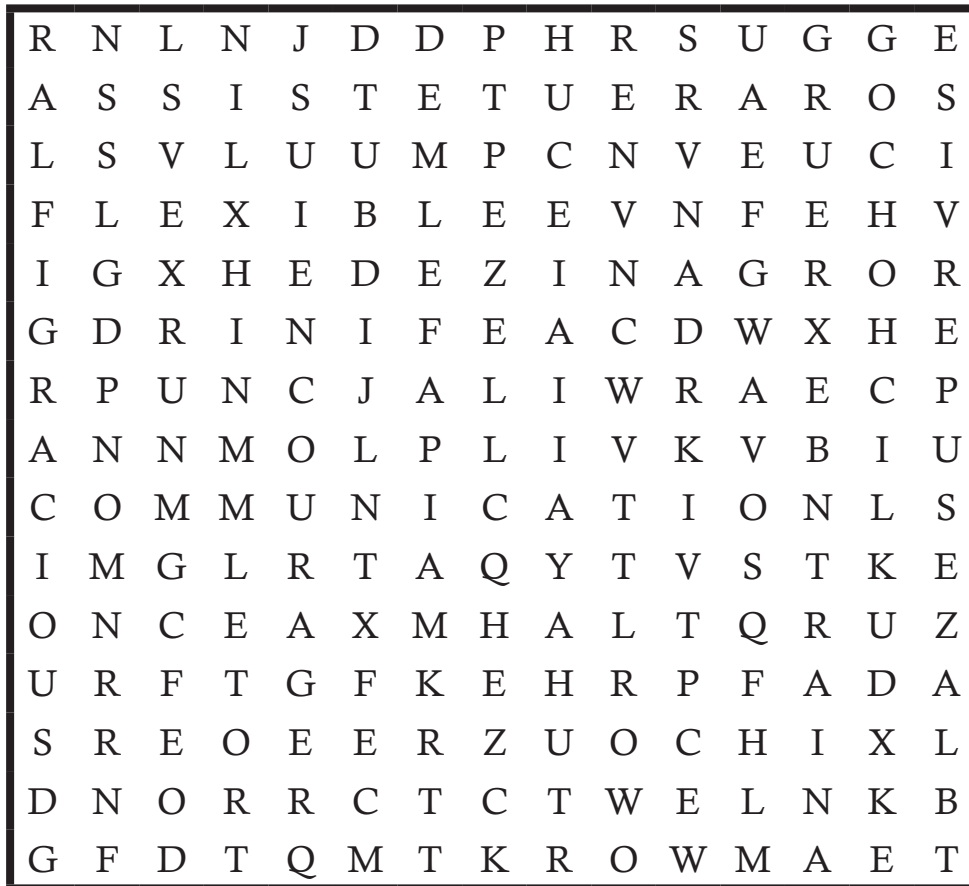


Parents can only give good advice or put  
them on the right paths, but the final forming  
of a person's character lies in their own hands.

~Anne Frank~

# Search for Leadership Skills

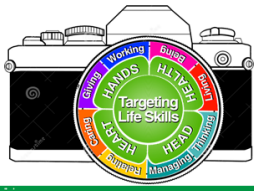
**Instructions:** Find and circle the characteristics of a leader in the word search puzzle below.



## Word List

- |               |           |
|---------------|-----------|
| Assist        | Inform    |
| Communication | Instruct  |
| Creative      | Organized |
| Dependable    | Planner   |
| Encourager    | Supervise |
| Facilitate    | Teamwork  |
| Flexible      | Train     |
| Gracious      |           |

*Solution found on page 119*



# Picture Perfect Youth

Oklahoma 4-H Personal Development Curriculum ~ Advanced Level



## Teamwork: Towering to Success

### Here's the Angle...

- Discuss characteristics of teamwork
- Demonstrate teamwork through group activities
- Identify personal strengths and weaknesses of teamwork



### Life Skills:

Hands -- Teamwork;  
Contributions to  
Group Effort

### Let's Focus...

Teamwork is something that all of us engage in at some time in our lives. What are some examples of activities you have been involved in that required teamwork? Athletics, clubs, school projects, band, a part-time job and even working with your family are examples of when teamwork might be used. Let's reflect on those activities when you were involved in teamwork. What were some of the characteristics that made the team successful? Write those characteristics in the box. What about the characteristics that were distracting to the team or created conflict in the group? Add those to the box as well.

There are ten basic characteristics that need to be present for teamwork to be successful. They include:

- **Reliable:** You can be counted on to get the job done.
- **Effective Communicator:** You express your thoughts and ideas clearly and directly, with respect for others.
- **Active Listener:** You listen to and respect different points of view. Others can offer you constructive feedback and you don't get upset.
- **Participate:** You are prepared and get involved in team activities. You are a regular contributor to the group.

#### Positive Characteristics of Teamwork

- 
- 
- 
- 
- 

#### Negative Characteristics of Teamwork

- 
- 
- 
- 
-

- **Share Openly and Willingly:** You are willing to share information, experience and knowledge with the group.
- **Cooperate:** You work with other members of the team to accomplish the job – no matter what.
- **Flexible:** You adapt easily when the team changes direction or you're asked to try something new.
- **Committed:** You are responsible and dedicated. You always give your best effort.
- **Problem Solver:** You focus on solutions. You are good about not going out of your way to find fault in others.
- **Respectful:** You treat other team members with courtesy and consideration all of the time.

Can you think of other teamwork qualities to add to this list? If so, write them in the space below.

.....

.....

.....

.....

.....

.....

## Zoom Out...

## The Tower of Teamwork

### Materials List:

- Copy Paper -- provide each team 20-25 sheets
- Markers
- A flat surface to build tower (table or floor)

Ten basic characteristics were identified in the “Let’s Focus...” section that are needed for teamwork to be successful. In this activity you will be building a tower of paper that showcases the characteristics of teamwork.

Divide into groups of three to five people. Using the copy paper and markers, write the ten characteristics of teamwork on the paper, one characteristic on each sheet. With the remaining pieces of paper, write other characteristics of teamwork your team identifies. Only list one characteristic on each sheet. Duplicate words may not be included. Next, use the paper to build a free standing tall tower. No additional props such as clothing, shoes, books or other materials may be used. You cannot prop the paper up against another object (desk, chair, etc.). Be ready to share your Tower of Teamwork with the whole group. You have 10 minutes to complete your tower. When finished, discuss the questions in the box.

After the activity, discuss these questions:

- What were the common teamwork characteristics teams identified beyond the ten basics?
- Why are those characteristics important in teamwork?
- Can you think of any characteristics that were left out which might be useful in teamwork?



# Zoom In...

## Teamwork Self Inventory

### Materials List:

- Teamwork Self-Inventory handout
- Teamwork Inventory handout
- Pencil or Pen

Understanding your teamwork strengths is important for many reasons. Knowing your strengths can help you in leadership roles to focus your efforts on things in which you excel. Being able to recognize teamwork skills in others can help you as a leader to assign responsibilities based on the strengths of each member.



Employment is another place where teamwork skills may come in handy. Employers often look for “soft skills” such as communication, teamwork, decision-making, and problem solving when recruiting and hiring staff because these skills are often more difficult to teach than technical skills of the job. Can you think of other reasons to know and understand your teamwork strengths?

Using the handout, Teamwork Self-Inventory, rate yourself in each of the ten characteristics of teamwork. Decide your level of skill for each characteristic: not so confident, sort of confident or really confident. Not only might you identify strengths, but you may also identify areas in which you need to work on and improve so that you can become a better team member.

After you rate yourself, provide the Teamwork Inventory handout to one of your parents, a 4-H leader, a teacher, or an employer. Ask them to complete the Teamwork Inventory about you. Space is also available for them to share any other information to help you grow and develop teamwork skills that might need improvement.

Compare your self-evaluation with the Teamwork Inventory completed by an adult. Where are the big differences? Write on your self-inventory in the space provided, some goals for improving specific teamwork skills.

*I can do things you cannot,  
you can do things I cannot.  
Together we can do great things.  
Mother Teresa*

*Write your own quote about teamwork here!*

## Framing Your Thoughts...

Discuss the questions with a group or write down your answers in a notebook or journal.

- What challenges did your group face when building the Tower of Teamwork?
- Was there someone who stepped up to give primary leadership or were all involved in leading the group?
- When doing an activity such as the Tower of Teamwork, which is better – one leader or multiple leaders?
- On a scale of 1 to 10, 1 being not important and 10 being very important, where would you rate communication in building your tower? Why?
- Why is it important to know your own teamwork strengths and weaknesses?
- Based on your self-inventory, what aspect of teamwork do you need to work on and how can you develop that skill?
- Which teamwork skill do you feel you could teach to others? What would you do to teach it?
- Was there a teamwork skill identified that you had not considered important that you may need to work on and develop?

## Panoramic View...

Here are some additional things you can explore to learn more or scan the QR Code to access Panoramic View online for easier access.



- Explore the Teampedia website and find a new game to lead with your friends or 4-H club.  
[http://www.teampedia.net/wiki/index.php?title=Main\\_Page](http://www.teampedia.net/wiki/index.php?title=Main_Page)  
Check out these 15 games for younger children. Adapt one to accommodate a child with a special need. <https://www.care.com/c/stories/3793/15-team-building-activities-for-kids/>

## Developing the Picture...



- Teamwork is an important skill to cultivate in teens. This fair category for Advanced level 4-H members age 15-19 will challenge your creativity and leadership skills to *develop an original game teaching teamwork*. Below are specific instructions for preparing your teamwork game for your fair entry.
1. This fair entry will be created on a display board. Smaller display boards such as the Elmer's 22 x 14 inch display board may be used or the standard display board size defined in the fair book are permitted.
  2. Develop a game which focuses on teamwork. The game must be an original game, not something you have played or seen before.
  3. Write clear instructions on how to play the game. Include the instructions on your display.
  4. If any props or equipment are needed to play the game, include a list of the supplies on the display. You may also include a picture of the supplies. Do not bring the equipment with your display.
  5. Include on your display the debriefing (discussion) questions appropriate to your game that follows the "do-reflect-apply" technique. Examples included in this manual are provided in the "Framing Your Thoughts" section of each lesson and in the activity, The Tower of Teamwork.
  6. Include pictures on your display of you leading the game with a group. Leading the game may help you edit your instructions and debriefing questions before completing your display.
  7. Follow the rules in the fair book regarding displays, signing and dating your exhibit, etc.

Teamwork:  
Simply stated, it is  
less me and more we.

~Anonymous

Teamwork divides the task and  
multiplies the success.

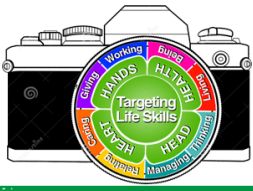
It is literally true that you can succeed best and quickest  
by helping others to succeed.

~Napoleon Hill









# Picture Perfect Youth

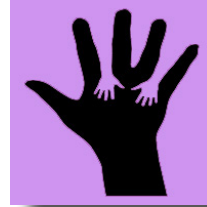
Oklahoma 4-H Personal Development Curriculum ~ Advanced Level



## My Leadership Compass

### Here's the Angle...

- Understand the qualities and skills of different types of leaders
- Identify individual work styles
- Have a deeper appreciation and understanding for each other's work styles and approaches



### Life Skills:

Hands -- Leadership;  
Teamwork

### Let's Focus...

There are many different ways that leadership can be described. Leadership characteristics are as unique as your fingerprints. Each person's knowledge, skills, learning experiences, personality, and more help to shape individual leadership abilities. Groups that are successful focus on the strengths of each member to reach goals.

There are many different leadership theories and ways to describe leadership. One of the most common is Kurt Lewin's Leadership Styles which are: authoritarian, democratic, and laissez-faire. How would you define these three leadership styles?

- **Authoritarian leaders** set clear expectations for what, when and how things are to be done. Decisions are made by the leader independently with little or no input from the group.
- **Democratic leaders** offer guidance to the group, participates in the group and allows input from the group.
- **Laissez-Faire leaders** provide little or no guidance to the group and leaves decision-making up to the group.

Which of these leadership styles do you think is most effective? \_\_\_\_\_

Studies have clearly identified the democratic leader to be the most successful strategy of leadership. Why? The leader leads by example and values the opinions and feelings of each member of the group.

Which leadership style describes you? \_\_\_\_\_

Some people are clearly one style while others have characteristics of two or even all three leadership styles. These individuals are able to change leadership styles to fit a particular group.

## Zoom Out...

### My Leadership Compass



#### Materials List:

- The Leadership Compass Self-Assessment
- The Leadership Compass handout
- Compass Points Posters -- North, South, East, West
- Pencils or pens
- Flip chart paper
- Markers

How do you approach a problem and work through solving that problem? Are you focused and driven to get things done or do you wait for others to take the lead? Just like with leadership styles, our work styles also are as different as each of us.

This activity is called the Leadership Compass. A metaphor of compass directions is used to define the four different types of work styles. You will see leadership qualities mixed in the descriptions of these work styles.

**Step 1:** Review the Leadership Compass Self-Assessment individually. Check off the boxes in each section that describe you. Total up the number of checkmarks in each section and record the numbers in the corresponding box.

**Step 2:** Once you have completed the self-assessment, form a group with the other participants under the sign in the room for your compass point that received the highest number of checkmarks. All the “North” people go to the “North” sign, and so on.

As a group, take 10 minutes to review the section on your direction in the handout, The Leadership Compass. Discuss as a group the two questions below and record your group’s answers on the piece of flip chart paper. After groups have discussed and recorded their responses to the two questions, have each group share their summary.

- What is really great about being your direction?
- What is really hard about being your direction?

**Step 3:** Each group is going to plan a vacation. You have 10 minutes to come up with a place to go and a schedule of things you will do on your vacation. When time is up, have each group share their planned vacation. Discuss the different styles used in planning the vacation.

**Step 4:** Discuss for 10 minutes as a group the following question and record your answers on flip chart paper. Have each group share their list with the whole group.

- What are 10 tips that others can follow to work best with your direction?



## Framing Your Thoughts...

Discuss the questions with a group or write down your answers in a notebook or journal.

- What did you identify as your compass point for your work style?
- How did the self-assessment make you feel? Were you comfortable with the results?
- Were you able to identify the compass point of others in your group based on what you know about them? Give an example.
- Why is it important to know and understand your work style and the work styles of others?
- Why is it important to be familiar with different leadership styles?
- How do we develop our leadership skills? What skills would you like to strengthen?
- What are groups that you are involved with that require you to be the leader? What are the skills you use most with this group?
- What is one thing that you learned about working with work styles different from you?

## Panoramic View...

Here are some additional things you can explore to learn more or scan the QR Code to access Panoramic View online for easier access.

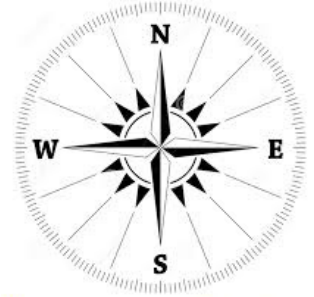


- View Inspirational Leadership Video: Lead Simply.  
<https://www.youtube.com/watch?v=VI4ujbXT4-0>
- Drew Dudley video, “Everyday Leadership” (Length: 6:14) – This video brings to light the small things we do that may be an inspiration to others.  
<https://www.youtube.com/watch?v=HR2UnsOuKxo>



# The Leadership Compass Self-Assessment

**Instructions:** Read each of the statements on the page. Circle the statements that apply to how you make choices and decisions. Each statement may apply to you at some time, but which best describes you? Count the number of items circled in each section and place that number in the corresponding box at the bottom of the page. The section with the highest number in the summary box is your dominant work style or decision-making style.



## NORTH = Action

- I am usually assertive, active and decisive.
- I like to determine the course of events and be in control of relationships.
- I am quick to act and express a sense of urgency for others to act.
- I enjoy challenges presented by difficult situations and people.
- I think in terms of the bottom line or results.
- I like a quick pace and fast track.
- I persevere and am not stopped by hearing “No”; I probe and press to get at hidden resistances.
- I like variety, novelty, and new projects.
- I am comfortable being in front of a room or crowd.
- Some of my value-oriented words and phrases include: “Do it now!,” “I’ll do it!,” and “What’s the bottom line?”

## EAST = Vision

- I am a visionary who sees the big picture.
- I am a generative and creative thinker; I am able to think outside the box.
- I am very idea-oriented and focus on future thoughts.
- I make decisions by standing in the future.
- I usually have insight into mission and purpose.
- I look for overarching themes and ideas.
- I am adept at problem-solving.
- I like to experiment and explore new ways of doing things.
- I appreciate a lot of information.
- My value-oriented words are “option,” “possibility,” and “imagine.”

## SOUTH = Empathy

- I understand how people need to receive information in order to act upon it.
- I integrate others’ input in determining the direction of what’s happening.
- I am value-driven regarding aspects of working with others.
- I use relationships to accomplish tasks and interaction is primary to me.
- I am supportive of peers.
- I have a willingness to take others’ statements at face value.
- I am feeling-based and trust my own emotions and intuition.
- I believe my intuition and emotions are regarded as truth.
- I am receptive to others’ ideas; I am a team player; I build on the ideas of others.
- I am generally non-competitive.
- I am able to focus on the present moment.
- My value-oriented words are “right” and “fair.”

## WEST = Analytical

- I understand what information is needed to assist in decision-making.
- I am seen as practical, dependable, and thorough in task situations.
- I am helpful to others by providing planning, resources and follow through for the team.
- I move carefully and follow procedures and guidelines.
- I use data analysis and logic to make decisions.
- I weigh all sides of an issue and am balanced.
- I am introspective and self-analytical.
- I am careful and thoroughly examine people’s needs in situations.
- I maximize existing resources and get the most out of what has been done in the past.
- I am skilled at finding fatal flaws in an idea or project.
- My value-oriented word is “objective.”

| Section | # of items circled |
|---------|--------------------|
| North   |                    |
| South   |                    |
| East    |                    |
| West    |                    |

*Adapted with permission from: The Leadership Compass Self-Assessment by Building Intentional Communities, Be the Change Consulting*



# The Leadership Compass

## Approaches to Work/Work Styles



### North—Action

- Assertive, active, and decisive
- Likes to determine the course of events and be in control of professional relationships
- Quick to act; expresses a sense of urgency for others to act
- Enjoys challenges presented by difficult situations and people
- Thinks in terms of the bottom line
- Likes a quick pace and the fast track
- Perseveres; not stopped by hearing “No”; probes and presses to get at hidden resistances
- Likes variety, novelty, and new projects
- Comfortable being in front of a room or crowd
- Value-oriented phrases include “Do it now!,” “I’ll do it!,” and “What’s the bottom line?”

### West—Analytical

- Understands what information is needed to assist in decision-making
- Seen as practical, dependable, and thorough in task situations
- Provides planning and resources; comes through for the team
- Moves carefully and follows procedures and guidelines
- Uses data analysis and logic to make decisions
- Weighs all sides of an issue; balanced; is introspective and self-analytical
- Careful; thoroughly examines people’s needs in situations
- Maximizes existing resources
- Skilled at finding fatal flaws in an idea or project
- Value-oriented word is “objective”

### East—Vision

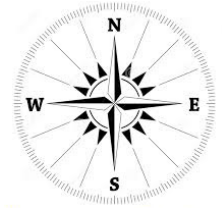
- Visionary who sees the big picture
- Generative and creative thinker; able to think outside the box
- Very idea-oriented; focuses on future thought
- Makes decisions by standing in the future
- Insight into mission and purpose
- Looks for overarching themes and ideas
- Adept at problem-solving
- Likes to experiment and explore
- Appreciates a lot of information
- Value-oriented words are “option,” “possibility,” and “imagine”

### South—Empathy

- Understands how people need to receive information in order to act upon it
- Integrates others’ input in determining direction of what’s happening
- Value-driven regarding aspects of professional life
- Uses professional relationships to accomplish tasks; interaction is primary
- Supportive of colleagues and peers
- Displays a willingness to take others’ statements at face value
- Feeling-based; trusts own emotions and intuition as truth
- Receptive of others’ ideas; team player; builds on ideas of others; non-competitive
- Able to focus on the present moment
- Value-oriented words are “right” and “fair”

Adapted with permission from: *The Leadership Compass Self-Assessment* by Building Intentional Communities, Be the Change Consulting

# The Leadership Compass Styles Taken to Excess



## North—Action

- May easily overlook process and comprehensive strategic planning when driven by need to act and decide
- May get defensive quickly, argue, and try to “out expert” you
- May lose patience; pushes for decisions before its time; avoids discussion
- May be autocratic; want things their way; has difficulty being a team member
- Sees things in terms of black and white; little tolerance for ambiguity
- May go beyond limits; gets impulsive; disregards practical issues
- Not heedful of others’ feelings; may be perceived as cold
- Has trouble relinquishing control; finds it difficult to delegate responsibilities
- Value-oriented phrase is “If you want something done, do it yourself!”

## West—Analytical

- May be bogged down by information or analysis process at the expense of moving forward
- May become stubborn and entrenched in position
- May be indecisive, collect unnecessary data, become mired in details, or suffer from “analysis paralysis”
- May appear cold or withdrawn in respect to others’ working styles
- May have a tendency towards watchfulness or observation
- May remain withdrawn and distant
- May resist emotional pleas and change

## East—Vision

- May put too much emphasis on vision at the expense of action
- May lose focus on tasks
- Poor follow-through on projects; can develop a reputation for lack of dependability or attention to detail
- Not time-bound; may lose track of time
- Tends to be highly enthusiastic early on, but burns out over the long haul
- Will not work on projects that do not have a comprehensive vision
- Easily frustrated and overwhelmed when outcomes are not in line with vision

## South—Empathy

- May lose focus on goals when they believe relationships and/or needs of people are being compromised
- Has trouble saying “No” to requests
- Internalizes difficulty and assumes blame
- Prone to disappointment when relationship is seen as secondary to task
- Has difficulty consulting, confronting, and dealing with anger; may be manipulated by anger
- May over-compromise to avoid conflict
- Immersed in the “now”; loses track of time; may not see long-range view
- May become mired in the process at the expense of accomplishing goals

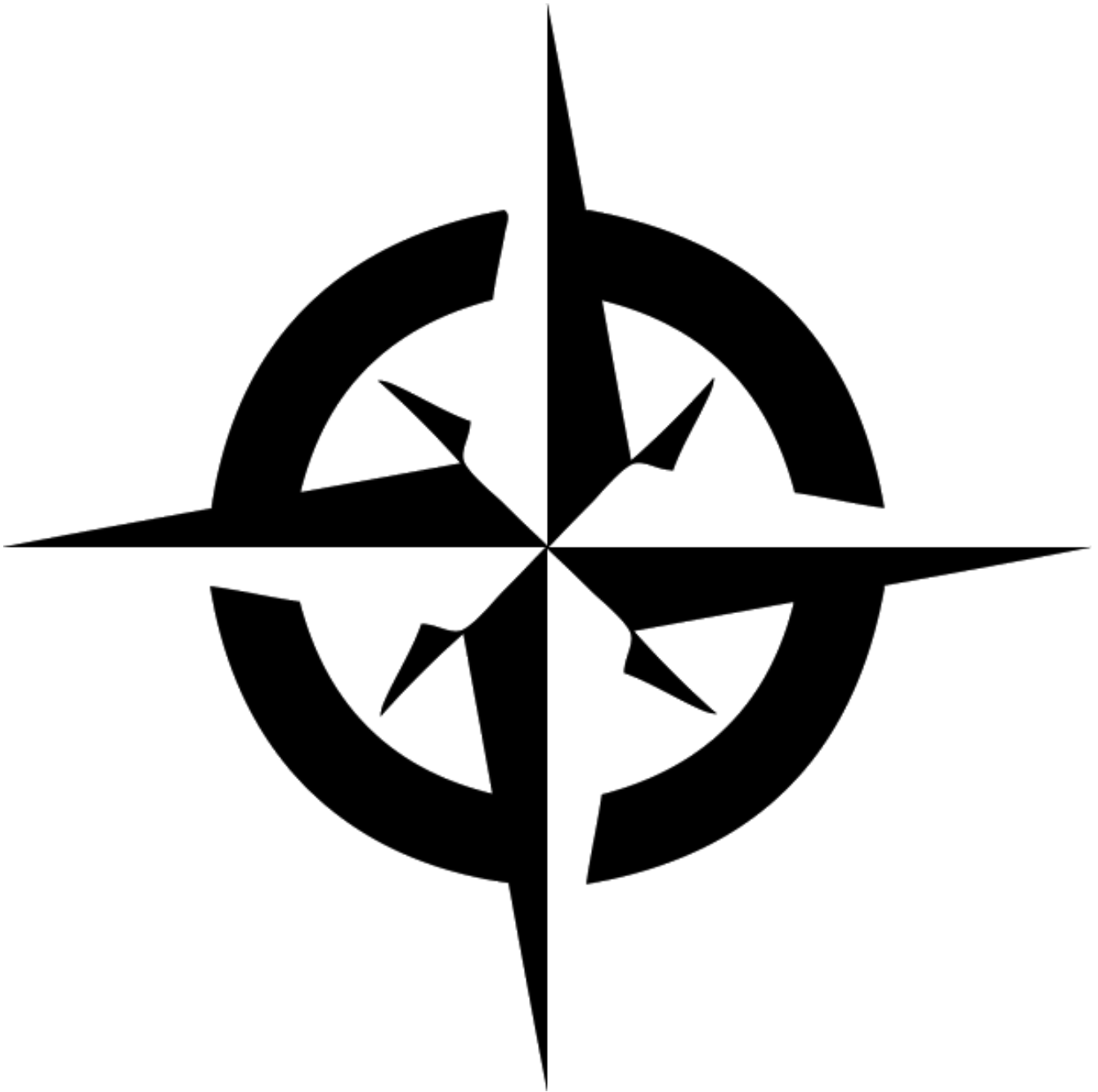
Adapted with permission from: *The Leadership Compass Self-Assessment by Building Intentional Communities, Be the Change Consulting*

# The Leadership Compass

# North



# The Leadership Compass



South

# The Leadership Compass





# The Leadership Compass

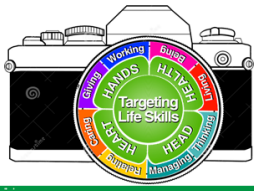


# Elements of Leadership

**Instructions:** The Periodic Table represents 109 symbols for the elements. Your task is to use the symbols of the Periodic Table and identify 109 qualities and attributes of a leader. Those elements that have two letters can be two words. For example: Element 1, H, might be HONESTY. Element 108, Hs, might represent HIGH STANDARDS. Complete the chart below to the best of your ability. If you need help, ask a parent or 4-H volunteer and be creative.

| Element # | Element | Leadership Word | Element # | Element | Leadership Word |
|-----------|---------|-----------------|-----------|---------|-----------------|
| 1         | H       |                 | 25        | Mn      |                 |
| 2         | He      |                 | 26        | Fe      |                 |
| 3         | Li      |                 | 27        | Co      |                 |
| 4         | Be      |                 | 28        | Ni      |                 |
| 5         | B       |                 | 29        | Cu      |                 |
| 6         | C       |                 | 30        | Zn      |                 |
| 7         | N       |                 | 31        | Ga      |                 |
| 8         | O       |                 | 32        | Ge      |                 |
| 9         | F       |                 | 33        | As      |                 |
| 10        | Ne      |                 | 34        | Se      |                 |
| 11        | Na      |                 | 35        | Br      |                 |
| 12        | Mg      |                 | 36        | Kr      |                 |
| 13        | Al      |                 | 37        | Rb      |                 |
| 14        | Si      |                 | 38        | Sr      |                 |
| 15        | P       |                 | 39        | Y       |                 |
| 16        | S       |                 | 40        | Zr      |                 |
| 17        | Cl      |                 | 41        | Nb      |                 |
| 18        | Ar      |                 | 42        | Mo      |                 |
| 19        | K       |                 | 43        | Tc      |                 |
| 20        | Ca      |                 | 44        | Ru      |                 |
| 21        | Sc      |                 | 45        | Rh      |                 |
| 22        | Ti      |                 | 46        | Pd      |                 |
| 23        | V       |                 | 47        | Ag      |                 |
| 24        | Cr      |                 | 48        | Cd      |                 |

| Element # | Element | Leadership Word | Element # | Element | Leadership Word |
|-----------|---------|-----------------|-----------|---------|-----------------|
| 49        | In      |                 | 81        | Tl      |                 |
| 50        | Sn      |                 | 82        | Pb      |                 |
| 51        | Sb      |                 | 83        | Bi      |                 |
| 52        | Te      |                 | 84        | Po      |                 |
| 53        | I       |                 | 85        | At      |                 |
| 54        | Xe      |                 | 86        | Rn      |                 |
| 55        | Cs      |                 | 87        | Fr      |                 |
| 56        | Ba      |                 | 88        | Ra      |                 |
| 57        | La      |                 | 89        | Ac      |                 |
| 58        | Ce      |                 | 90        | Th      |                 |
| 59        | Pr      |                 | 91        | Pa      |                 |
| 60        | Nd      |                 | 92        | U       |                 |
| 61        | Pm      |                 | 93        | Np      |                 |
| 62        | Sm      |                 | 94        | Pu      |                 |
| 63        | Eu      |                 | 95        | Am      |                 |
| 64        | Gd      |                 | 96        | Cm      |                 |
| 65        | Tb      |                 | 97        | Bk      |                 |
| 66        | Dy      |                 | 98        | Cf      |                 |
| 67        | Ho      |                 | 99        | Es      |                 |
| 68        | Er      |                 | 100       | Fm      |                 |
| 69        | Tm      |                 | 101       | Md      |                 |
| 70        | Yb      |                 | 102       | No      |                 |
| 71        | Lu      |                 | 103       | Lr      |                 |
| 72        | Hf      |                 | 104       | Rf      |                 |
| 73        | Ta      |                 | 105       | Db      |                 |
| 74        | W       |                 | 106       | Sg      |                 |
| 75        | Re      |                 | 107       | Bh      |                 |
| 76        | Os      |                 | 108       | Hs      |                 |
| 77        | Ir      |                 | 109       | Mt      |                 |
| 78        | Pt      |                 | Bonus     |         |                 |
| 79        | Au      |                 | Bonus     |         |                 |
| 80        | Hg      |                 | Bonus     |         |                 |



# Picture Perfect Youth

Oklahoma 4-H Personal Development Curriculum ~ Advanced Level



## Making Your Mark!

### Here's the Angle...

- Define and understand the three types of marketable skills
- Identify individual marketable skills and how those skills are developed
- Apply the BEST method of identifying marketable skills during resume' development



### Life Skills:

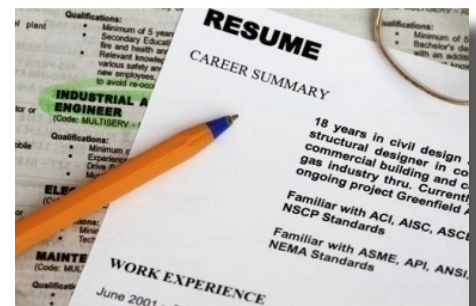
Hands -- Marketable Skills;  
Leadership;  
Self-Motivation

### Let's Focus...

What is it that employers are looking for when hiring a new employee? Most employers base their decisions on the job requirements and compare those requirements to the applicant's skills, education and experience.

Today, more and more employers are broadening their search and looking for "marketable skills" of applicants. How would you define marketable skills? Marketable skills are skills that individuals use to showcase their strengths. Marketable skills can be divided into three basic categories:

- **Transferable Skills:** Basic skills that transfer from one job to another. These include the communication and interpersonal skills of managing, organizing, coordinating and writing.
- **Adaptive Skills:** These are personal characteristics that develop through life experiences. We sometimes refer to these things as life skills in 4-H. This might include things such as leadership, patience, responsibility, decisiveness, flexibility, commitment, critical thinking and more.
- **Job-Related Skills:** These skills are associated with a specific occupation or job. Examples might be computer programmer, engineer, chef, etc.



"But I'm a high school student. I don't have all of these skills..."  
Sure you do! You may not have had a regular job yet, but you are in the process of building your marketable skills through a multitude of experiences. Let's explore a little further!

# Zoom Out...

## Making A Mark

### Materials List:

- Making a Mark Scenarios
- Making a Mark: Identifying Marketable Skills handout
- Pencils or pens
- Flip chart paper
- Markers

All of the experiences you are having are building your marketable skills. Involvement in school activities, athletics, clubs, part-time jobs, volunteer work and more provide you opportunities to gain knowledge, learn skills, develop leadership qualities, and more.

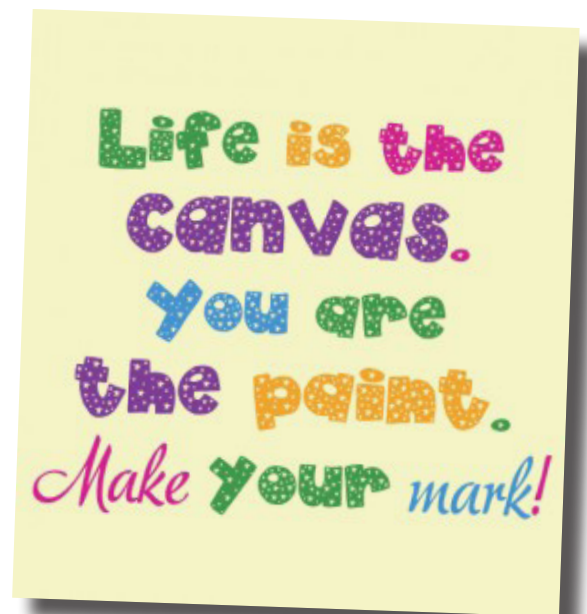
The activity, Making a Mark, will help you to identify skills that are needed for a particular job. Let's walk through an example with the scenario of a job announcement:

*Local flower shop is looking for part-time employee to assist with sales, re-stocking and inventory from 3:30-6:00 p.m. on Monday, Wednesday and Friday. Generate a list of marketable skills your team possesses that would help you be competitive for this job.*

Look at the handout, Making a Mark: Identifying Marketable Skills. Let's brainstorm some skills that are needed to be a flower shop employee. Those skills are listed, one in each space, in the first column. An example might be public speaking. Column 2 asks the question, "What school, organization, or community activity has helped you build this skill?" What would be an example to go with the skill identified? An example might be English class and 4-H. In Column 3, the question is: "How did your experiences help you develop the skill?" An example might be practicing public speaking by doing presentations in English class and presenting speeches for 4-H.

In this activity, you will work in groups. Instead of looking at just one person's qualities and skills, you will be looking at the combined skills of the whole team. All of the job scenarios are looking to hire a team of teens to take on the job. Every member of the team needs to be able to contribute skills to make your whole team marketable. There may be more than one person who has a specific marketable skill. List all members who possess each skill. Add more pages as needed if you run out of space on the handout.

Once you have brainstormed all of the skills needed for the job and completed the rest of the chart, work together to develop a presentation as if you were talking to the employer and convincing him/her that your team has the best qualifications and skills for the job. You will present to the whole group.







### Section 3: Sort

Once you elaborate on the skills you have gained from all of your experiences, review and sort through your list and find the skills that are repeated. You can now begin to identify five to ten skills in which you excel. Here's an example: Let's say that you stated in Section 2 that you coordinated the service project for the Science Club, coordinated the 5K run for the cross country team fundraiser, and coordinated the toothbrush collection for dental awareness week. All of these items involve community service involvement and coordinator skills. These would be two areas that you might put on your list in Section 3.

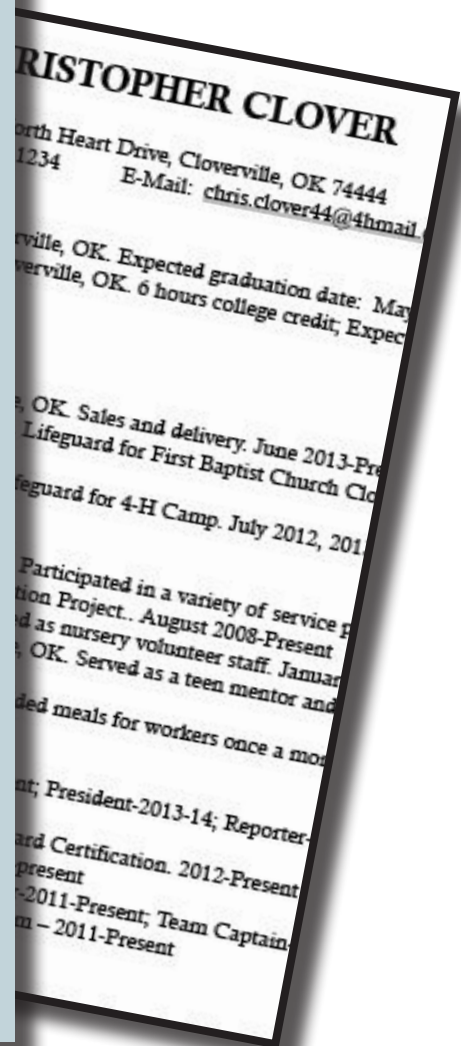
### Section 4: Tell

This opportunity allows you to tell your story of your marketable skills by transferring the information to a simple resume'. Develop your resume' in a word processing document and keep the resume' to one or two pages. This will allow you to update your resume' and keep it current. Be sure to showcase your marketable skills!

### Your Resume'

For the purpose of this exercise, your resume' will be completed in the same format as Christopher Clover's Sample Resume' (see handout). There is a multitude of ways to format your resume' and you can experiment with those later. You may not have information to include in each section and that's okay. This is a starting point.

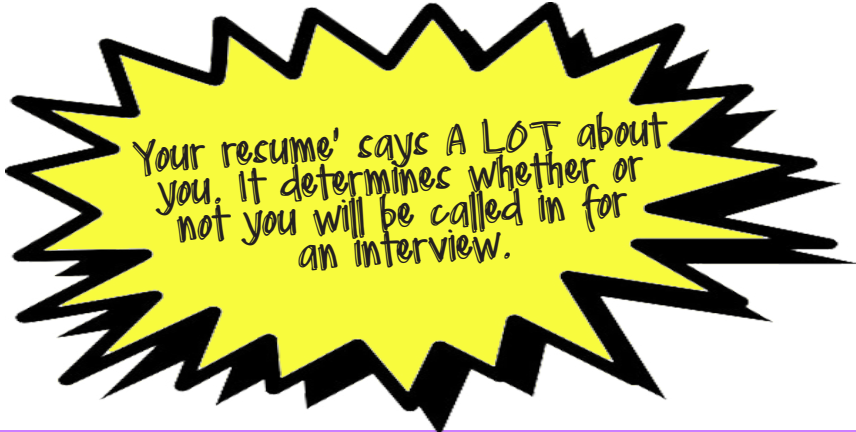
- Education – Include your school name, city/state and expected date of graduation. If you have taken AP courses, completed college credit hours, be sure to include. Also include your GPA and/or class ranking.
- Work experience – if you have or had a part-time job, summer job, or had a paid position working in a family business, include that information in this section. Make sure you give the position, the business name, city/state, and length of employment.
- Volunteer Experience – list the organizations for which you have volunteered. You can add specific details such as a project name or the years in which you volunteered for that organization.
- Interests/Activities – this section will include any school activities, clubs, organizations, or other activities that you have been involved in. Include the years if possible.
- Skills – This is where you showcase those 5 to 10 marketable skills you identified in Section 3: Sorting.



## Framing Your Thoughts...

Discuss the questions with a group or write down your answers in a notebook or journal.

- What were some of the common skills that each group identified for the jobs?
- Why are those skills important to employers?
- What happened in the Making a Mark activity when your group tried to decide who possessed each skill? Was there any conflict?
- What did you learn about members of your group that you didn't know before?
- Which of the steps in the BEST method was the hardest to complete? (Brainstorming, Elaborate, Sort, Tell) Why?
- Did you identify a marketable skill in yourself that you had not considered before?
- How will understanding and knowing your own marketable skills help you in the future?
- If you have applied for a job before, do you have any advice to share with the group that you learned from that experience?
- What can you do to develop new marketable skills and/or improve the ones you have?



Your resume' says A LOT about you. It determines whether or not you will be called in for an interview.

## Panoramic View...



Here are some additional things you can explore to learn more or scan the QR Code to access Panoramic View online for easier access.

- Explore the website from Purdue University to learn more about writing a resume'. Purdue University Online Writing Lab: Introduction to and Expectations for Resume's. <https://owl.english.purdue.edu/owl/resource/564/1/>
- View the YouTube video on surviving job hunting and resume' building. <https://www.youtube.com/watch?v=My7Q2oHAuUE>
- Create a video resume'! Prepare a presentation about your marketable skills and record it. Watch the video and critique yourself. Ask an adult to watch your video and provide constructive criticism. Work on improving your presentation skills and showcasing your talents.

## Developing the Picture...

My BEST Marketable Skills activity is a fair project for advanced level, ages 15-19. Create the fair entry on an exhibit board. Follow the instructions in the fair book on dimensions of the exhibit.

The exhibit should include the following:

- Title: My BEST Marketable Skills or another creative title representing the project
- The My BEST Marketable Skills handout -- completed using the instructions provided in the activity. Pages can be mounted to the board or re-created on the board.
- Your resume' -- use the same format as Chris Clover's example. ***DO NOT use your actual address, phone number or email on the resume' to protect your personal information.***
- Any other interesting facts or things learned about developing your BEST Marketable Skills.



An example of an exhibit board is shown here.

# Making a Mark Scenarios

## SCENARIO 1

The Summer League Baseball Program is looking for a team of high school students to manage the concession stand this summer. The games are held on Tuesday, Thursday and Friday in June and July.

Generate a list of marketable skills your team possesses that would help you be competitive for this job.

## SCENARIO 2

The Afterschool Program is looking for a team of high school students to assist with recreation and crafts. The position would require organizing and conducting a class Monday through Thursday from 3:30-4:30 p.m. for a different group each day.

Generate a list of marketable skills your team possesses that would help you be competitive for this job.

## SCENARIO 3

The local library is looking for a team of teens to conduct the summer “Ready Readers” program.

The program targets Kindergarten – 2nd grade youth and is in need of reading tutors. The program meets on Tuesdays and Thursdays from 10:00-11:00 a.m. Generate a list of marketable skills your team possesses that would help you be competitive for this job.

## SCENARIO 4

The Green Machine Landscaping Company is looking for a crew of teens to assist with mowing yards and landscaping for the summer. The job does not require teens to have their own equipment, but if they had their own, the hourly wage would be increased by 25 cents an hour.

Generate a list of marketable skills your team possesses that would help you be competitive for this job.

## SCENARIO 5

The Lake Hills Neighborhood is looking for a team of teens to fill the Pet Sitter needs in the summer when families are on vacation. The job would require feeding, watering, walking and playing with the animals at least twice a day when families are out of town. Generate a list of marketable skills your team possesses that would help you be competitive for this job.

## SCENARIO 6

The Tech Savvy Company is looking for a team of teens to serve as TSA’s (Tech Savvy Assistants) to go to the homes of elderly customers and help them set up, program and learn how to use their new computers, smart phones and tablets.

Generate a list of marketable skills your team possesses that would help you be competitive for this job.

## SCENARIO 7

The Growing Green Farmer’s Market is a busy place in the summer. Fruit and vegetable producer, Red River Growers, is looking for a team of teens to market and sell their produce each Wednesday and Saturday at the Farmer’s Market. Generate a list of marketable skills your team possesses that would help you be competitive for this job.

## SCENARIO 8

The local Red Cross Chapter is looking for a team of teens to assemble emergency preparedness kits and set up a booth at local summer festivals in the area to distribute the kits to families. You can create your own schedule to assemble kits and festivals are primarily on weekends. Generate a list of marketable skills your team possesses that would help you be competitive for this job.



# Making a Mark: Identifying Marketable Skills

**Instructions:** Read your assigned scenario. Make a list of marketable skills that your team feels are needed to do the job in the scenario. Complete all columns with information identified from all team members. Try to include every team member. Plan a presentation for the whole group as if you were telling the employer why he/she should hire your team.

| Marketable Skill Needed for the Job | What school, organization or community activity has helped you build that skill? | How did your experience help you develop the skill?                                                                 | Who on your team possesses this skill? |
|-------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| <i>Example:<br/>Organization</i>    | <i>4-H<br/><br/>Church Youth Group</i>                                           | <i>4-H: Coordinated county awards banquet committee<br/><br/>Church: Organized toy drive with police department</i> | <i>Amber<br/><br/>Jose'</i>            |
|                                     |                                                                                  |                                                                                                                     |                                        |
|                                     |                                                                                  |                                                                                                                     |                                        |
|                                     |                                                                                  |                                                                                                                     |                                        |
|                                     |                                                                                  |                                                                                                                     |                                        |
|                                     |                                                                                  |                                                                                                                     |                                        |
|                                     |                                                                                  |                                                                                                                     |                                        |
|                                     |                                                                                  |                                                                                                                     |                                        |

| Marketable Skill Needed for the Job | What school, organization or community activity has helped you build that skill? | How did your experience help you develop the skill? | Who on your team possesses this skill? |
|-------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------|
|                                     |                                                                                  |                                                     |                                        |
|                                     |                                                                                  |                                                     |                                        |
|                                     |                                                                                  |                                                     |                                        |
|                                     |                                                                                  |                                                     |                                        |
|                                     |                                                                                  |                                                     |                                        |
|                                     |                                                                                  |                                                     |                                        |
|                                     |                                                                                  |                                                     |                                        |

*Notes for Presentation:*

# Resume' Action Words

**Instructions:** This is a beginning list of action words often used in a resume' to provide potential employers with a clear and specific impression of what you have done and what you can do. As you work on your marketable skills, keep this list in front of you. Feel free to add other words to the list.

|              |              |            |
|--------------|--------------|------------|
| ADAPTED      | EXPLAINED    | PROGRAMMED |
| ADVANCED     | FACILITATED  | PROMOTED   |
| ADVISED      | FASHIONED    | PROVIDED   |
| ASSISTED     | GENERATED    | RAISED     |
| BUILT        | IDENTIFIED   | RECORDED   |
| CHAired      | INFORMED     | RESEARCHED |
| COACHED      | INSPECTED    | REVIEWED   |
| COLLECTED    | INSTALLED    | REVISED    |
| COMMUNICATED | INSTRUCTED   | SELECTED   |
| COORDINATED  | INTERPRETED  | SHAPED     |
| CONDUCTED    | LOCATED      | SUPERVISED |
| CONSTRUCTED  | MADE         | TAUGHT     |
| CREATED      | MAINTAINED   | TESTED     |
| DELIVERED    | MONITORED    | TRACKED    |
| DESIGNED     | ORGANIZED    | TRAINED    |
| DISPLAYED    | OVERSAW      | UPDATED    |
| DRAFTED      | PARTICIPATED | WORKED     |
| ENCOURAGED   | PLANNED      | WROTE      |
| ESTABLISHED  | PRESENTED    |            |
|              |              |            |

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[http://www.readwritethink.org/files/resources/lesson\\_images/lesson1110/Resume%20Action%20Words%20Worksheet.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson1110/Resume%20Action%20Words%20Worksheet.pdf)

# My BEST Marketable Skills

**Section 1: Brainstorm** – Think of all of the activities and jobs you have done in the past that have provided opportunities for you to learn. Include jobs, club activities, athletics, memberships, volunteer activities, computer skills, special skills/talents, personal interests, or anything else that you feel might be relevant. If you need more space, add a sheet of paper.

| Example: Student Council |    |
|--------------------------|----|
| 1                        | 11 |
| 2                        | 12 |
| 3                        | 13 |
| 4                        | 14 |
| 5                        | 15 |
| 6                        | 16 |
| 7                        | 17 |
| 8                        | 18 |
| 9                        | 19 |
| 10                       | 20 |

**Section 2: Elaborate** – Take each item listed in section one and elaborate on what skills you have gained from that experience. Use the Resume’ Action Words to write your descriptions. Repeat this step for each item you identified in section 1.

| Job/Activities, etc.        | Skills Learned                                                                                                        |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Example:<br>Student Council | Member of club; secretary -- recorded minutes of meetings; participated in elementary reading lock-in service project |
| 1                           |                                                                                                                       |
| 2                           |                                                                                                                       |
| 3                           |                                                                                                                       |
| 4                           |                                                                                                                       |
| 5                           |                                                                                                                       |
| 6                           |                                                                                                                       |
| 7                           |                                                                                                                       |
| 8                           |                                                                                                                       |
| 9                           |                                                                                                                       |
| 10                          |                                                                                                                       |



**Continued: Section 2: Elaborate** – Take each item listed in section one and elaborate on what skills you have gained from that experience. Use the Resume’ Action Words to write your descriptions. Repeat this step for each item you identified in section 1.

| Job/Activities, etc. | Skills Learned |
|----------------------|----------------|
| 11                   |                |
| 12                   |                |
| 13                   |                |
| 14                   |                |
| 15                   |                |
| 16                   |                |
| 17                   |                |
| 18                   |                |
| 19                   |                |
| 20                   |                |

**Section 3: Sort** – Once you expand on the skills you have gained from all of your experiences, review and sort through your list and find the skills that are repeated. You can now begin to identify five to ten skills in which you excel.

*Example: Engaged in community service through Student Council, Math Club, 4-H and Boy Scouts*

1

2

3

4

5

6

7

8

9

10

**Section 4: Tell** – This is your opportunity to tell your story of your marketable skills by transferring the information to a simple resume'. Develop your own resume' in a word processing document and keep the resume' to one or two pages. Be sure to showcase your marketable skills. Format your resume' the same way as the handout, Christopher Clover's sample resume'.

## Sample Resume'

# CHRISTOPHER CLOVER

4444 North Heart Drive, Cloverville, OK 74444  
Phone: 580.444.1234      E-Mail: [chris.clover44@4hmail.com](mailto:chris.clover44@4hmail.com)

### **EDUCATION**

- East Cloverville High School, Cloverville, OK. Expected graduation date: May 2015
- Cloverville Community College, Cloverville, OK. 6 hours college credit; Expected completion date: May 2014
- GPA: 3.85; Class Rank: 3 out of 58

### **WORK EXPERIENCE**

- Cloverville Florist and Gifts. Cloverville, OK. Sales and delivery. June 2013-Present
- Christ's Love Church Camp. Cress, OK. Lifeguard for First Baptist Church Cloverville pre-teen and teen church camp. June 2012 and 2013
- Clover County 4-H Camp. Cress, OK. Lifeguard for 4-H Camp. July 2012, 2013

### **VOLUNTEER EXPERIENCE**

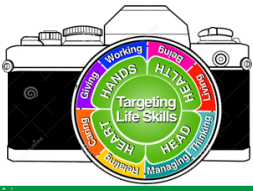
- Helping Hands 4-H Club, Cloverville, OK. Participated in a variety of service projects such as Bountiful Harvest Drive, Toys for Tots and Beautification Project. August 2008-Present
- First Baptist Church, Cloverville, OK. Served as nursery volunteer staff. January 2013-Present
- Cloverville Afterschool Program, Cloverville, OK. Served as a teen mentor and tutor. September-December 2013
- Habitat for Humanity, Cloverville, OK. Provided meals for workers once a month. June-August 2013

### **INTERESTS/ACTIVITIES**

- Helping Hands 4-H Club: Member 2008-Present; President 2013-14; Reporter 2012-13; Community Service Committee 2012-13
- American Red Cross First Aid/CPR and Lifeguard Certification: 2012-Present
- Cloverville High School Student Council: 2012-present
- Cloverville High School Baseball Team: Member 2011-Present; Team Captain 2013
- First Baptist Church Youth Group and Praise Team: 2011-Present

### **SKILLS**

- Certified as an American Red Cross Lifeguard. Provided services for 4-H and church camp.
- Trained in Microsoft Office and Adobe Photoshop.
- Facilitated meetings in leadership roles with my 4-H club. Developed leadership, public speaking and parliamentary procedure skills through offices held.
- Planned and participated in a variety of service projects in 4-H. Exhibited communication and organization skills through working on committees.
- Managed my school, athletic and work schedules. Prompt and dependable to complete tasks assigned.
- Exhibited teamwork and sportsmanship through athletics and 4-H activities.



# Picture Perfect **YOUTH**

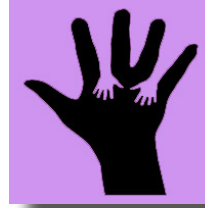
Oklahoma 4-H Personal Development Curriculum ~ Advanced Level



## I Pledge My Hands to Larger Service

### Here's the Angle...

- Define philanthropy/philanthropist.
- Identify ways in which we use our hands for larger service.
- Understand the difference between community service and service learning.
- Understand the steps in service learning using the acronym of PARC.



### Life Skills:

Hands -- Community Service/  
Volunteering;  
Contributes to Group Effort

### Let's Focus...

What comes to mind when you think of the words philanthropy or philanthropist?

---



Let's check out the video on philanthropy before we go any further. Scan the QR Code to watch the video or go to this link:

[http://learningtogive.org/videos/what\\_is\\_phil\\_large.asp](http://learningtogive.org/videos/what_is_phil_large.asp)

**Philanthropy** can be broadly defined as love for humankind. It is derived from the Greek words “philos,” which means loving and “anthropos,” which means humankind. Another definition is practicing generosity in support of charitable causes. A person who practices philanthropy is called a **philanthropist**. Now that you have heard these definitions, let's compare your first thoughts on philanthropists to who you would identify now that you know the definitions. Who are today's philanthropists?

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One of the H's in the 4-H logo represents “hands.” The 4-H Pledge states, “**I pledge...my hands to larger service.**” What does that statement in the 4-H Pledge mean to you?

---

Larger service essentially means that we look at the needs of others and reach out to help either through our actions, giving money, or promoting a cause to help an individual, a group of people, or an organization. We put others first. A 4-H member who is involved in using their hands for larger service practices selfless service to help humankind. Doesn't that sound like the definition of philanthropy? Of course, it does! YOU are a philanthropist by using your hands to larger service through 4-H.

**Here's a quick assignment:**

Write a paragraph in the box on the right describing your most meaningful philanthropy activity that you have done in 4-H. Describe who you helped, what the cause was, how you helped, and why it was special to you.

Another way that 4-H describes philanthropy is the concepts of community service and service learning. The difference between the two is that **community service** is usually a project that has been identified by another group or individual in which 4-H helps while **service learning** involves both learning and serving as a focus of the activity. Service learning provides youth the opportunity to use learned skills and knowledge in real life situations within the community.

My most meaningful philanthropy activity is...

**Service Learning: PARC IT!**

Let's use the acronym, **PARC** to represent the steps of service learning. Sounds complicated but it really isn't! Service learning simply allows youth to have more ownership of a project and make it their own.

**P symbolizes Preparation.** This is the learning and planning that must take place before the actual event. It is very important to identify and analyze the needs in the community and select the project to be addressed. Participants must also be trained and equipped to carry out the project. This might include training on how to operate equipment needed to do the project, learning more about the audience to be served, or understanding all of the rules and regulations that must be followed.

**A stands for Action.** This is where the project comes to life. The project must be meaningful, have academic integrity and have adequate supervision. The project must be grounded in youth ownership. This means that youth have chosen the project and are committed to accomplishing their goals to meet the need. The project also needs to be age appropriate for the youth who are conducting it.

**R represents Reflection.** This step encourages youth to critically think about the service experience. This may be accomplished through discussion, writing, reading, developing an exhibit, presenting a talk, or some other method. Reflection should push youth to think about how the experience made an impact on the community, as well as themselves, by applying what they learned to other aspects of their lives.

**C is for Celebration.** It is important to provide recognition to participants, both those who conducted the service project and those who benefitted from the project. This helps to bring closure to the activity and show all involved that their contributions were valued. This may be done through a celebration banquet, certificates, a party or a reception. Don't forget to include the recipients of the service learning project in the celebration!

# Zoom Out...

## Community Scan Scavenger Hunt

### Materials List:

- Community Scan Scavenger Hunt handout
- Pencils or pens
- Flip chart paper
- Markers

**NOTE:** *This activity may require extra class time or time outside of class for participants to gather information.*

Before you can start a service project, you have to know the needs of the community. There are lots of ways to find out the needs. Interviews with community members and leaders, observation, personal experience, or researching local agencies or causes are just a few ways to determine needs. This activity will get you started on identifying some community needs so that you can be better informed of your surroundings and what others deal with on a daily basis.

While completing the handout, Community Scan Scavenger Hunt, it is important to use all of your resources available to help you identify needs in the community. The handout provides a list of potential community leaders whom you might contact and gather information. Another strategy might be to take a driving tour with a trusted adult to observe needs in the community. You may work in small groups and divide up the list of community leaders and resources to contact or simply divide up the community into sections and each group look for needs within their area.

As needs are identified, write them down on the handout. Also record who identified the need. If it was a community leader, write their name. If you identified the need on your own, write your name or your group's name in the second column.

Each small group will need to bring their list back to the full group to share. Create a master list on flip chart paper where everyone can see the needs. As needs are identified, try to group them by similar topics. For example, environmental issues such as cleaning roadside parks, cleaning shore area at the river, and provide water conservation information to low income housing could be grouped together.

Discuss which projects the group might be realistically able to work on. If the group wishes to proceed with actually conducting a service project, then the next step is to plan the service project and carry it out.





## Zoom In...

### What's Wrong with This Picture?

#### Materials List:

- What's Wrong with This Picture? handout
- Pencil or pen

Sometimes negative things that are happening in the community might be a direct result of a need. When resources are not available or needs are not being addressed, individuals may get into trouble or the surroundings may deteriorate. Your task is to use your detective skills to review the scenarios on the hand-out and determine the overall issue. Also think of ways that the issue might be addressed to improve or eliminate the problem. Here's an example: If the following were happening, what would be the overall problem? *Fish are dying in the rivers and streams, the water in the swimming area of the lake is murky and smells bad and the city issued a "boil tap water" warning through newspapers, television and water bills.*

Some potential issues might be water pollution or drought. To figure out where the problem is coming from, city and/or county officials might evaluate the rainfall amounts, study fish and causes of death, do water tests, and any other studies to help identify problems. What things might you be able to do as a 4-H member to educate the community on the issue?

### Framing Your Thoughts...

Discuss the questions with a group or write down your answers in a notebook or journal.

- How does it make you feel when you help others?
- What did you learn about your community needs that you were not aware of?
- Who are the most reliable people in the community to help you identify needs? Why?
- Why is it important to pay attention to the needs in the community?
- Why is 4-H teaching service learning and helping others?
- How do you intend to reach out to others in service outside of 4-H?
- What can you do to teach others about philanthropy?

## Panoramic View...



Here are some additional things you can explore to learn more or scan the QR Code to access Panoramic View online for easier access.

- The Learning to Give website has a vast array of lesson plans that focus on philanthropy. <http://learningtogive.org/>
- 2013 Outstanding Youth in Philanthropy (age 5-17): Rukhsar Jaffer. (Length: 2:26) This video is a great example of how one young person can make a big impact! [https://www.youtube.com/watch?v=2ENBaJHE\\_o8](https://www.youtube.com/watch?v=2ENBaJHE_o8)
- Trick or Treat for Cans. (Length: 3:00) This is an example of a 4-H service learning project. <https://www.youtube.com/watch?v=G-z8-Rb1aHA>



Your gifts are not about  
Leadership is not about **YOU**  
Your purpose is not about

---

A life of significance is about  
**SERVING**  
those who need your gifts, your  
leadership, your purpose.



# What's Wrong with This Picture?

## Situation 1

The following problems have been occurring in your community:

- Youth leave town to drive to the neighboring city to go to the movie on the weekends.
- Youth have been caught having parties at the lake and under-age drinking is occurring.
- The local bowling alley burned down and went out of business.

### What's Wrong with This Picture?

The overall issue is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Solutions for this issue might include:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Situation 2

The following problems have been occurring in your community:

- The PTA of the local elementary school developed a petition to continue the afterschool program in the summer and make it a full day program (8:00 a.m.-6:00 p.m.). Over 2000 signatures were gathered and the petition was presented to the school board.
- The Boys and Girls Club maxed out their number of participants for the summer and have a waiting list.
- The Parks and Rec Summer Program has announced that they are adding five new summer staff positions due to the increased enrollment.

### What's Wrong with This Picture?

The overall issue is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

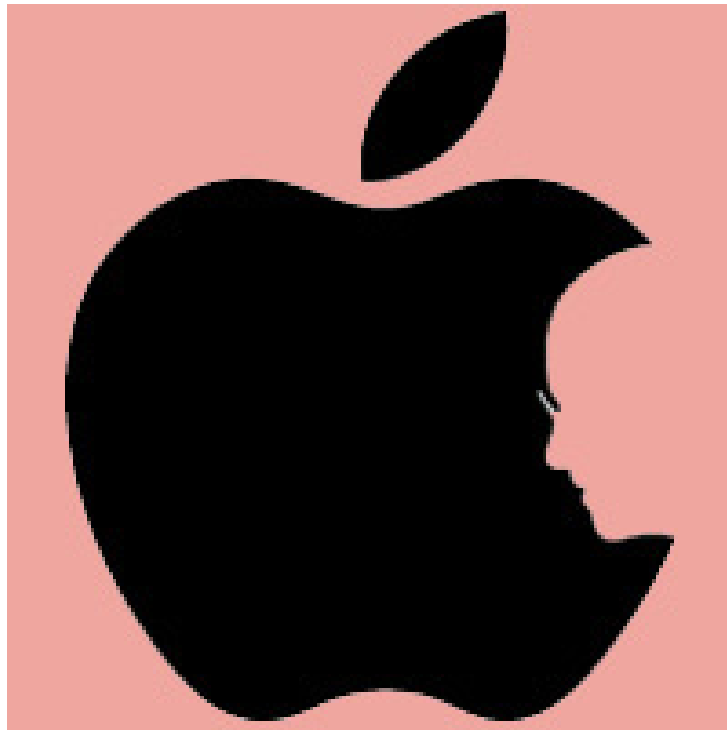
### Solutions for this issue might include:

\_\_\_\_\_

\_\_\_\_\_

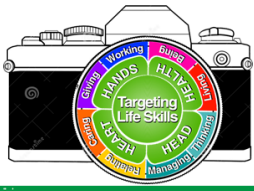
\_\_\_\_\_

I pledge my HEALTH  
to better living...



I believe the greatest gift  
you can give your family and the  
world is a healthy you.

~Joyce Meyer~



# Picture Perfect **YOUTH**

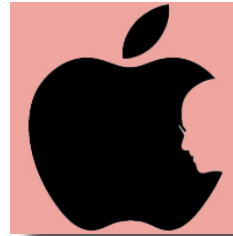
Oklahoma 4-H Personal Development Curriculum ~ Advanced Level



## Got It Under Control

### Here's the Angle...

- Understand the difference between discipline and self-discipline
- Learn about research related to self-control and how self-control affects your success
- Explore ways to practice control in different situations



### Life Skills:

Health -- Self-Discipline;  
Self-Responsibility

### Let's Focus...

Ever heard of the marshmallow test?

A psychology professor Walter Mischel conducted an experiment 40 years ago on children's ability to wait (or not) and what that skill says about how well they can cope with school, with friends and family. Surprisingly, this study can help researchers predict future success as adults — in work and relationships.

Have you ever had the attitude of “I want it now!” and was told to “wait!” Learning to wait is a learned skill that each of us must work on throughout life. Younger children don't have the capacity to wait as long as teenagers and so on. Learning patience is a form of self-discipline. A person's ability to control impulses can take years to develop. In fact, neuroscientists tell us the prefrontal cortex — the “higher reasoning” part of the brain that controls everything from reasoning to empathy — usually kicks into high gear starting at puberty until it's fully developed around the early 20's.

One way teens can practice self-discipline is to postpone leisure activities until the important responsibilities are completed each day. For example, watching your favorite television show should wait until your homework and chores are completed. What are things you can postpone in your daily life to practice self-discipline? Write a few in the box.

Postpone Leisure Activities  
to Practice Self-Discipline



# Zoom Out...

## The Candy Test

### Materials List:

- Individually wrapped candy
- Discipline vs. Self-Discipline handout
- Pens or pencils
- Flip chart paper
- Markers



Today we are going to recreate an experiment of the 1960's (see "The Marshmallow Experiment" in the box). Each person will receive a piece of candy. Place it on your desk or table in front of you. You have two choices. You can eat the

candy any time you like or if you don't eat it until this activity is over, you will receive another piece at the end.

Each person will receive a copy of the handout, Discipline vs. Self-Discipline. On your sheet you will see the definitions of each word. Read the definitions and then fill in each list with as many terms that you can think of that relate or describe each.

Next, divide into groups of three or four. Compare your lists of words for each term and create a master list for your group on the flip chart paper provided. Make two columns on the flip chart paper and label them "Discipline" and "Self-Discipline." When lists are complete post and allow members to walk around and view the lists created by other groups.

As a large group, discuss the definitions of the terms "**delayed gratification**" which is to put off immediate reward to pursue a longer term goal and "**impulse control**" which is the ability to think before acting. How do you cope with these things in your life daily?



### The Marshmallow Experiment

The Marshmallow Experiment was conducted with 4 year olds in the 1960's by a psychologist at Stanford University. Dr. Walter Mischel offered the children one marshmallow to eat immediately or two marshmallows if they could wait for him to return in 20 minutes. He left the children alone with some toys. He was testing their ability to **delay gratification and control impulse**. This was to test his theory that these are important traits for attaining wealth and being successful. Some of the children ate the one marshmallow and some waited so they might have two. The experiment tracked the children for the next 14 years and compared their ACT College Entrance Exam scores. He found that the children who chose to eat one marshmallow immediately scored an average 210 points lower than the children who delayed gratification to get two marshmallows.

Wrap up the activity by discussing the questions in the box below. After discussion, those individuals who practiced self-discipline and did not eat their candy during the activity can pick out another piece! Those who had no self-discipline will not receive another piece.

### After the activity, discuss these questions...

- What were the terms for Discipline that groups had in common? Self-Discipline?
- Which do you have more trouble with -- discipline or self-discipline? Why?
- How can you insure that the amount of discipline you receive from adults is kept to a minimal level?
- What are ways you can practice self-discipline in a positive way?

## Zoom In...

# Self-Control Quiz

### Materials List:

- Self-Control Quiz handout
- Pen or pencil

How do you rate in self-control? Here is a quick quiz to help you determine the level of self-control you possess. Review the handout, Self-Control Quiz. Answer each question honestly. Follow the instructions and evaluate yourself on the amount of control you exercise in your life each day.



## Framing Your Thoughts...

Discuss the questions with a group or write down your answers in a notebook or journal.

- What does the marshmallow experiment help you understand about self-discipline?
- What is the difference between discipline and self-discipline?
- What did you learn about yourself from these activities?
- How has self-discipline or self-control been important in your life?
- What control does any one person have?
- How will learning self-discipline or self-control help you?
- What can people do to help themselves continue learning?
- What are some ways you have learned best?
- Describe a time you may need the skill you learned today.
- Describe a time when you wish you would have practiced better self-discipline. What would you do differently next time?

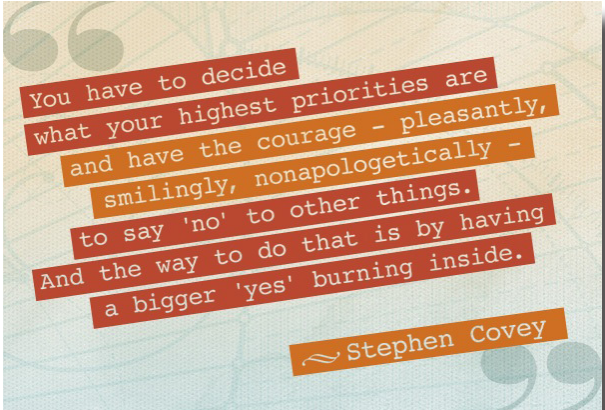
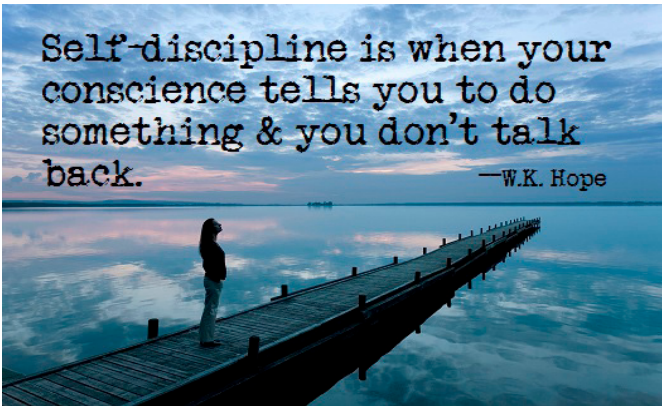
## Panoramic View...



Here are some additional things you can explore to learn more or scan the QR Code to access Panoramic View online for easier access.

- Watch this news segment on the re-created “Marshmallow Experiment” to learn more about this research. <https://shellydmahon.com/2011/02/18/motivating-teens-what-does-self-control-have-to-do-with-it/>
- Research movies that showcase self-discipline. Develop an exhibit highlighting those movies and how self-discipline was showcased. Here is a movie to get you started -- The Karate Kid.
- Watch “The Power of Discipline Inspirational Movie” created by <http://simpletruths.com>. Study the seven things to help you improve self-discipline. <http://play.simpletruths.com/movie/the-power-of-discipline/>
- Explore the internet and find a quote you like about self-discipline. Create a poster of the quote and place it in a location you will see every day as a reminder to practice self-discipline.

Record Quotes on Self-Discipline Here!







# Self-Control Quiz

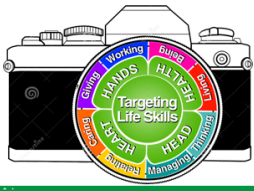
**Instructions:** As a teen you probably always feel like you are being told what to do with very little choice or control in how you wish to live your own life. This quiz will help you to evaluate areas of your life where you express self-control and areas that need some work. Carefully consider the following yes and no questions and answer honestly.

|                                                             |     |    |
|-------------------------------------------------------------|-----|----|
| 1. I control how I react to situations and events.          | Yes | No |
| 2. I control with whom I associate.                         | Yes | No |
| 3. I control what I do.                                     | Yes | No |
| 4. I control what I choose to read.                         | Yes | No |
| 5. I control what I think about.                            | Yes | No |
| 6. I control the friendships I develop.                     | Yes | No |
| 7. I control what I eat.                                    | Yes | No |
| 8. I control my perspective of the future.                  | Yes | No |
| 9. I control my positive or negative self-talk.             | Yes | No |
| 10. I control my goals, my determination and my enthusiasm. | Yes | No |
| 11. I control what I learn and new experiences I try.       | Yes | No |
| 12. I control my reactions to the events in my life.        | Yes | No |
| 13. I control what I learn from my failures.                | Yes | No |
| 14. I control how I respond to new opportunities.           | Yes | No |
| 15. I control how I accept change.                          | Yes | No |
| 16. I control how I deal with anxiety and frustrations.     | Yes | No |

As you can see you do have a lot of control if you simply choose to take advantage of it. If you want to have control of your future, consider taking one of the quiz statements each week and work to improve that area of your self-control in a positive manner. The next week choose another. Continue until you have all sixteen completed.

Repeat anytime you feel out of control.

**Remember:** It is *your life* and you are in control of *your success*.



# Picture Perfect YOUTH

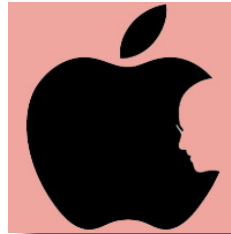
Oklahoma 4-H Personal Development Curriculum ~ Advanced Level



## A Person of Integrity

### Here's the Angle...

- Define the term integrity
- Determine if integrity is a part of your character
- Identify role models who demonstrate integrity



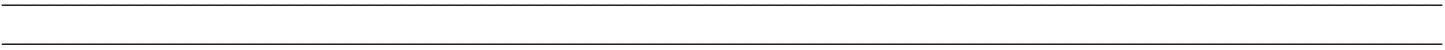
### Life Skills:

Health -- Character;  
Self-Discipline;  
Self-Responsibility



### Let's Focus...

Integrity. It's a big word that packs a lot of punch. But what does integrity mean to you? Write your definition of integrity below.



Take a look at the commercial by scanning the QR Code or go to this link:  
<http://www.values.com/inspirational-stories-tv-spots/78-reach>



Discuss these questions after viewing the commercial.

- When the commercial first starts, what do you think the boys are going to do?
- How did it make you feel when you saw what they actually did?

Our character is defined by how we act, what we say and how we treat others. Integrity is just one small piece of the character traits important to being a good role model. **Integrity** is defined as the quality of being honest and having strong moral principles. Another way to look at integrity is doing the right thing even when no one is looking. When you think about the people you admire, what qualities do they have that make you want to be like them?

.....

• Write in the space below the person you admire most and the qualities about them you admire.

.....



## Zoom Out...

### Integrity in the News

#### Materials List:

- Variety of newspapers
- Flip chart paper
- Markers



Watching or reading the news can be depressing. It seems that only bad news is shared with the public and the good news is hidden deep in the broadcast or paper. This activity will encourage exploration of newspapers to find examples of people or acts on both sides of the integrity coin.

Divide into groups of three to four. Each group will receive a newspaper, a piece of flip chart paper and markers. Create two columns on the flip chart paper. Write the heading “Integrity” above one column and the heading “No Integrity”

Divide up the newspaper in your group and review. Look for good and bad examples of integrity. Write the examples in the appropriate column on the flip chart paper. Be prepared to share your findings with the whole group.

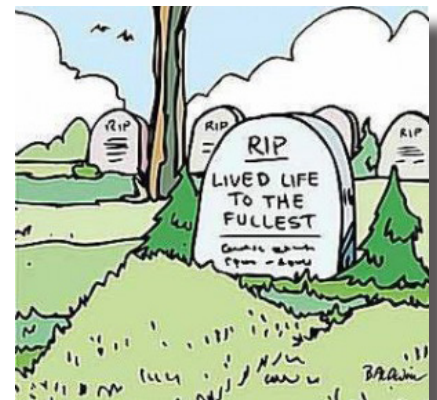
## Zoom In...

### The Dash Between

#### Materials List:

- Paper
- Pen or pencil

Have you heard the statement, “It’s what’s between the dash that matters.” This statement is referring to the life lived between the year of your birth and year of your death. There is a poem entitled “The Dash Between” by Ron Tranmer. It is a great description of being mindful of how we live our lives. Read the poem on the next page before moving on to your assignment below.



Your assignment is a writing activity. Your task is to write your own obituary detailing how you hope people will remember you. Choose an age you hope to live to and write as if you lived that long. Be sure to include qualities of your character, examples of things you imagine yourself doing and more. Keep this as a reminder to live a life of integrity and inspiration to others.

## The Dash Between

I knelt there at the headstone  
of one I love and cried.  
Name, with dates of birth and death  
were perfectly inscribed.

I pondered these two dates  
and how little they both mean  
when compared to the tiny dash  
that lies there in between.

The dash serves as an emblem  
of our time here on the earth,  
and although small, it stands for all  
our years of life, and worth.

And our worth will be determined  
by how we live each day.  
We can fill our dash with goodness,  
or waste our life away.

To ourselves, as well as others,  
let's be honest, kind and true,  
and every day, live the way  
we know God wants us to.

May we look for opportunities  
to do a worthy deed,  
and reach out with compassion  
to those who are in need.

For If our hearts are full of love  
throughout our journey here,  
we'll be loved by all who knew us  
and our memory they'll hold dear.

And when we die, these memories  
will bring grateful, loving tears,  
to all whose lives were touched  
by the dash between our years.

*Used with permission. Copyright 2016 Ron Tranmer Poetry.  
<http://www.rontranmer.com/the-dash-between>*

## Are You A Person of Integrity?

Answer the questions below. If you  
answer no on any questions, those are  
areas in which to work on your integrity.

1. I always try to do what is right, even  
when it is costly or difficult.

Yes No

2. I am true to my word.

Yes No

3. I live up to the highest ethical  
standards.

Yes No

4. I do not compromise my values by  
giving in to temptation.

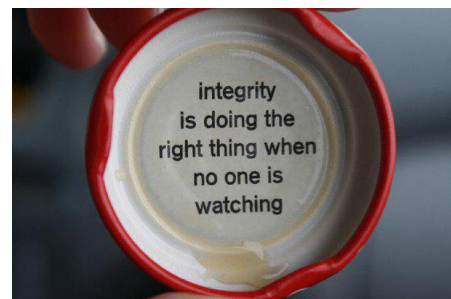
Yes No

5. I can stand up to negative peer  
pressure, despite the cost.

Yes No

6. I do not lie or cheat.

Yes No



## Framing Your Thoughts...

Discuss the questions with a group or write down your answers in a notebook or journal.

- How do you define integrity?
- How can we demonstrate integrity to others?
- How did it make you feel to write your own obituary? Why?
- Give an example of when teens might make choices that impact their integrity.
- Besides integrity, what character traits do you feel are important to live by?
- Why do you think the news focuses more on the negative than the positive?
- What can we do as a project group or 4-H club to uphold integrity?
- How can you teach younger 4-H members about integrity?

## Panoramic View...



Here are some additional things you can explore to learn more or scan the QR Code to access Panoramic View online for easier access.

- Develop a “Family Code of Ethics.” Talk with your parents or guardians and siblings to determine the code of ethics everyone will follow. Create a poster and post it where all family members can see it. Hold one another accountable to follow the code of ethics.
- Explore the Academy of Achievement. Read or watch clips about famous artists, scientists, musicians, sports figures and business people. Look for examples of integrity in their story. <http://www.achievement.org/autodoc/pagegen/galleryachieve.html>
- Design a bulletin board about integrity. Work with a teacher or 4-H educator to find a place where you can display the bulletin board.
- Write a letter to the person you admire the the most. Tell them why you admire them and thank them for being a good role model for you.





## Zoom Out...

# I Need Some Stress Relief!

Before we create our project, let's brainstorm about stress. Using the flip chart and markers, let's make a list things that cause you stress. Let's record those on half of the paper with the title "Stress." Which of the things on the stress list affects you the most?

Next, brainstorm ideas that help to lessen each thing on the stress list. Write those on the half of the paper with the heading "D-Stress." Now, look at the suggestions to d-stress for the thing that stresses you the most. Are you practicing any of those things to try and reduce stress? If not, now you have some ideas to help you!

Another way to D-Stress is to use a stress ball! Stress balls come in all shapes and sizes. Some are foam balls in different shapes, colors and sizes. Others are filled with flour to make them more pliable. Today we will be making a stress ball out of balloons and flour. Below are the steps to creating your personal stress ball. Work in teams to help each other make your own stress ball. To see pictures and step by step directions, go to this link: <http://www.instructables.com/id/Easy-DIY-Stress-Ball/?ALLSTEPS>

1. Fill condiment squirt bottles with flour using a spoon. Place lid on bottle. Make sure the opening is big enough for the flour to come out. Another alternative is using the funnel to add flour. Do not put flour in the funnel until you are ready to fill the balloon.
2. Blow up the balloon. While inflated, twist the neck 5 or 6 times to hold the air in.
3. Insert the nozzle of the squirt bottle in the opening. Hold the balloon tightly on the nozzle. Turn the bottle upside down and let the balloon untwist. Fill the balloon with flour while it is still inflated.
4. Slowly let the balloon deflate after pouring all flour in the balloon.
5. Massage the bottom of the balloon to release any air bubbles.
6. Cut off the end of the balloon.
7. Carefully clean off the balloon with a damp cloth if there is any flour on the outside.
8. Take a second balloon and cut off the end. Stretch the balloon a little and place over the stress ball, covering the opening. Carefully use super glue to secure the edges of the top balloon to the stress ball.
9. Add a third layer with the last balloon using the same procedure. Glue in place.



Now you have another tool to help you with stress relief. Next time you feel stress coming on, grab your stress ball, focus your energy, and BREATHE!

## Zoom In...

# Stress Journal

### Materials List:

- Stress Journal handout
- Pen or pencil



Before you can determine what D-Stress techniques will help, you must recognize what causes your stress and to what level. Keep a stress journal to track stressors that give you grief. Use the stress journal to track your stress for a week. Make copies of the handout so you have plenty for each day.

The stress journal includes the following types of information:

- Date and time when the stress occurred
- Event -- What was happening when the stress occurred?
- Stress Level -- was the level of stress low, medium or high?
- My Reaction -- How did you respond to the stress? Did it work?

At the end of the week, look back over your stress journal and reflect on these questions. Write your answers in the space provided.

- Was there a particular time of day when stress happened?
- Was there an event that occurred multiple times that caused stress?
- How many stressors were rated high on the stress level? Medium? Low?
- As a whole, was your reaction to stress handled in a positive way or a negative way?
- What new techniques can you try to help reduce the stressors you recorded in your stress journal?



## Framing Your Thoughts...

Discuss the questions with a group or write down your answers in a notebook or journal.

- What causes you stress?
- How can too much stress affect your health?
- What kind of stress relievers did you discover?
- What did you learn about yourself by keeping a stress journal?
- Why is knowing about stress important?
- Where could you find more resources about stress and how it affects your health?
- How would you teach someone about stress and how to d-stress?
- In the future when and how will you use d-stress techniques?

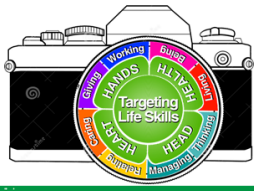
## Panoramic View...



Here are some additional things you can explore to learn more or scan the QR Code to access Panoramic View online for easier access.

- Review the brochure, “Teen Stress: Tips on Managing Daily Stress” published by the Massachusetts Medical Society Alliance. [http://www.massmed.org/About/Affiliates-and-Subsidiaries/MMS-Alliance/Teen-Stress--Tips-on-Managing-Daily-Stress-\(pdf\)/](http://www.massmed.org/About/Affiliates-and-Subsidiaries/MMS-Alliance/Teen-Stress--Tips-on-Managing-Daily-Stress-(pdf)/)
- View the video created by a teen about teen stress. Consider creating your own informational video with tips for teens on stress management. <https://www.youtube.com/watch?v=JbOwy5M-2wG0>
- Explore the KidsHealth website for teens on stress. <http://kidshealth.org/en/teens/stress.html>
- Download and read the document “A Teen’s Personal Guide for Managing Stress” provided by the FosteringResilience.com website. [http://www.fosteringresilience.com/what\\_is\\_stress.php](http://www.fosteringresilience.com/what_is_stress.php)
- Develop an exhibit on teens and stress. Make a supply of stress balls using the instructions in this lesson. Set up the exhibit at a local business, county fair or other county 4-H event and hand out stress balls to those who visit your exhibit booth.





# Picture Perfect **YOUTH**

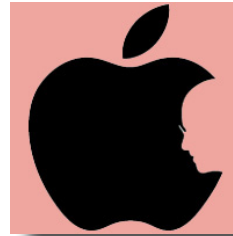
Oklahoma 4-H Personal Development Curriculum ~ Advanced Level



## Destination: Safe

### Here's the Angle...

- Review safety information for driving
- Identify emergency kit items for vehicle safety



### Life Skills:

Health -- Personal Safety;  
Self-Responsibility

### Let's Focus...

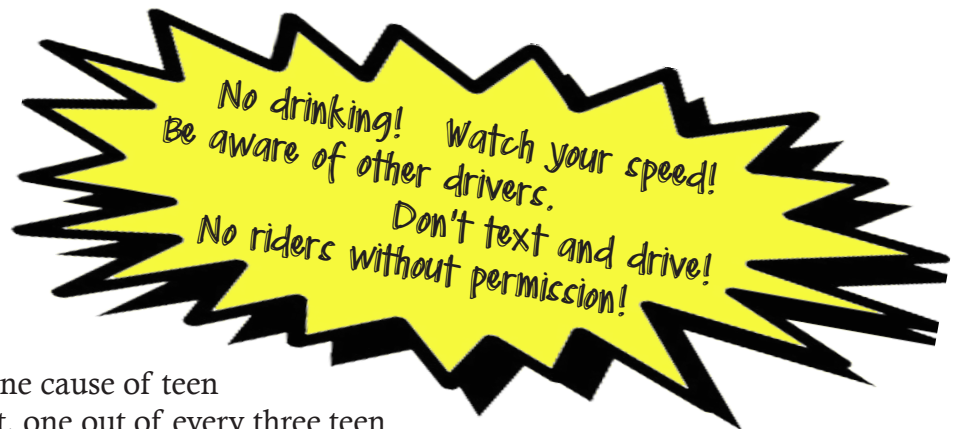
You have probably heard many safe driving lectures from your parents or driving instructor and can probably recite them from memory.

According to the American Automobile Association (AAA), "Vehicle crashes are the number one cause of teen deaths in the United States. In fact, one out of every three teen deaths is the result of a motor vehicle crash. The real tragedy is that crashes in general are almost 100% preventable."

Teens experience many new distractions when driving. In fact, your brain is still developing! Important skills such as decision-making may not yet be fully mature. Also, multi-tasking is not a good idea when behind the wheel. It is important for teens to practice staying focused on the task of driving and avoid other distractions. If the distractions become too much to handle, pull over and take care of returning phone calls, text messages or other things keeping you from staying focused.

It is your job as a driver to follow the laws of the road, but to also watch out for other drivers and pedestrians. Don't let your lack of knowledge and understanding of the laws be the reason for an accident.

Don't have your license yet? You can be a smart passenger! Here are a few things to remember: Wear your seat belt; Be observant of drivers, road conditions, and traffic; Ask parents questions to learn about driving; Be a helpful passenger by minimizing distractions.



## What's Your Role in Driving?

Before solo driving begins, make sure you know and understand the responsibilities of operating a vehicle safely. Below are some general guidelines to help you be an alert driver.

- Obey the speed limit, always wear a safety belt, don't drive when fatigued and avoid distractions and aggressive driving.
- Check in with parents prior to every trip to give them the destination, route and time expected home.
- Make sure you have permission to drive with a passenger.
- Make smart decisions about being a passenger, such as asking permission before riding with a new teen driver, avoiding riding in cars with multiple teen passengers, never riding with distracted, drinking or drugged drivers and always wearing a safety belt.
- Call your parents for a ride if there is any concern regarding safety.
- Know how to appropriately respond to peer pressure.
- Be responsible for any passengers in the vehicle to ensure they buckle up and ride without distracting the driver.
- Continue to practice driving with your parents, especially before trying an unfamiliar driving situation like rush-hour traffic, city driving, narrow country roads, night driving or poor weather.
- Keep the car clean and full of gas, among other family rules.
- Abide by your parent's driving privileges rules.

## Vehicle Safety Check

Do you and/or your parents have these tools in the vehicle? Use the check list below to evaluate your vehicle. If you do not drive yet, do an inventory of your parent's vehicle to see if they pass the safety check.

- Tire gauge: know how to use it and what the tire pressure should be
- Jumper cables: if you carry them you must know how to use them and be very careful about your surroundings
- Large flashlight: kept in working order
- Emergency flashers: kept in working order
- Emergency service: who do you call for help? Put a phone contact list in your glove box or on your phone.
- Local and/or state map: have a current map of the area/state in-case you have a loss of cell service or power.
- First aid kit
- Tire wear: how to check for wear and when tires should be replaced
- Filling the tank: what kind of gas is required and how to fill the tank
- Checking the oil: how to check oil and add oil when needed
- Other fluid levels such as coolant, transmission, wiper fluid: how to check and re-fill when needed
- Wiper blades: how to operate and when to replace
- Lights: how to operate properly
- Brakes: how to operate properly and know signs of poor brakes
- Battery: how to check battery fluid and clean off connections periodically
- Spare tire and jack: where are they located and know how to use them

# Zoom Out...

## Rules for Teen Drivers

### Materials List:

- Parent-Teen Driving Agreement Form from American Automobile Association (AAA) website (<http://teendriving.aaa.com/OK/teens/going-solo/> Click on Parent-Teen Agreement link on left side)
- Flip chart paper
- Markers



Every teen driver should have rules established with parents regarding safe driving. This activity will provide a chance for you to brainstorm what types of rules you feel are important to include in a Parent-Teen Driving Agreement.

Divide into three groups. Each group will be assigned a rule of the Parent-Teen Driving Agreement form to discuss and come up with things you can do to follow the specific rule. Group assignments are as follows:

- Group One: Rule #1: Check in with parent every time you drive.
- Group Two: Rule #2: Obey all traffic signs and laws.
- Group Three: Rule #3: Do not take unnecessary risks while driving.

After discussing as a group and recording your ideas, share with the whole group the things you identified to help you follow your assigned rule. After discussion, review the handout, Parent-Teen Driving Agreement Form developed by AAA. Discuss the following questions:

- How did your strategies for following the rules compare to those suggested by AAA?
- What should the consequences be if the rules are broken?
- If you cannot drive yet, how can you help enforce these rules when traveling with another teen or adult driver?

The handout is a good tool for setting rules with your family so all drivers stay safe.

### Driving Quizzes

Check out several quizzes from the American Automobile Association (AAA) Foundation for Traffic Safety to determine if you are a safe driver.

<https://www.aaafoundation.org/quiz>

## Zoom In...

# Vehicle Emergency Kit

### Materials List:

- Storage tub with lid, backpack or small suitcase
- Items to complete an emergency vehicle kit

Every vehicle should be equipped with an emergency kit. It is important to know how to use the equipment, check fluids and stay safe when an emergency occurs. There are some basic items to include in a vehicle emergency kit. You may come up with additional items beyond the basic list.

Find a storage tub with lid, backpack or small suitcase to store the vehicle emergency kit. Some items listed give you some flexibility of what to include. Consider people who travel in the car, kinds of weather in your area and different seasons which might require additional items. Some blank lines are provided. What other items do you need in the kit? Type up an inventory list of all items included in your kit. Place it with your kit as a reference. When the kit is used, check it against the inventory and replace disposable items used.

Evaluate your knowledge on each item and mark in the chart below “YES” if you know how to use the equipment properly/why it is needed in the emergency kit or “NO” if you do not. If you mark “NO,” ask a parent or trusted adult to teach you how to use the equipment.

| Vehicle Emergency Kit Supply List                                                   | YES | NO |
|-------------------------------------------------------------------------------------|-----|----|
| Jumper Cables                                                                       |     |    |
| Tire Guage                                                                          |     |    |
| Flashlight and Extra Batteries                                                      |     |    |
| First Aid Kit                                                                       |     |    |
| Non-perishable Food Items (i.e. nuts, granola bars, canned fruit, can opener, etc.) |     |    |
| Water                                                                               |     |    |
| Battery operated AM/FM radio to listen to traffic reports and emergency messages    |     |    |
| Cat Litter or Sand for better tire traction                                         |     |    |
| Ice Scraper                                                                         |     |    |
| Set of warm clothes, gloves, hat, etc.                                              |     |    |
| Blanket or Sleeping Bag                                                             |     |    |
|                                                                                     |     |    |
|                                                                                     |     |    |
|                                                                                     |     |    |
|                                                                                     |     |    |



## Framing Your Thoughts...

Discuss the questions with a group or write down your answers in a notebook or journal.

- How did you feel about your responsibility as a new driver before the activity? How did your feelings change?
- Can this information be of benefit to passengers as well as drivers? Why or why not?
- What is the most important rule to remember?
- Why is it important to have a safety plan in place before you travel?
- Why do you need to know how to take care of your vehicle?
- How will learning about traveling safely benefit you and others?
- What adults can help you learn about vehicle maintenance and driving safety?
- How will you share this information with other teen drivers?

## Panoramic View...

Here are some additional things you can explore to learn more or scan the QR Code to access Panoramic View online for easier access.



- Explore the American Red Cross website on Highway Safety and the many other topics provided. <http://www.redcross.org/prepare/disaster/highway-safety>
- View the video “I Know Everything” published by The Century Council. <https://www.youtube.com/watch?v=LS5IUZR6iKs>
- View the video “Understanding Car Crashes: When Physics Meets Biology” developed by the Insurance Institute for Highway Safety. <http://www.iihs.org/iihs/videos>

## Developing the Picture...

- The Vehicle Emergency Kit is a fair project for Advanced level youth ages 15-19. Review the activity thoroughly and assemble the items in a tub with a lid, backpack or small suitcase. Be sure to include the inventory list in the kit. No commercially sold car emergency kits are allowed. Purchased first aid kits may be used.



# Six-By-Six Puzzles

**Instructions:** Anacrossagrams are like miniature crossword puzzles, except the clues are words, and what you fill into the grid is an anagram of the clue. You have to figure out what order the letters go in based on the intersecting clues. Letters for each word will be arranged in a different order than the correct spelling. Can you figure these puzzles out? Review the example below before you try it yourself!

|   |   |   |   |   |
|---|---|---|---|---|
|   | 1 | 2 | 3 | 4 |
| 1 | E | O | S | N |
| 2 | F | R | U | O |
| 3 | S | T | O | R |
| 4 | A | E | P | T |

## ACROSS

1. NOSE
2. FOUR
3. SORT
4. PATE

## DOWN

1. SAFE
2. ROTE
3. SOUP
4. TORN

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
|   | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 |   |   |   |   |   |   |
| 2 |   |   |   |   |   |   |
| 3 |   |   |   |   |   |   |
| 4 |   |   |   |   |   |   |
| 5 |   |   |   |   |   |   |
| 6 |   |   |   |   |   |   |

## ACROSS

1. WEIRDO
2. IGLOOS
3. WATERY
4. DEPTHS
5. MYRIAD
6. DECENT

## DOWN

1. TOWARD
2. DIADEM
3. SOLDER
4. SWITCH
5. EYEING
6. POETRY

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
|   | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 |   |   |   |   |   |   |
| 2 |   |   |   |   |   |   |
| 3 |   |   |   |   |   |   |
| 4 |   |   |   |   |   |   |
| 5 |   |   |   |   |   |   |
| 6 |   |   |   |   |   |   |

## ACROSS

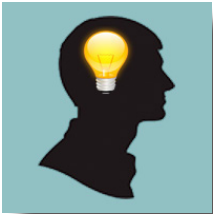
1. BLOWZY
2. LEAKED
3. FASTER
4. MILLER
5. NIBBLE
6. SNOOZE

## DOWN

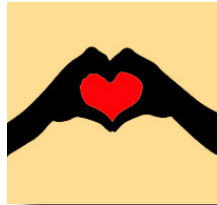
1. FREEZE
2. KIBITZ
3. BELLOW
4. YONDER
5. SALMON
6. LABELS

*Solutions found on page 119*

# Appendix



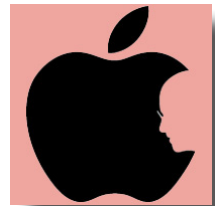
Head



Heart



Hands



Health

To Make The  
Best Better!

# Answer Keys to Puzzles

Gotta Have Heart  
Crossword Puzzle -- Page 26

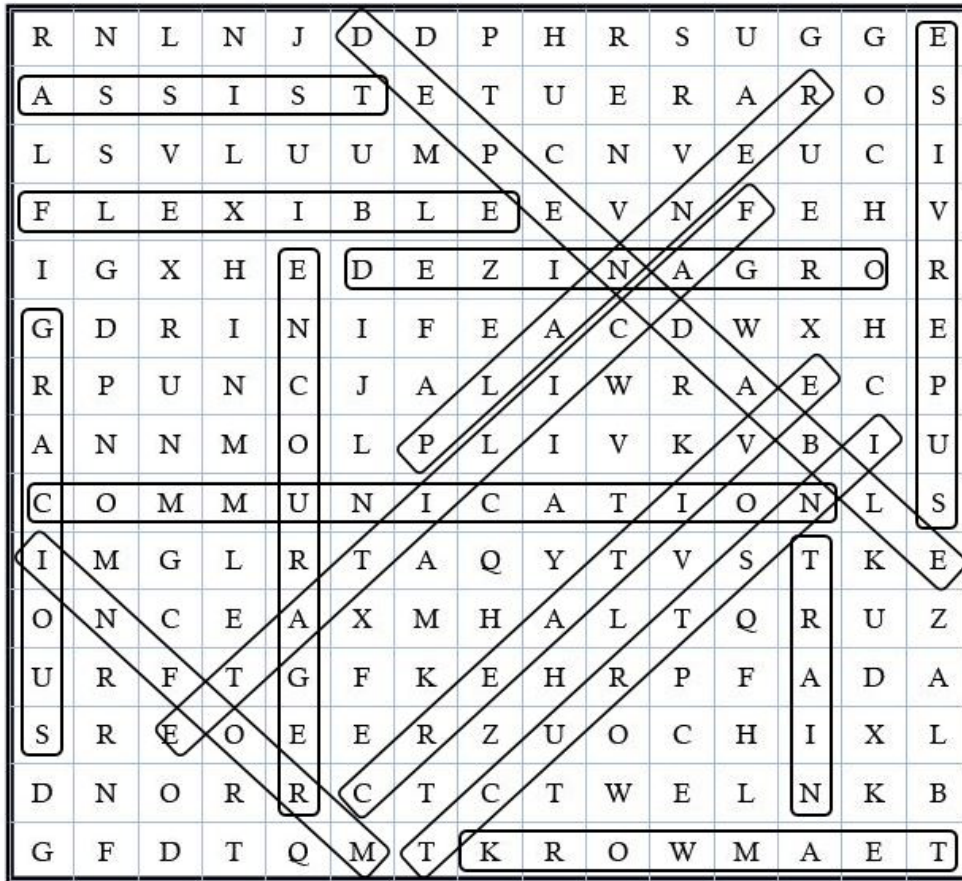
Across

- 2. A person who adheres to a good moral code is said to have *INTEGRITY*.
- 6. What Aretha Franklin sings about...*RESPECT*
- 7. Showing sympathy for others is called *COMPASSION*.
- 8. I pledge my heart to greater *LOYALTY*.
- 9. The heart is trained to be kind, to be true, and to have *SYMPATHY*.

Down

- 1. Showing concern for others is also called *CARING*.
- 3. A person whom others can depend on is called *TRUSTWORTHY*.
- 4. The organ that pumps blood to all parts of the body. *HEART*.
- 5. I pledge *ALLEGIANCE* to the flag...
- 10. A person with heart is loyal and *TRUE*.

Search for Leadership Skills Word Search -- Page 52



Six-By-Six Puzzles -- Page 116

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
|   | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | R | D | O | W | I | E |
| 2 | O | I | L | S | G | O |
| 3 | W | A | R | T | E | Y |
| 4 | T | D | S | H | E | P |
| 5 | A | M | D | I | Y | R |
| 6 | D | E | E | C | N | T |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
|   | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | Z | B | W | Y | O | L |
| 2 | E | K | L | D | A | E |
| 3 | F | T | E | R | S | A |
| 4 | R | I | L | E | M | L |
| 5 | E | I | B | N | L | B |
| 6 | E | Z | O | O | N | S |

# Personal Development Exhibit Scoresheet

4-H Member's Name: \_\_\_\_\_

County: \_\_\_\_\_ Class Number: \_\_\_\_\_

| <b>DESIGN AND APPEARANCE</b>                                                                                     | <b>EXCELLENT</b> | <b>GOOD</b> | <b>NEEDS IMPROVEMENT</b> |
|------------------------------------------------------------------------------------------------------------------|------------------|-------------|--------------------------|
| Color (are the colors pleasing to the overall look of exhibit)                                                   |                  |             |                          |
| Design (well organized, neat and easy to follow)                                                                 |                  |             |                          |
| Lettering (is font on posters/exhibits easy to read from 10 feet away)                                           |                  |             |                          |
| Exhibit size/instructions were followed (poster size, exhibit size, signature/year, specific class requirements) |                  |             |                          |
| Overall Appearance and Effectiveness of Exhibit                                                                  |                  |             |                          |
| <b>COMMENTS:</b>                                                                                                 |                  |             |                          |
|                                                                                                                  |                  |             |                          |
| <b>KNOWLEDGE LEARNED</b>                                                                                         | <b>EXCELLENT</b> | <b>GOOD</b> | <b>NEEDS IMPROVEMENT</b> |
| Subject/content appropriate for age of member                                                                    |                  |             |                          |
| Easy to understand                                                                                               |                  |             |                          |
| Subject matter, knowledge and skills are presented clearly in exhibit                                            |                  |             |                          |
| <b>COMMENTS:</b>                                                                                                 |                  |             |                          |
|                                                                                                                  |                  |             |                          |



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