



Picture Perfect **YOUTH**

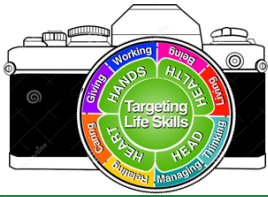
Leader
Guide



Oklahoma 4-H
Personal Development
Project

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Picture Perfect Youth



Oklahoma 4-H Personal Development Curriculum ~ Leader Guide

Introduction

Congratulations! You are about to embark on a great experience of leading youth in discovering their potential through the Personal Development 4-H Project. Volunteers are the key to 4-H project success because they provide a safe environment and foster learning through hands-on activities. Volunteers are also a trusted group of adults that youth depend on and look to for advice and guidance.



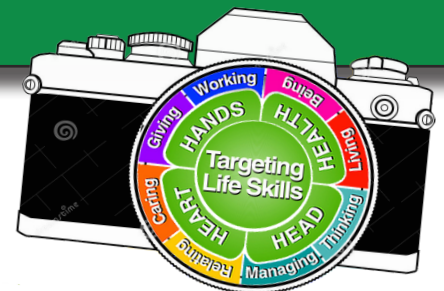
The Personal Development project offers young people an opportunity to learn about themselves, their family and friends, community, state and world. Personal Development is focused on developing a well-rounded individual, physically, mentally and emotionally. Through this project, youth will develop and enhance their life skills, leadership skills and get involved in their community.

As a volunteer, your job is to facilitate the project activities and guide the project beyond a fair exhibit to a comprehensive learning experience where youth learn to share, reflect and apply what they are learning to everyday happenings. This leader's guide is a snapshot (instruction manual) to guide you in conducting a meaningful Personal Development project.

Why Use A Camera Logo?

Life is like a camera:

- You focus on what's important.
- You capture the good times, and if things aren't in focus, you can take another shot.
- You can review the pictures and learn from mistakes.
- You can zoom in to take a closer look at the details or zoom out to see the big picture.



These are just a few of the analogies for using the camera as the logo and incorporating the Life Skills Model into the design. The curriculum title, Picture Perfect YOUth, is a reminder young people are the focus of the Personal Development project. It is your job as a volunteer to bring out the best in each individual and help them realize their uniqueness and potential. Each child has different characteristics that make their picture perfect for them. It is simply the volunteer's job to help youth discover things about themselves, stretch their boundaries to try new things and provide support and encouragement to help them be successful.

Personal Development Project Objectives

The Personal Development project is built upon the premise that what a family does together makes a difference. However, the definition of family will differ for each individual. For some, family means a mother, father and siblings. For others, family may mean a single parent home or a home with extended family members such as grandparents, aunts and uncles. Some youth may consider individuals who are not relatives, such as their teacher, 4-H leader or other adults, as part of their family because of the amount of time they spend with them. Regardless of the family structure, it is important for youth to be exposed to the qualities of family life and challenge them to learn about their family beyond just the surface.

Personal Development also is about building relationships, setting goals, developing good character, appreciating diversity and much more. The objectives of this project are as follows:

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

Experiential Learning Model

“Experiential learning” is the foundation of the 4-H Youth Development Program. It involves providing opportunities for youth to practice what they are learning by sharing the experience, reflecting on its importance, connecting it to real life examples and applying the knowledge that results to other situations.

Activities and learning experiences in 4-H are designed with this model in mind to create a complete and comprehensive educational experience. The aim is to guide and support youth as they carry out the activity and help them reflect on what they did and how it applies to other situations. As the instructor or volunteer, it is just as important to include discussion following the activity to help apply the learning. You will notice in the participant manuals the “Framing Your Thoughts...” section provides questions for discussion that address all steps of the Experiential Learning Model. This will help you take the activities all the way through the process and maximize learning for the youth.



Let's explore the steps of the Experiential Learning Model. A diagram of the model is provided on the next page.

Step 1: Experience The Activity – provide instructions for the activity and any rules to maintain a safe environment. Allow time for youth to complete the activity. Provide assistance or answer questions as needed.

Step 2: Share the Results – ask questions to find out “what happened?” during the activity. Some examples of questions to ask include:

- What did you like about this activity?
- What part of the activity was hardest/easiest to do?
- What did you observe during the activity?
- What was it like to make quick decisions during this activity?
- How did you go about planning your steps in completing this activity?
- What skills did you need to complete this activity?
- How did you deal with frustrations or conflicts during this activity?

Step 3: Process – this step shifts focus to the process of the experience or activity. Questions should focus on “what’s important?” Some examples of questions to ask include:

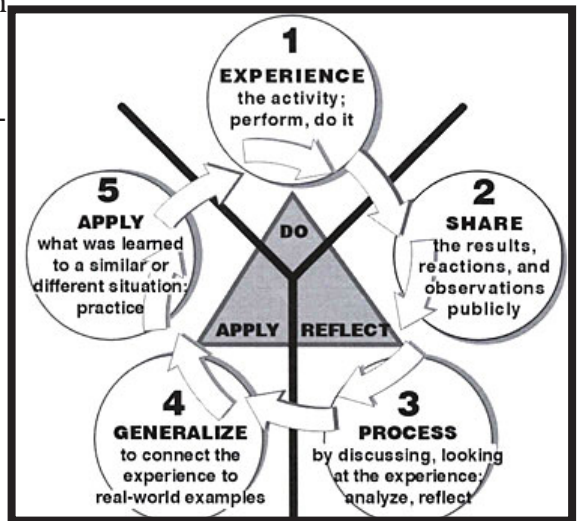
- What strategies worked well/didn’t work well in this activity?
- How did your group make decisions during the activity?
- What communication strategies did you use to work through the activity?
- What problems came up you had to solve?
- Was there a leader in the group who took control of the decisions for the group? Did that work? Why or why not?
- What suggestions would you give to a group who was given this activity to do to help them?

Step 4: Generalize – this step moves toward more personal application and what the participant learned from the experience. Questions should focus on “so what?” Discussion questions might include:

- How will learning about ___ help you?
- Why is knowing how to do ___ important?
- Where might you use these skills for another project?
- What did you learn about communication skills?
- Where can you go to find information or help when you need to solve a problem?
- What do you do when you don’t agree with a group?
- What is important to do or consider when making group decisions?

Step 5: Apply – the final step of the model is to apply what is learned to everyday life and personal experiences. Ask youth how the learning from the experience could be used at another time or under other conditions. Questions should focus on “now what?” Example questions might include:

- How would you teach someone the skills you learned from this activity?
- What did you learn today that you could use in school? Another 4-H project?
- How can you use these skills to help you at home?
- Can you name a time when you might use the skills you learned today?
- How could the things you learned help you in other situations?
- What would you do differently if you led this activity?



Reference: Kolb, D.A. (1984). Experiential learning: experience as the source of learning and development. <http://academic.regis.edu/ed205/kolb.pdf>

Targeting Life Skills

A skill is an ability you learn. Life skills are those abilities that help people live well in their environments. In 4-H, the focus is to use the tools of 4-H projects, citizenship activities and leadership opportunities to teach life skills that will help youth transition into successful adulthood.

Because skills are best learned through practice, many experiences teaching or reinforcing skills must be provided. Mastery of any skill requires opportunities to try, make mistakes and try again. 4-H uses a framework based upon the 4-H Pledge to organize the delivery of experiences to support the growth and development of youth. 4-H refers to this framework as a “Targeting Life Skills Model” (Hendricks, 1998). The model is divided into the life skills associated with the head, heart, hands and health with specific competencies associated with each one. Below is a brief explanation of how the four H’s relate to the life skills.

HEAD: Knowledge, Reasoning and Creativity Competencies

- Thinking refers to using one’s mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider.
- Managing refers to using resources to accomplish a purpose.

HEART: Personal and Social Competencies

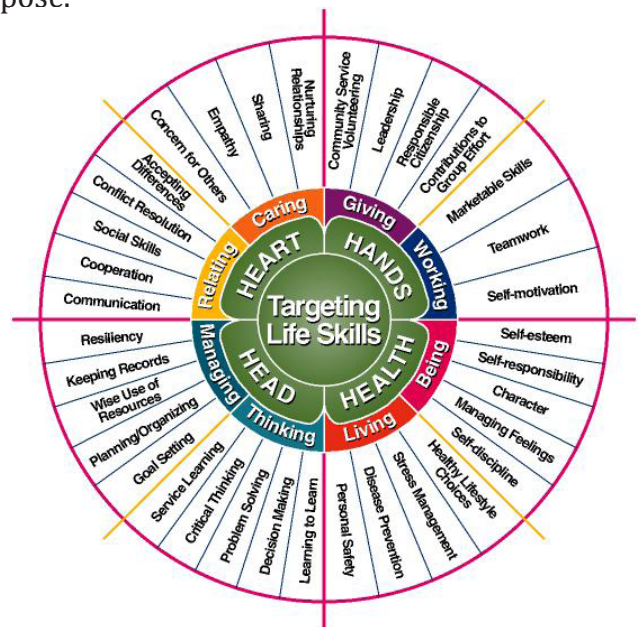
- Relating refers to establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both.
- Caring is showing understanding, kindness, concern and affection for others.

HANDS: Vocational and Citizenship Competencies

- Giving means providing, supplying or causing to happen. It may also be referred to as social responsibility.
- Working refers to accomplishing something or earning pay to support oneself through physical or mental effort.

HEALTH: Health and Physical Competencies

- Living means acting or behaving in an appropriate manner in daily life.
- Being refers to living one’s life; pursuing one’s basic nature; involved in personal development.



Reference:

Hendricks, P. (1998) “Developing Youth Curriculum Using the Targeting Life Skills Model”
<http://www.extension.iastate.edu/4H/skls.eval.htm>

Growth & Development of Children

Every young person has needs, interests, desires, values, strengths and weaknesses, which are going to affect his/her behavior. While all youth have different personalities, they are alike in many ways. All young people have five basic needs.

- **Belonging:** The desire to belong is natural and helps bring youth in contact with others. Belonging to the group helps young people grow because part of their feeling of personal worth is gained from what others think.
- **Independence:** Becoming independent of parents is a sign of growing up. The desire to be independent is often troublesome to parents and volunteers, but it cannot be avoided if the boy or girl is to grow up normally. This desire is shown by impatience with an adult volunteer's guidance and a preference for making up his or her own mind.
- **Achievement:** Youth want to know their efforts are worthwhile and appreciated. Projects need to keep pace with ability since the rate of achievement varies with each child. Doing things for others, as well as for themselves, should be included.
- **New Experiences:** Young people need and want to grow up and be active. They need new and different experiences to stretch their horizons.
- **Affection:** Affection or love is essential in personality development. We need to know that we are wanted and loved in spite of our shortcomings.

In addition to the five basic needs of children, there are four areas in which development occurs.

- **Physical Development** is concerned with body growth. This includes the development of both large and small muscles. It also includes the changes that occur during puberty.
- **Cognitive Development** encompasses the development of the child's intellect through process. Learning to reason and communicate are key components of this developmental process.
- **Social Development** involves the way children interact with other children and adults. The ability to relate to their environment and adapt to social situations is part of social development.
- **Emotional Development** involves feelings. Emotional development is concerned with the child's relationship with his or herself.



In human development, most youth of the same age have some general characteristics. However, remember that each child develops at his/her own pace. These general characteristics will not be observed in all children at the same age or at the same stage of development. Remember each person is a unique individual.

A chart is provided that offers some general developmental characteristics by age group and suggestions for volunteers to help in planning age appropriate activities for different ages of children.

| Characteristics of Age Group | Suggestions for Volunteers |
|---|---|
| 5-8 Years Old | |
| <ul style="list-style-type: none"> Easily motivated and eager to try something new. | <ul style="list-style-type: none"> Plan a wide variety of activities that take a short time to complete. Each experience should be concrete and build on the last. |
| <ul style="list-style-type: none"> Interest span is short. Learns best if physically active and involved in experiential learning. | <ul style="list-style-type: none"> Free time should be planned and encouraged. Alternate high and moderate activity with low. Hands on experiences: cutting with scissors, painting, pasting, brushing, assembling, running, moving, playing games, etc. |
| <ul style="list-style-type: none"> All new learning involves language. | <ul style="list-style-type: none"> Be very specific and clear with instruction. Ask youth to give feedback as to what they heard. |
| <ul style="list-style-type: none"> Doesn't accept failure well. Sensitive to criticism. Strong desire for adult affection and attention. | <ul style="list-style-type: none"> Provide positive encouragement and assistance. Plan concrete learning activities in which success can be experienced. Set up situations that foster cooperation and teamwork rather than competition. Ratio of 1 adult to 3-4 youth. |
| 9-12 Years Old | |
| <ul style="list-style-type: none"> Active, with boundless energy. Likes group activity. | <ul style="list-style-type: none"> Plan active learning experiences to develop physical skills. |
| <ul style="list-style-type: none"> Short attention span for mental activity. | <ul style="list-style-type: none"> Encourage many brief learning experiences. |
| <ul style="list-style-type: none"> Like to be with members of their own gender. | <ul style="list-style-type: none"> Encourage learning experiences to be done with members of same gender. |
| <ul style="list-style-type: none"> Usually do best when work is laid out in small pieces. Eager to try new things. | <ul style="list-style-type: none"> Use detailed outlines of the learning experiences. |
| <ul style="list-style-type: none"> Admire and imitate older boys and girls. | <ul style="list-style-type: none"> Encourage teen leaders to work closely with younger members. |
| <ul style="list-style-type: none"> Do not like to keep records and do not see the value in them. | <ul style="list-style-type: none"> Work closely with them in completing records of their leadership work. |

| 13-15 Years Old | |
|--|--|
| <ul style="list-style-type: none"> Concerned about physical development and being liked by friends, social graces, good grooming. | <ul style="list-style-type: none"> Encourage learning experiences related to self-understanding and getting along with others. |
| <ul style="list-style-type: none"> Coordination is better than with younger age groups. | <ul style="list-style-type: none"> Encourage deeper exploration and concentrate on developing individual skills. |
| <ul style="list-style-type: none"> Prefer action-oriented projects. | <ul style="list-style-type: none"> Encourage active, fun learning experiences. |
| <ul style="list-style-type: none"> Greater ability for team work and enjoy activities involving boys and girls. | <ul style="list-style-type: none"> Encourage learning experiences involving boys and girls. |
| <ul style="list-style-type: none"> Wants to participate in decisions and be independent but still needs guidance. | <ul style="list-style-type: none"> Encourage working with adults and older teens to complete learning experiences. |
| 16-19 Years Old | |
| <ul style="list-style-type: none"> Wants and needs a strong voice in planning their own programs. | <ul style="list-style-type: none"> Allow youth to plan activities that allow for differences in interests, needs and skills. |
| <ul style="list-style-type: none"> Are developing community consciousness. | <ul style="list-style-type: none"> Encourage community service activities. |
| <ul style="list-style-type: none"> Have high social needs and desires. | <ul style="list-style-type: none"> Focus some activities on the self, both physical and social. Help youth learn to accept themselves and develop self-confidence. |
| <ul style="list-style-type: none"> Are beginning to think of leaving home for college, employment, marriage, etc. | <ul style="list-style-type: none"> Apply leadership life skills to career exploration, especially decision-making. |
| <p>Reference: <i>Understanding Boys & Girls, Lit. 841.</i> Oklahoma Cooperative Extension Service 4-H Youth Development.</p> | |



Personal Development Curriculum Overview

The 4-H Personal Development Curriculum, *Picture Perfect YOUth*, is divided into three levels. The levels target suggested age groups, but participants may choose to start with the first level regardless of age.

The suggested ages for the levels are:

- Beginner – Ages 9-11
- Intermediate – Ages 12-14
- Advanced – Ages 15-19

Each level of the participant guides are divided into four sections: Head, Heart, Hands, Health. The titles and bottom page border are different colors (shown below) to align with the four sections of the manual. The icons of the four H's are used throughout the participant manuals to help you and the 4-H members relate the lesson objectives back to the 4 H's of the 4-H program. If you refer back to the Targeting Life Skills Model, you will see the life skills associated with each H.



I pledge my head to clearer thinking...

Thinking and managing are the cornerstones of this H. Youth will be challenged to develop self-discipline and responsibility they can use throughout their life. Independent thinking, goal setting and record keeping skills also will also be fostered in the development of the “head.”



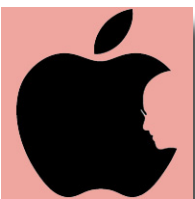
my heart to greater loyalty...

Youth need to know they are cared about by others and feel a sense of connection to others. Through the cornerstones of relating and caring, youth will learn about themselves and relationships. Communication skills, manners, conflict management and cultural diversity will also be the focus developing the “heart.”



My hands to larger service...

Youth need to feel their lives have meaning and purpose. This H focuses on the cornerstones of giving and working, which develops teamwork, leadership and service to others. Teaching youth how to motivate themselves and lead through example will be the target of developing the “hands.”



and my health to better living...

Being and living are the cornerstones of this H. Youth need to feel and believe they are capable of meeting challenges and solving problems. Youth will learn the importance of good character, how to manage stress and build positive self-esteem through the development of their “health.”

Designing a Project Experience

A 4-H project is designed to develop a blue ribbon child, not focus on a blue ribbon project. Through project work, youth experience the 4-H motto, “Learning by Doing,” through participation in hands-on activities. The project is the tool used to help youth develop the skills they need to succeed in life, as well as gain knowledge and skills in a particular subject.

As a 4-H volunteer, it is important to help youth complete a series of project lessons or activities. The minimum number of lessons recommended for project work in a particular subject is six (6). However, youth who enjoy the project work and subject matter may complete more than the minimum number of lessons.

The Personal Development materials are filled with 16 to 20 lessons in each level. Refer to pages 15-17 to review the Table of Contents of each manual. Here are a few examples of how the project manual may be used to develop a well-rounded project experience.

- Establish a short term project in Personal Development with a 4-H club. Set up a series of eight project meetings, once a week for eight weeks. The leader selects two lessons from each section (head, heart, hands, and health) of the project manual and conducts the lesson’s group activities (Zoom Out...) with the group. Youth work on the individual activities (Zoom In...) during the project meeting or on their own at home. If the club has youth in all three age levels, recruit volunteers or parents to help. Try splitting the group into the three age levels so that the appropriate activities are used with each group.
- Establish a Personal Development project club in the county. Set up weekly or monthly meetings for the school year. Start at the beginning of the project manual with the group and teach a lesson each week or select a lesson for each month if meeting monthly. Incorporate tours, guest speakers and service projects into the schedule. Consider incorporating lessons on developing a speech related to Personal Development topics into the project. Challenge every member to develop a public speaking presentation, illustrated talk or demonstration to share with the group and participate in the county public speaking contest.
- Plan a week long day camp in the summer with a Personal Development focus. An example schedule might be 9:00 a.m.-12:00 noon, Monday through Friday. This would provide approximately 15 hours of instruction time. Involve older 4-H members who have been involved in the Personal Development project or have been trained in the curriculum to lead the lessons for younger members. Divide the group up into beginners and intermediates so that the activities are age appropriate. Incorporate tours, guest speakers and service projects into the schedule.



- Incorporate the Personal Development project into County Camp. Select lessons from the curriculum for workshops or conduct activities for the whole group before each meal. Use youth-adult partnerships to teach activities.
- Incorporate Personal Development activities into other 4-H projects. This subject matter is relevant regardless of the project area and is easy to use as a supplement in other areas.

A project involves more than just learning. Projects also should also incorporate opportunities for leadership, service/citizenship and exhibition of project work. Below are some examples of activities that fit into the four components of a project.

| | |
|------------------------------------|---|
| <p>Project Learning Activities</p> | <ul style="list-style-type: none"> • Hands-on activities from project manual • Guest speaker on genealogy and family trees • Research websites on manners for a speech • Interview a grandparent about their life • Keep a journal about your Personal Development project. Record your answers to the questions in the “Framing the Picture” section of the youth project manual. • Visit with an exchange student at school about their customs and traditions • Develop a resume’ to use when applying for a part-time job |
| <p>Leadership</p> | <ul style="list-style-type: none"> • Teach a workshop on character at day camp • Demonstrate how to create a family tree with a history class at school • Assist a volunteer in teaching a scrapbooking workshop for a project meeting • Plan personal development activities for pre-meal lunches at county camp • Serve as a teen leader for the Personal Development Beginner Project Club • Demonstrate at club meeting how to reduce stress with exercise • Present speech on the benefits of the Personal Development project at a county event |
| <p>Service/Citizenship</p> | <ul style="list-style-type: none"> • Volunteer to help with tutoring at an after-school program • Assist patients at the nursing home with preparing their Christmas cards • Serve as a greeter and escort for the recognition event for local veterans • Donate makeup, prom dress, and shoes to the “Prom Closet” at school • Participate in the “Walk For Alzheimer’s” in memory of a grandparent or family friend • Coordinate a Personal Development Project Club/group to collect toiletry items to donate to a local homeless shelter |
| <p>Exhibition of Project Work</p> | <ul style="list-style-type: none"> • Display your family tree poster at the 4-H Back To School Party project booth • Enter a heritage scrapbook in the county fair • Present a demonstration on goal setting at a 4-H club meeting • Submit a record book in the All Other Projects – Family & Consumer Sciences focusing on the Personal Development project • Display an exhibit on your service learning activity at the library during National 4-H Month • Perform a skit with your club about making good decisions, using good communication and manners |

Picture Perfect Youth Lesson Format

Before you begin the journey of leading youth through **Picture Perfect Youth**, you'll need to know the "ins and outs" of the lesson format. The sections of each lesson have been titled with a variety of photography related terms. Here is a brief description of each section.

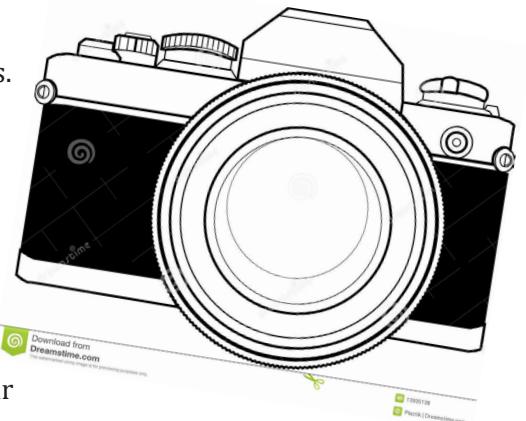
Here's the Angle...Lesson objectives -- explanation of the information to be taught in the lesson.

Life Skills...Each lesson relates to the Targeting Life Skills model -- head, heart, hands or health. Within each section of the model, specific life skills are defined. The lessons will tie to a specific life skill and some will address more than one. As a volunteer, if you have an activity reinforcing one or more life skills addressed in a lesson, feel free to add that experience into the program. Refer to page 10 of the Leader's Guide to review the graphics used in this section for visual cues.

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

Zoom Out...Group activity -- this section is designed for an adult volunteer or teen leader to teach to the group. If a member is completing the Personal Development project by themselves, they will still be able to do most of the activities by themselves or they might lead the group activity with some friends.

Zoom In...Individual activity -- this section is designed for members to complete by themselves, either at a project meeting or at home on their own.

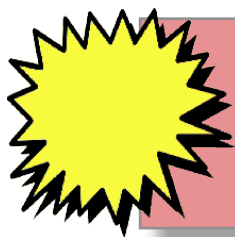


Framing Your Thoughts...Discussion questions -- these questions can be discussed as a group at a project meeting or members can answer the questions on their own. Members are encouraged to write their answers in a notebook or journal to keep with their project manual. This will help them to retain more of the concepts taught in each lesson.

Developing the Picture...Fair project -- some activities will be able to 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. A QR code is provided in this section to access the website. There is a different QR code for each manual. The main link to the Leadership and Personal Development Literature Online website is:

http://4h.okstate.edu/literature-links/lit-online/leadership-personal_development/



Flash or Text Box/Check Mark

These items highlight important information in the lesson or additional tips related to the content.



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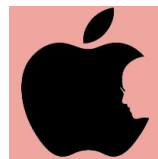
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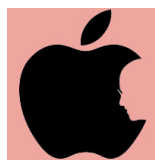
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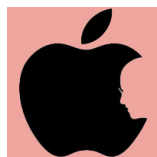


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Top 10 Strategies for Success

As a project leader, it is important to do what you can to help youth be successful. Below are some strategies to help you focus on a well-rounded Personal Development project.

1. Your enthusiasm is contagious and draws youth into the project. Use that enthusiasm to entice youth to join the fun!
2. Foster the philosophy of allowing youth to share their ideas and personal experiences with the group. Youth will learn from each other and gain valuable skills in using their voice.
3. Provide a wide variety of learning experiences beyond just the activities in the project guide. Examples include:
 - Guest speakers or a panel discussion
 - Skits, demonstrations or speeches given by participants
 - Field trips or tours
 - Social activities such as a theme party, teambuilding or dinner for families
 - Parent of the Week/Month – involve a different parent at each meeting to assist with the lesson
 - Mock contests to help youth develop skills and learn subject matter
4. Keep in mind each child learns at a different pace. Help club members progress at their own rate and do not force them to do activities they are not comfortable with.
5. Encourage youth to take responsibility for their project manual and work on individual activities at home with their family. Remind them to bring their project manual with them to each meeting.
6. Parents can serve as helpers at meetings and assist youth in completing activities and project work. Encourage parents to get involved with the project.
7. Suggest youth incorporate public speaking into their Personal Development project. Communication is one of the skills taught in 4-H that will be a part of their life forever.
8. Involve older youth as junior or teen leaders to provide opportunities for leadership and mentoring of younger members. There is nothing more fulfilling for a teen than to share what they have learned with others.
9. Encourage goal setting and record keeping in the project. Assist youth in completing the county project record at each meeting so at the end of the project, their record is almost ready to be submitted for county awards.
10. Provide opportunities for youth to identify and plan service projects related to Personal Development. When youth are involved in identification, planning and action, they are more committed to service.



Using Your Resources

The resources to support the Personal Development project are only limited by imagination and creativity. As you review the suggested resources below, think about individuals, businesses or organizations that can help you bring new experiences to the project for youth.

Ideas for Resource Speakers and Potential Topics

- **Business Professionals** – customer service information, job interview tips, skills necessary to get and keep a job
- **City Council Member** -- roles and responsibilities of a city council member, the process of decision-making to change policy, job shadowing of a council member
- **College Professor** -- goal setting to prepare for college, choosing a career path
- **County Commissioner** -- duties of a county commissioner, how teamwork is used within county government, how commissioners are elected
- **Counselor** -- communication skills, personal goal setting, conflict resolution strategies
- **Event Planner** -- planning and organizing skills, manners and etiquette
- **Exercise/Fitness Instructor** -- exercise for good health, stress management strategies
- **Former 4-H Members** -- tips to maximize your 4-H experience, tips and tricks of keeping records to complete a record book, leadership opportunities in 4-H, planning and conducting a service learning project to complement your main 4-H project
- **Genealogy Specialist or Enthusiast** -- how to research your family tree, how to create a family tree exhibit, showcase their own family tree, interesting stories about their family
- **Local Historian** -- overview of historical significance of the community or county, explanation of current historical projects, presentation on the cultural diversity of the community or county
- **History Teacher** -- presentation on a significant event that occurred in history
- **Law Enforcement Personnel** -- driving safety, texting and driving, the division of responsibilities between city police, sheriff and highway patrol, requirements of and training to become a law enforcement officer
- **Librarian** -- tour of the library to point out specific resources, how to use the library to research topics
- **Local Farmers or Ranchers** -- tour of their property and the family history behind their homestead
- **Medical Personnel** -- stress management, safety
- **Minister** -- Ways in which churches reach out to the community (clothing closet, soup kitchen, etc), involve participants in service projects through these programs
- **Museum Personnel** -- provide a guided tour of a local or area museum, present a special program or trunk show on artifacts related to a specific event
- **School Counselor or Teacher** -- study skills to improve school performance, critical thinking skills tips and tricks, suggestions for college scholarship applications and financial aid applications



- **Scrapbook Hobbyist or Scrapbook Store Owner/Employee** -- preserving your memories, tips and tricks for creating a two-page scrapbook layout, tools used in creating scrapbooks
- **State or Federal Legislator** -- the legislative process, campaign steps for an elected position, the importance of civic engagement, how can you get involved in state or federal government

Field Trips, Tours and Excursions

- Visit a sit-down restaurant to practice manners and etiquette during a formal meal
- Observe a city council meeting or a commissioner's meeting
- Take a tour of the State Capitol and watch the legislature in session from the gallery
- Tour a local cemetery with a local history enthusiast to learn about important people and families who were a part of your community
- Tour local museums to learn about history in your community
- Expand beyond your county to learn about cultures and well-known people from Oklahoma. A few examples might be the National Cowboy & Western Heritage Museum in Oklahoma City, Woolaroc near Bartlesville or The Trail of Tears and Cherokee National Museum in Tahlequah.
- Tour the county courthouse and visit offices to learn the duties and responsibilities of elected officials (treasurer, clerk, county judge, etc.)
- Visit the local Chamber of Commerce to learn about how they work with businesses and industry to promote the city
- Create an interstate exchange group in your county to travel to other counties or states and host exchange groups from other states
- Encourage youth to apply for National 4-H Congress and participate in this leadership and citizenship experience
- Encourage youth to apply to attend Citizenship Washington Focus to tour the nation's capital and visit Capitol Hill to meet with Oklahoma legislators and staff
- Encourage youth to apply to attend National 4-H Conference and participate in this youth issues focused forum and implement a project after returning home



Public Speaking Opportunities

There are several types of public speaking styles in which youth may develop a presentation.

- **Speech** -- A speech is simply sharing information about a specific topic to educate an audience. This presentation does not involve any visual aids such as posters, PowerPoint or actual items. The member paints a picture through oral communication and storytelling.
- **Demonstration** -- This style is showing and telling someone how to do something. A demonstration develops the ability to share knowledge and demonstrate a skill to others. Demonstrations can be presented by an individual or in teams of two members. Team demonstrations require both participants to speak and assist in demonstrating. This is a great opportunity for youth to learn and practice teamwork.

- **Illustrated Talk** -- This style shares information about a specific subject. The member uses posters to showcase the major points of their speech or visuals that help explain the subject matter. Actual objects also can be displayed and shown during the speech to emphasize specific points. The member does not actually make or demonstrate something in this presentation.
- **PowerPoint Presentation** -- This strategy is the same as an illustrated talk, but the visual aid in this situation is the PowerPoint slides instead of posters. This presentation showcases the member's skills in integrating technology into their speech.

Public Speaking Tips

Here are tips to share with youth as they develop and practice public speaking presentations.

- Make sure appearance is neat and clean. Hair should be brushed or combed and out of the face. Wear clean and pressed clothes. Make sure shoes are clean. Do not wear too much or too large jewelry because it can become a distraction.
- If youth are working with a partner, it is appealing for youth to coordinate their outfits and/or match the theme of their presentation.
- For team presentations, make sure material and demonstrating is split as equally as possible so both presenters showcase their skills and knowledge.
- When presenting a demonstration, participants need to check the material and equipment list to be sure they have everything before they begin.
- Participants need to make sure the posters are in the correct order and other visual aids are laid out and easily accessible during the presentation before presenting an illustrated talk,
- When presenting a PowerPoint presentation, be sure to practice with a computer and projector to become familiar with using the equipment. Also practice timing of advancing slides during presentation.
- When presenting a demonstration, take time to explain and show each step. Keep the demonstration visible to the audience.
- Members should work on memorizing the speech by practicing multiple times. Using notecards prompts memory but use them sparingly. Be sure and review contest rules to find out if notecards are permitted.
- Be sure to review the time requirements for each type of speech and develop a presentation that stays within those parameters.
- Be familiar with the subject matter. Do not try to cover material that is too advanced or too technical.
- Be prepared to answer questions about the speech.
- When presenting a demonstration, clean the table when finished. If presenting an illustrated talk, remove posters, easel and other visual aids when finished.
- Don't forget to say "thank you" to the judges and the audience after answering questions.



Creating Effective Visual Aids

Visual aids can be very useful in helping to explain or demonstrate the topic being shared. Regardless of whether the visual aid is a poster, PowerPoint or actual items, keep these seven tips in mind as visual aids are developed or selected.

- Visible – can they be seen clearly from the back of the room? Is the font large enough to read on posters or PowerPoint?
- Interesting – Do the visual aids attract and hold attention?
- Structured – Is the information grouped logically and does it provide continuity to the presentation?
- Useful – Are the visual aids really helping tell the story? Are they demonstrating what they were intended to demonstrate?
- Appropriate – Does the visual aid match or support the subject? Are they appropriate for the audience?
- Legitimate – Is the material factual and believable?
- Simple – Is the message easy to understand? Does the visual aid have too much information on it, making it difficult to read?

Public Speaking Topic Ideas for Personal Development

The sky is the limit with topics for public speaking related to the Personal Development project. Help youth identify a lesson they really enjoyed and would like to explore further or assist them with brainstorming topics to come up with their own unique presentation. Here are a few ideas to help youth get started.

- Becoming a person of character
- Communication styles – verbal, non-verbal, written
- Generations: Lessons from the past that are important to our future
- History-makers in Oklahoma
- Important businesses and industries supporting Oklahoma families
- Leadership skills you never outgrow
- Lessons learned from my grandparents
- My role in government at each level (local, state, federal)
- Steps in the problem-solving process
- Teamwork strategies for success
- The building blocks of positive self-esteem
- The global picture – Oklahoma’s contributions beyond our border
- The importance of goal setting
- The top 10 manners to show respect
- Tips to strengthen communication
- The six pillars of character
- Steps in developing a service learning project
- Showcasing my skills – resume’ development
- Strategies for resolving conflict
- Strategies for managing stress
- Study skills to improve performance
- Valuing cultural diversity
- What does it mean to be a good citizen?
- Your circle of support – family, friends, community



Bringing The Project to Life

How do you bring your project meetings to life? Project meetings are most effective when youth are engaged and a fun environment is created for them to learn! Here are just a few suggestions to help you create a stimulating learning environment.

- Incorporate a “question of the day” where participants can put questions in a box at the beginning of the project they would like to know about others in the group. Draw a question and use it as a “get acquainted activity” where all participants answer the question at the beginning of each meeting. Example questions might be: “Who is your role model and why?” or “What city or country would you like to visit?”
- Use creative strategies to divide youth into groups to participate in activities. It is best to mix up participants often so they are not working with the same group all of the time. This allows them to get to know others and learn how to work with different personalities. Some examples include:
 - Use a deck of cards. If the group has 20 participants and you need groups of four, pull out four sets of numbered cards – all of the 6’s, 7’s, 8’s, 9’s and 10’s – for a total of 20 cards. Have youth draw a card and divide into five groups by the number on the card.
 - Use a deck of cards by using the suits. If a group has 16 participants and you need four groups, pull out four cards of each suit – hearts, clubs, spades, diamonds. Have youth draw a card and divide into four groups according to the suit on their card.
 - Use colored paper. Cut squares of different colors of paper, one color for each group needed. Have youth draw a colored square and divide into groups by the color drawn.
 - Draw straws. Cut drinking straws into different lengths, one length for each group needed. Have youth draw a straw and divide into groups by the length of the straw drawn.
 - Use colored dots. Give each participant a colored dot when they arrive. Use a different colored dot for each group needed.
 - Divide up by birthdate. For example, if two groups are needed, group January through June together and July through December together. Sometimes these groupings may not come out even. Adjust as needed to even out groups.
 - Divide by gender. Some activities may lend themselves to separating boys from girls.
- Recognize youth for their contributions and when they achieve a personal goal. At the beginning of each meeting, ask youth to share if they have achieved a personal goal in the project since the last meeting. This will encourage them to stay focused on the goals they set and continue working to achieve them.
- Play to the strengths of your participants. Involving youth in leadership where they excel helps them teach others and continue to improve their skills.
- Ask questions. This is part of the experiential learning model. Answering questions helps youth apply the actual process of the activity to their own personal experiences. This is when learning really begins to take place.
- Create a culture of explanation instead of a culture of the right answer. Sometimes there is a right answer, but there may be opportunities youth may not agree or have a different perspective. Allow youth to defend their answer to encourage critical thinking.



Websites, Curriculums and More

There are a wealth of resources available to use with the Personal Development curriculum. Leaders are encouraged to explore these resources and come up with creative ways to incorporate them into the project. Some of these resources also are informational for 4-H volunteers to keep you informed about the 4-H program.



- Oklahoma 4-H Website – <http://4h.okstate.edu/>
- Oklahoma 4-H Literature Online Website – This site provides links to other project resources. <http://agweb.okstate.edu/fourh/litol/>
- Communication and Speaking – a series of one page 4-H Briefs were developed to help youth learn how to develop and present a speech. These are also found on the Oklahoma 4-H Literature Online Website under the “Communication & Expressive Arts” section. <http://agweb.okstate.edu/fourh/litol/>
- Oklahoma 4-H Awards website – this site contains all of the information and forms for record books, scholarships and more. <http://agweb.okstate.edu/fourh/awards/handbook.htm>
- Follow Oklahoma 4-H on Facebook! <https://www.facebook.com/Oklahoma4H>
- Follow Oklahoma 4-H on Twitter! <https://twitter.com/Oklahoma4H>
- Follow the Oklahoma 4-H Club Leaders Facebook page! <https://www.facebook.com/pages/Oklahoma-4-H-Club-Leaders/191303067707199>
- My4-H – This is a National 4-H database of 4-H resources. Create an account and search the site to find other ideas to supplement your meetings. <http://www.4-h.org/my4h/home.aspx>
- The 4-H Mall – This is the National 4-H Online Store. Merchandise, curriculum, awards, and more can be ordered for your club or group. <http://www.4-hmall.org/Home.aspx>
- University of Illinois Extension 4-H Character Development Program <http://web.extension.illinois.edu/character/>
- University of Illinois Extension 4-H Leadership Curriculum, Skills You Never Outgrow – this website provides an overview of the curriculum. Curriculum must be purchased. <http://web.extension.illinois.edu/state4h/projects/resources.cfm?CategoryID=3549>
- University of Illinois Extension Just for Kids website – this site has nine online programs, one of which is called “Forever Friends.” This one focuses on cultural diversity. <http://urbanext.illinois.edu/kids/>
- Utah State University Cooperative Extension Games Resource Page <http://utah4h.org/htm/resource-library/projects-resources/games-file/>
- Iowa 4-H Online Games -- <http://www.extension.iastate.edu/4h/page/eyesight-challenge-game>
- Iowa 4-H Personal Development Project website <http://www.extension.iastate.edu/4h/page/personal-development-projects>
- Tennessee 4-H Leadership and Personal Development Project website <http://4h.tennessee.edu/projects/leadership.htm>
- University of California 4-H Personal Development and Self Esteem website http://4h.ucanr.edu/Projects/Citizenship/FocusAreas/Personal_Development/

Connecting to the Fair

Exhibition of project work is just one form of recognition for a 4-H member. The county and state fairs are one avenue of exhibiting project work at the end of the 4-H year. The Personal Development classes are divided into beginner (9-11 years old), intermediate (12-14 years old) and advanced level (15-19 years old).

The project manuals highlight connecting project work to fair projects. Look for *“Developing the Picture...”* section in the project manuals for activities related to fair classes. The blue ribbon in the project manuals will guide you to the section and identify in the Table of Contents the lessons featuring fair project information. Volunteers and 4-H members should always review the county or state fair book instructions for class details. The information provided in the manuals will help youth complete the project exhibit for the fair.



Below is a list of the fair classes for Personal Development.

Beginner Level (ages 9-11)

1. My Short Term Goals Poster
2. Hello to the House Poster
3. That's Write! Poster
4. My Hands of Service Display
5. Emergency Preparedness Kit
6. Heritage Scrapbook
7. 4-6 Page Scrapbook

Intermediate Level (ages 12-14)

1. Problem Solving Poster
2. Media Messages: Myth or Fact? Display
3. Leadership Banner Poster
4. My Thumbprint of Character Poster
5. Cyber Space Safety Board Game
6. Heritage Scrapbook
7. 8-10 Page Scrapbook

Advanced Level (ages 15-19)

1. Goal Setting Collage Poster
2. The Who, What, Why and How of an Interview Creative Writing Poster
3. Teambuilding Game Display
4. My BEST Marketable Skills Display
5. Vehicle Emergency Kit
6. Heritage Scrapbook
7. 12-16 Page Scrapbook

General Fair Guidelines

There are some general guidelines for entering fair exhibits that should be used when working with youth to develop their projects. These are general guidelines and could be revised annually. Please make sure you refer to the current year's fair book for the latest information.

Copy Written Material and Referencing Sources

- All 4-H exhibits should be the original work of the 4-H member.
- When information is taken from books, publications, magazines or from the internet, it should be expressed in the 4-H member's own words.
- The 4-H member must reference the source of the information by using an asterisk (*) or a number (if more than one) and name the actual source at the end or bottom of the paper, poster or educational display following an asterisk or corresponding number in text.
- No copyrighted or trademark protected written or visual material (pictures, photos, drawings, illustrations, etc.) should be used from books, magazines, publications, professional photographers or from the internet without permission from the original creator.
- If 4-H'er applies for and is granted permission to use a copyrighted or trademark protected item, a copy of the permission form or letter needs to be attached to the back of the exhibit and properly cited with an asterisk (*) or number.
- If an item (picture, photo drawing, illustration, etc.) that is not protected is used, its source must be cited and referenced by using an asterisk (*) or number and the source information placed at the end or bottom of paper, poster or educational display, following an asterisk or corresponding number.

Educational Displays

- All educational displays must have stable, freestanding backs with sides attached.
- See class description for size requirements on educational displays. The sizes indicated in specific classes is the maximum table space allowed when sides are extended.
- Educational displays must be 3-dimensional.
- Do not include valuables, food items that will spoil or potentially harmful products (such as aspirin, cleaning products, chemicals, etc.) in an educational display.
- The Oklahoma State Fair, the Tulsa State Fair or the 4-H Program cannot accept responsibility for loss of valuables.
- Potentially harmful products will be discarded.
- Text on displays should be readable from at least 10 ft. away.



Posters

- For display purposes, exhibitors are encouraged to laminate all posters or cover them with clear plastic film.
- Posters must be signed and dated on the back with a permanent marker before laminating. If not

marked the judging committee may mark or punch.

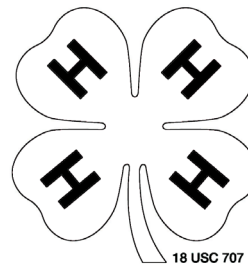
- All posters must be flat (no 3-dimensional posters).
- Text of posters should be readable from at least 10 ft. away.
- Some classes require the 4-H logo be included on the poster. Posters in other sections/classes are encouraged to, but are NOT required to, include the 4-H Clover or mention 4-H.

Signing and Dating Exhibits

- Exhibits should be permanently signed and dated, in an inconspicuous location, if material permits.
- The judge or judging committee may permanently mark exhibit with fair and year (for example: OKC Fair 2015), if not signed and dated. Effort will be made to mark it in an inconspicuous place.

Use of the 4-H Clover

- When using the official clover with H's, the tail should curve to the right and the words 18 U.S.C. 707 must appear under the lower right leaflet, unless poster and clover are hand drawn.
- Below are examples of appropriate clovers.
- For more information on proper use of the 4-H clover please refer to <http://4h.okstate.edu/educators/4-h-name-and-emblem>



Evaluation of Personal Development Exhibits

The criteria to be used in evaluating the personal development exhibits is divided into two basic sections: Design and Appearance and Knowledge Learned. The scrapbooking classes and Heritage Scrapbook classes will have different criteria.

Sample scoresheets have been designed to provide a tool that can be used by educators and volunteers to help members evaluate their own projects. They also can be used in judging county and state fairs. The score sheets are included in this leader guide on pages 29-35.

Scrapbooking Guidelines

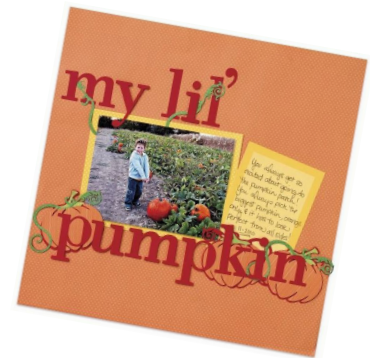
The 4-H Scrapbooking project is one component of the Personal Development project. This activity is provided to allow youth an opportunity to express creativity through scrapbooking. The 4-H Scrapbooking manual includes six lessons with two activities in each lesson. These learning experiences provide youth with a basic understanding of scrapbooking techniques, terminology, tools, and more. Youth are encouraged to complete the lessons before they begin working on their scrapbook entry for the fair. Leaders who are unfamiliar with scrapbooking are encouraged to seek out new volunteers who have scrapbooking experience or contact a local scrapbook store to help teach the lessons. Completing the 4-H Scrapbooking manual first will help youth to be better prepared to design and create their scrapbooking project.

There are three age divisions for scrapbooking. A specific number of pages are allowed in a scrapbook for each age division.

- Beginner -- Ages 9-11: 4-6 pages
- Intermediate -- Ages 12-14; 8-10 pages
- Advanced -- Ages 15-19: 12-16 pages

Scrapbooks may center around one specific theme. Examples might be:

- 4-H projects
- A family vacation
- A birthday celebration
- A specific family holiday



Or several different themes may be featured such as family activities throughout a one year period, highlights from your school year, or a variety of 4-H projects and activities.

Other specific requirements for scrapbooking that will be considered when items are judged include:

- Creative titles are used -- not required on every page but encouraged for every two page spread
- Journaling is included that helps to explain the story of the photographs and other memorabilia. Journaling is not required for every picture but needs to be comprehensive enough to make sure the reader understands clearly.
- Neatness of handwriting or typing, use of adhesives, and layouts
- Proper scrapbook and page protectors are used. Each individual page counts 1 page, **not** each page protector counts one page.
- Refer to the score sheet on page 26 for more details on judging criteria.

Help youth to choose a scrapbook for their project. An 8 ½ X 11 inch three ring binder with plastic sleeve protectors or an album used for scrapbooking are appropriate to use. Most scrapbooking albums will come with plastic sleeve protectors and will come in a variety of sizes. It is recommended to use an 8 ½ X 11 inch or 12 X 12 inch album. Do not use albums smaller than 8 ½ X 11 inch. Scrapbooks can be purchased at arts and craft supply stores, scrapbook stores and large department stores.

Scrapbooking Exhibit Scoresheet

4-H Member's Name: _____

County: _____ Class Number: _____

| AREA BEING JUDGED | EXCELLENT | GOOD | NEEDS IMPROVEMENT |
|---|-----------|------|-------------------|
| SCRAPBOOK EXHIBIT <ul style="list-style-type: none"> • Pages are exhibited between a front and back cover • Pages are exhibited in plastic protectors • Completed number of required pages (beginner-4-6 pages; intermediate-8-10 pages; advanced-12-16 pages) | | | |
| PHOTOS AND MEMORABILIA <ul style="list-style-type: none"> • Photos and/or memorabilia entirely encased in a protective sleeve • Newspaper articles photocopied on acid-free paper or laminated | | | |
| NEATNESS <ul style="list-style-type: none"> • Legible handwriting/typing • Neat with no smudges or smears • No glue or adhesive visible | | | |
| JOURNALING/TITLES <ul style="list-style-type: none"> • Correct spelling • Journaling tells the story about photos on the page -- not required for every photo but encouraged • Appropriate and creative titles are used -- not required on every page but encouraged for every two-page spread | | | |
| CROPPING AND LAYOUT <ul style="list-style-type: none"> • Interesting layout -- uses informal and/or formal balance in designing pages • Variety of pages • Quality of cropping and editing of photos • Quality of matting photos -- not required but encouraged • Variety of techniques and embellishments used | | | |
| PHOTO-SAFE <ul style="list-style-type: none"> • Use of appropriate pens and markers • Use of photo-safe albums • Use of acid-free embellishments | | | |
| SENSE OF ENTIRE PROJECT <ul style="list-style-type: none"> • Preserves the 4-H member's memories effectively • Interesting and variety of page layouts • Chronological or thematic order to pages | | | |
| COMMENTS: | | | |

Heritage Scrapbooking Guidelines

The Heritage Scrapbooking project is another component of the Personal Development project. The purpose of heritage scrapbooking includes:

- Teaching youth about the importance of knowing and understanding family heritage
- Cultivating an interest in learning from other generations
- Assisting youth in learning about their own values and beliefs
- Teaching youth in conducting research, writing, interviewing and other skills necessary in all aspects of life

The Heritage Scrapbook Project Manual is divided into three age divisions. Beginner (9-11), Intermediate (12-14) and Advanced (15-19). Required and optional activities are provided in the manual to help youth build a heritage scrapbook

Help youth to choose a scrapbook for their project. An 8 ½ X 11 inch three ring binder with plastic sleeve protectors or an album used for scrapbooking are appropriate to use. Most scrapbooking albums will come with plastic sleeve protectors and will come in a variety of sizes. It is recommended to use an 8 ½ X 11 inch or 12 X 12 inch album. Do not use albums smaller than 8 ½ X 11 inch. Scrapbooks can be purchased at arts and craft supply stores, scrapbook stores and large department stores.

Each activity has specific requirements which are outlined in the instructions and on the score sheet. The score sheet is provided on pages ??-??. When a 4-H member moves from one age 4-6 division to the next, they will continue to add pages to the same scrapbook. Youth should complete all required activities the first year in an age division and the following years, work on the optional activities. This will help to spread the work out over several years.

Review page 4-6 in the Heritage Scrapbook project manual for more details on assembling a heritage scrapbook, required and optional activities and more.

There are some specific things that *should not* be included in a Heritage Scrapbook. Do not include:

- Birth certificates
- Records with social security numbers on them
- Copies or actual driver's license
- Medical records
- Copies or actual passports
- Banking records or documents with bank accounts
- Home addresses or phone numbers

No additional materials are to be included beyond the required activities outlined in the project manual and score sheet.

Heritage Scrapbook Exhibit Scoresheet

4-H Member's Name: _____

County: _____ Class Number: _____

Instructions: Using the criteria below, rate each Heritage Scrapbook activity entry according to the scale below by checking in the appropriate column: Excellent, Good, Needs Improvement. Requirements for each activity are listed below.

| Activity/Criteria | Excellent (Blue Award) | Good (Red Award) | Needs Improvement (White Award) |
|--|------------------------|------------------|---------------------------------|
| <i>Beginner Level -- Ages 9-11</i> | | | |
| My Family Tree Title: My Family Tree Pages: 1-2; Includes My Family Tree Planning Chart | | | |
| Picture This Title: Picture This... Pages: up to 4; Includes pictures of family members included on family tree and information listed on page 9 of curriculum | | | |
| My Heredity Profile Title: My Heredity Profile Pages: 1-2; Includes My Heredity Profile Worksheet on page 11 of curriculum or replication of it. | | | |
| This Is Me! Title: This Is Me! Pages: up to 4; Story should be 1-3 pages and can include pictures with story or on separate page not to exceed 4 pages total. | | | |
| Preserving My Family Traditions and Customs (optional) Title: Preserving My Family Traditions and Customs Pages: 1-2 Includes handout on page 14 or replication of it. Pictures may be added. | | | |
| Digital Scavenger Hunt (optional) Title: Digital Scavenger Hunt Pages: up to 4; Includes Digital Scavenger Hunt handout on page 33. Must include 3-5 items from list. | | | |
| Can I Interview You? (optional) Title: Family Interview Pages: up to 4; Stories should showcase information about a family member using creative writing. There should be one or two interviews included for Beginners. | | | |
| Comments: | | | |
| Overall Ranking | | | |



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