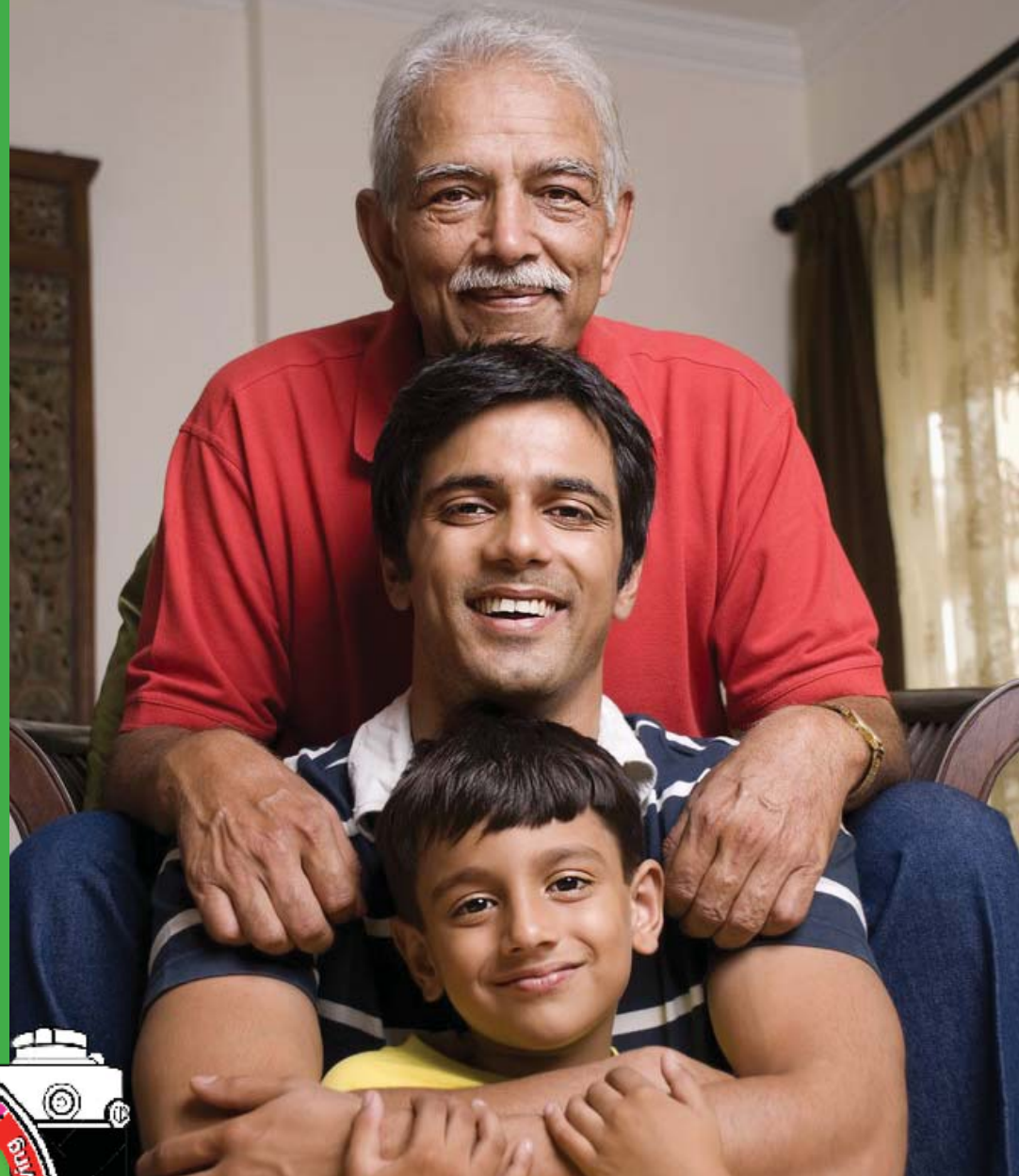




OSU EXTENSION
4-H YOUTH DEVELOPMENT

Picture Perfect **YOUTH**

Beginner Level
Ages 9-11



Oklahoma 4-H
Personal Development
Project Manual

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Picture Perfect **YOUTH**

Oklahoma 4-H Personal Development Curriculum



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/0jaLDc>

The Targeting Life Skills Model is the foundation 4-H uses to build project experiences and teach in activities. On each lesson under the section, "Here's The Angle...", the life skills are listed 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...

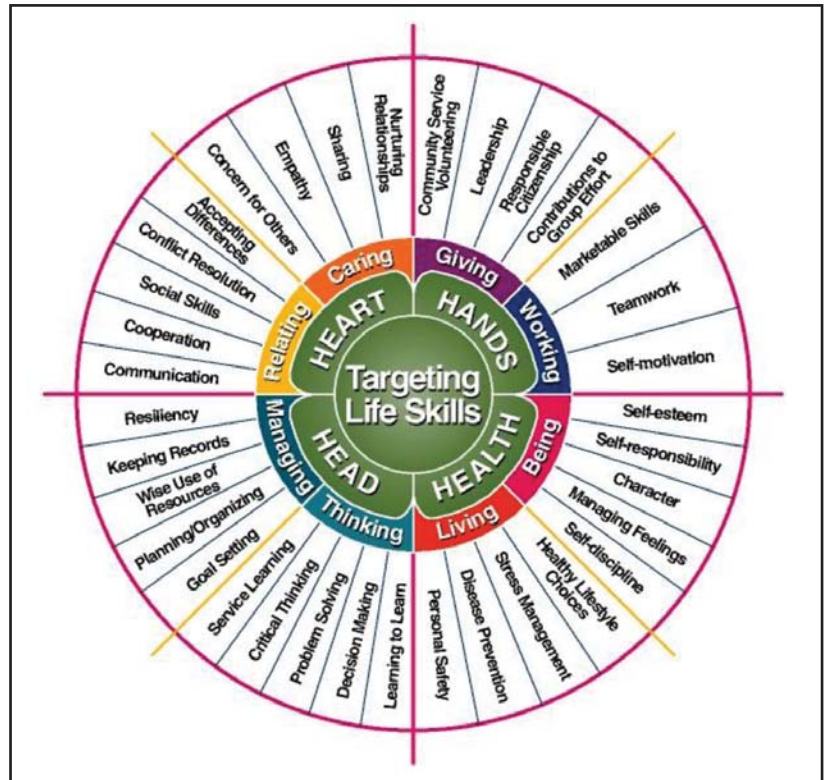
- Develop skills in goal setting



Life Skills:

Head -- Goal Setting

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.



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



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...



HEAD:

NOUN: THE UPPER PART OF THE HUMAN BODY

ADJECTIVE: CHIEF, PRINCIPAL "the head waiter"

*VERB: BE IN THE LEADING POSITION ON
"the 4-H officer headed up the banquet committee"*

Use your **HEAD**
to solve this maze!



Solution found on page 92.



Picture Perfect YOUTH

Oklahoma 4-H Personal Development Curriculum ~ Beginner Level



Let's Take A Goal Setting Ride!

Here's the Angle...

- Develop skills in goal setting



Life Skills:

Head -- Goal Setting

Let's Focus...

Setting goals is important to be successful in life. There are both short-term and long-term goals. Short term goals can be achieved easily and within a short period (1 week, one month, etc.).

In the box below is an example of a short term goal. What is a short term goal that you want to accomplish within 1 month? Write it in the box.

With long term goals, aim at doing something big and make a plan of 1 year, 5 years, 10 years, or more. The achievement of long term goals takes time. Some adjustments may need to be made along the way as you are working towards them. An example of a long term goal might be to learn to play the piano.

Short Term Goal Example:
I want to finish reading 5 books by the end of the month.

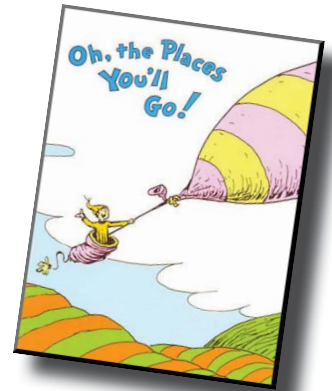
My Short Term Goal Is:

Zoom Out...

Oh, The Places You'll Go!

Materials List:

- Dr. Seuss book: "Oh, The Places You'll Go!"
- Plain paper
- Brown construction paper
- Straws
- Crayons or markers
- Glue
- Scissors
- Tape
- Individual photo of each participant



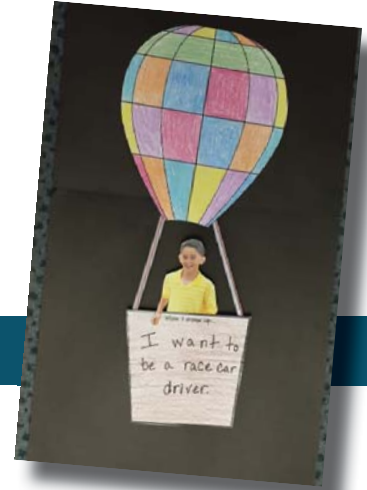
Read the book "Oh, The Places You'll Go!"

Discuss the following questions with the group.

1. What is Dr. Seuss telling us about goal setting in this story?
2. Who decides the goals you will have in your life?
3. Are things always going to happen with your goals in the way you have planned? What do you do if they don't?
4. Why do we need goals?

Let's make "Goal Setting Balloons". Here are the steps to create your balloon.

1. Write your long term goal on the bucket. Finish the sentence, "When I Grow Up..."
2. Cut your bucket out. Color and decorate it if you would like.
3. Glue the bucket on brown construction paper and cut it out with a border about $\frac{1}{4}$ inch wide.
4. Color your balloon any way you like. Cut it out and paste it to black construction paper. Cut the balloon out with a border about $\frac{1}{4}$ inch wide.
5. Cut 1 straw in half. Tape the straws to the back of the basket on the top corners. Tape the other end of the straws to the back of the bottom part of balloon.
6. Cut out a picture of yourself or draw your self-portrait on a piece of paper and cut out. Tape yourself into the bucket to complete your Goal Setting Balloon.



Zoom In...

Goal Setting Poster

Materials List:

- Notebook paper
- Pencil or pen
- $\frac{1}{2}$ sheet poster board for each participant (14 x 22 inches)
- Markers or crayons
- Old magazines or books
- Scissors
- Glue

It is important to set goals. Goals can be set any time and sometimes they change as we start working on them. You are never too young to start setting goals and working to complete them. Without goals, we don't have things to help us stay focused.

Let's work on setting some short term goals. Write down your short term goals on notebook paper. Narrow down your list to your top five short term goals. Now you are ready to create your Goal Setting Poster.

Using a piece of poster board, 14 x 22 inches, create your goal setting poster following these steps:

1. Write the title, "My Short Term Goals" on the top of the poster board. You are not limited to writing your poster. Cut out letters or create your text on the computer. Be creative in your design.
2. Write your top 5 short term goals on your poster.
3. Cut out pictures from the old magazines or books that represent these goals and glue them on the poster board with each goal.

Framing Your Thoughts...

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

- What was your favorite thing about creating your goal setting balloon?
- Was it easy or hard to come up with your goals? Why or why not?
- Why is it important to set goals?
- Should you tell others about your goals? Why or why not?
- How will goal setting help you in the future?
- What skills will you need to help you achieve your goals?
- What have you learned today that will help you achieve our goals in life?
- How can you use these skills in your 4-H project work?

Developing the Picture...

The Goal Setting Poster activity is a fair category for Junior 4-H members ages 9-11. Follow the instructions in the fair book for poster size, signing the back, etc. before entering in the fair.



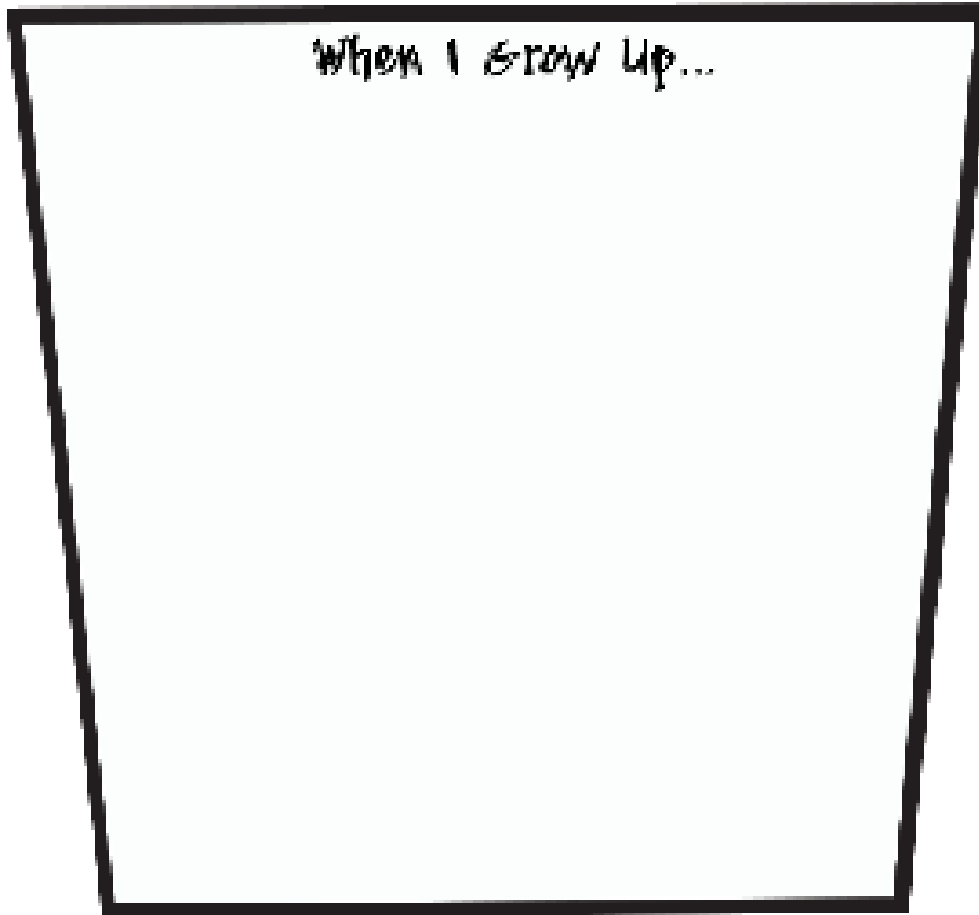
Panoramic View...

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 the CashVille Kidz Episode 11 to learn about goals and goal setting. <https://www.youtube.com/watch?v=5eI5JvTGzAI>
- Print and complete the Better Work Habits worksheet about things that distract you. http://worksheetplace.com/mf_pdf/Better-work-habits.pdf
- Videw the Hayley Wickenheiser video: <http://www.classroomchampions.org/content/217/Hayley-Wickenheiser-says-smaller-steps-will-lead-you-to-your-larger-goal>

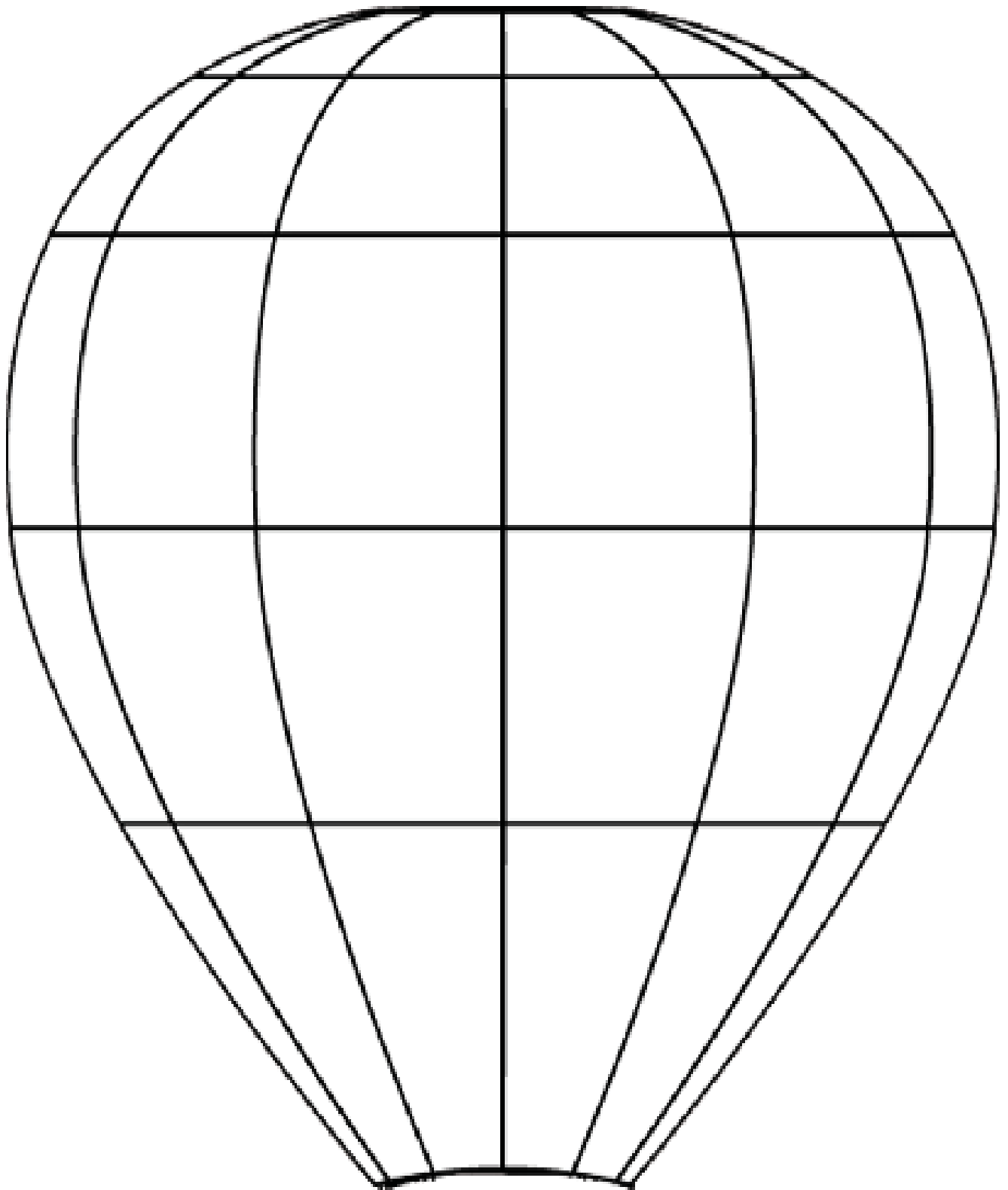
Hot Air Balloon Pattern (page 1 of 2)



Instructions:

1. Write your long term goal on the bucket. Finish the sentence, "When I Grow Up..."
2. Cut your bucket out. Color and decorate it if you would like.
3. Glue the bucket on brown construction paper and cut it out with a border about $\frac{1}{4}$ inch wide.
4. Color your balloon any way you like. Cut it out and paste it to black construction paper. Cut the balloon out with a border about $\frac{1}{4}$ inch wide.
5. Cut 1 straw in half. Tape the straws to the back of the basket on the top corners. Tape the other end of the straws to the back of the bottom part of balloon.
6. Cut out a picture of yourself or draw your self-portrait on a piece of paper and cut out. Tape yourself into the bucket to complete your Goal Setting Balloon.

Hot Air Balloon Pattern (page 2 of 2)





Picture Perfect **YOUTH**

Oklahoma 4-H Personal Development Curriculum ~ Beginner Level



Listen Up! Write It Down!

Here's the Angle...

- Develop skills in taking notes to make studying easier



Life Skills:

Head -- Learning to Learn;
Study Skills

Let's Focus...

Studying is a hard, especially if you haven't been taught how to study! There are some tips and tricks to make studying easier and it starts with these six steps.

1. **PAY ATTENTION!** When you pay attention to what the teacher is saying, you will be able to take better notes and remember what was said. If you have trouble paying attention, some of these things may be distracting you. The person sitting near you may not be paying attention. If you can't see the teacher, the board or screen, this could keep you from focusing on the lesson. Ask to sit in a new seat so that others don't distract you and make sure you can see clearly.
2. **TAKE GOOD NOTES!** How do you take notes? Write down the facts that are stated by the instructor or written on the chalkboard or other visuals. Make sure you write neatly so you can read it later. Be sure to keep your notes, quizzes, and other handouts in a folder or binder so you can use them when it's time to study.

1. **PLAN AHEAD!** Do you know what procrastination is? This is when you put things off until the last minute and then are rushed to get things done. Don't wait until the night before to start studying for a test or work on a project. When you plan time to work on projects and study, you will be better prepared. Get a calendar and keep track of test dates, assignment due dates, and plan time to study. Also include all of your other activities like sports, church, 4-H, and Scouts. Ask your parents to help you fill out your calendar and plan time to get the most important things done first!

2. **BREAK IT UP!** When there is a lot to study, break it up into chunks so that you don't have to do it all at the same time. An example might be learning terms for your science test. If there are 10 new terms to learn and define, work on the first five and get comfortable with those, then move on to the last five. Don't worry if you can't remember things the first time. Practice is the key. The more you practice, the more you will remember. Another strategy for breaking it up is to review your notes and other handouts each day so that you read them many times. The more you read them, the better you will retain the information.

3. **LOSE THE CONFUSION!** If you don't understand the material, ask for help! Don't be afraid to talk to your teacher and go over information again so that you understand it.



4. **SLEEP!** Studying is important as you prepare for a test, but make sure that you get a good night's sleep before the big test!

Zoom Out...

Note That!

Materials List:

- Counting Apples Handout
- “Note-Taking Organizer” Handout
- Pencil or Pen

This activity is about listening skills and note taking. Provide each participant a copy of the “Note-Taking Organizer” handout. Review the handout and explain what each section is for.

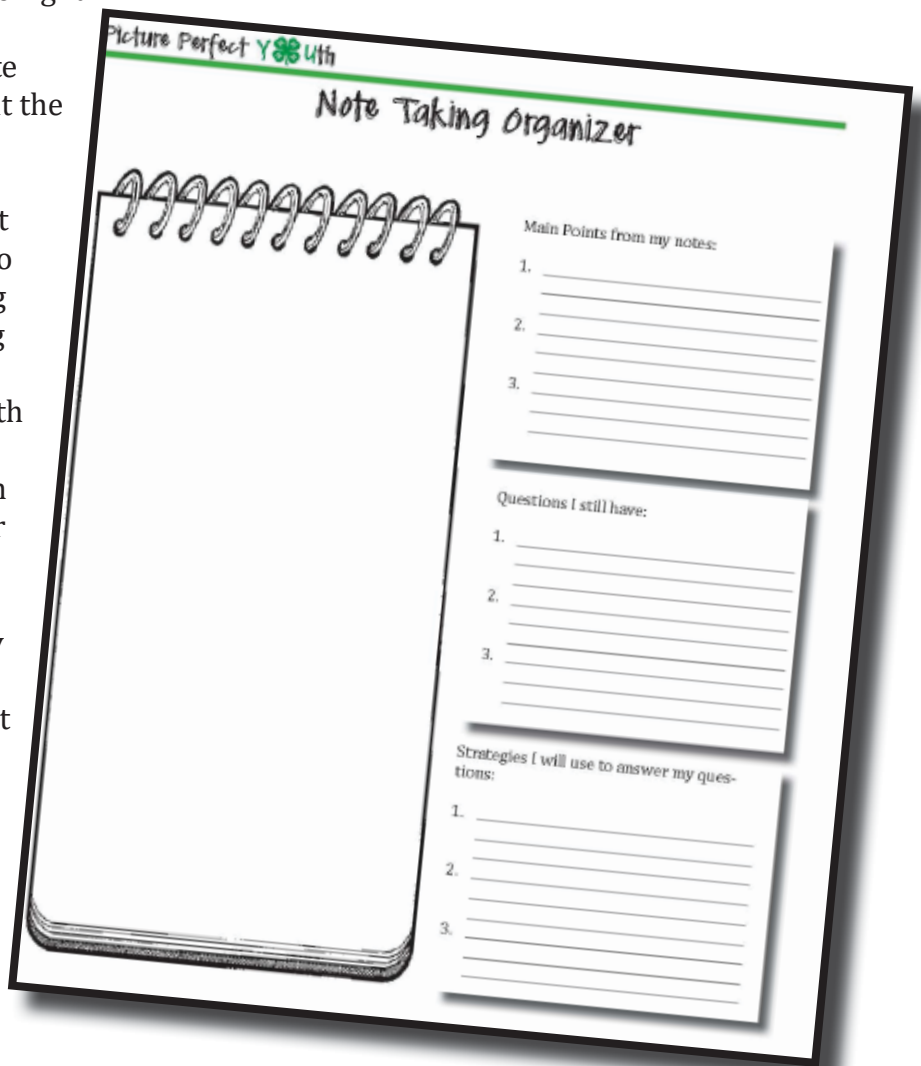
- Notes are recorded in the box on the left.
- After recording notes, list the three main points from the notes in the top box on the right.
- In the middle box on the right, write down any questions you have about the notes.
- In the bottom right box, you can list ways you can find out the answer to your questions. That may be asking the teacher your questions, looking them up in your book or doing an internet search. Follow through with finding out the answer to your questions and add that information to your notes so you can remember it later.

The volunteer will read the short story aloud to the group. Participants will use the Note-Taking Organizer handout to record notes about the story. The story is called “Counting Apples.”

Following the story, complete the rest of the Note-Taking Organizer handout. If the participants have any questions written down, have them ask those questions and write down the information.

Next, the volunteer will ask the following questions to the group and have them write the answers on the back of their handout. After all questions are asked, review the correct answers as a group.

1. What item did the teacher first try to use for an example in the math problem?
2. What answer did Landon keep giving the teacher for the math problem using apples as the item to count?
3. What item did the teacher use when Landon got the answer right?





Counting Apples



A Math teacher said to seven-year-old Landon, “If I give you one apple and one apple and one apple, how many apples will you have?”

Within a few seconds Landon replied confidently, “Four!”

The dismayed teacher was expecting an effortless correct answer, three. She was disappointed.

“Maybe the child did not listen properly.” – she thought.

She repeated, “Landon, listen carefully. If I give you one apple and one apple and one apple, how many apples will you have?”

Landon had seen the disappointment on his teacher’s face. He calculated again on his fingers. But within him he was also searching for the answer that will make the teacher happy. His search for the answer was not for the correct one, but the one that will make his teacher happy. This time hesitatingly he replied, “Four.”

The disappointment stayed on the teacher’s face. She remembered that Landon liked strawberries. She thought maybe he doesn’t like apples and that is making him loose focus. This time with an exaggerated excitement and twinkling in her eyes she asked, “If I give you one strawberry and one strawberry and one strawberry, then how many you will have?”

Seeing the teacher happy, young Landon calculated on his fingers again. There was no pressure on him, but a little on the teacher. She wanted her new approach to succeed.

With a hesitating smile young Landon replied, “Three?”

The teacher now had a victorious smile. Her approach had succeeded. She wanted to congratulate herself. But one last thing remained. Once again she asked him, “Now if I give you one apple and one apple and one more apple how many will you have?”

Promptly Landon answered, “Four!”

The teacher was aghast. “How Landon, how?” she demanded in a little stern and irritated voice.

In a voice that was low and hesitating young Landon replied, “Because I already have one apple in my bag.”

Zoom In...

Plan It! Calendar

Materials List:

- Plan It! Calendar Handout
- Pencil or Pen

Learning how to plan your time will help you get more things done! Start today with filling in the calendar for the coming week. Include tests, quizzes, major assignments, sports, 4-H, and other

activities. Don't forget to block off time to study or work on projects that are coming up.

As each day happens, use a highlighter to mark all of the times you followed your plan.

Write in any new things you add and highlight them in a different color to see just how much time you used in planned and unplanned activities.

Framing Your Thoughts...

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

- Of the six steps in developing good study skills, which one is the hardest for you to do? Why?
- What did you have to do in order to take good notes when listening to the "Counting Apples" story?
- Why is it important to know these study skills?
- What can happen if you are not paying attention when the teacher is sharing important information?
- How will keeping a good calendar help you with your study skills?
- Who can you turn to for help with study skills?
- What did you learn from this lesson that you can start doing immediately to study better?
- How can you use these skills in your 4-H project work?

Panoramic View...

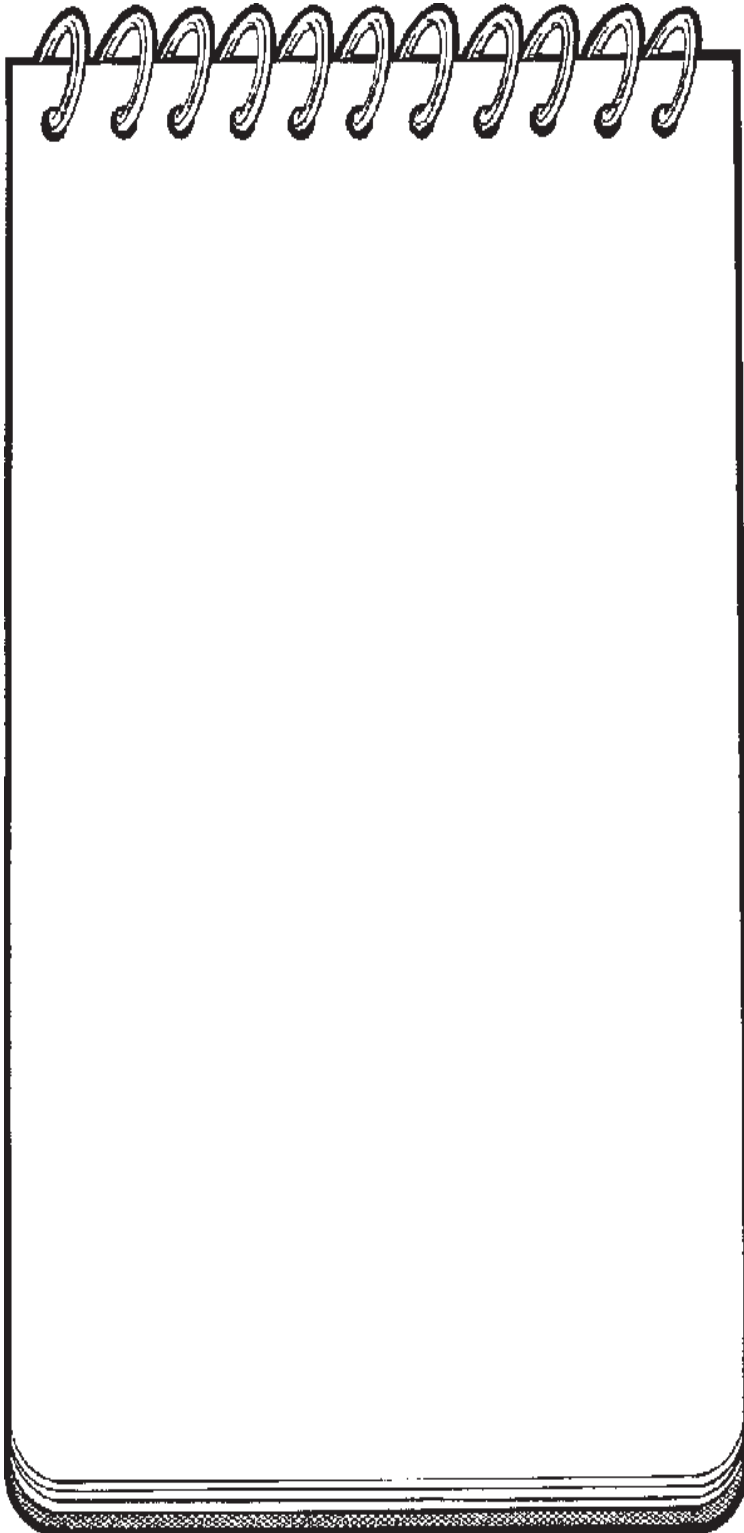


Here are some additional things you can explore to learn more or scan the QR Code to access Panoramic View online for easier access.

- Watch the YouTube video on Exam Strategies: Study Skills. Make a list of the strategies and try to use them when you are studying. <http://www.youtube.com/watch?v=NefBIRho2V4>
- Having a good place to study is important. These are some of the things that are key to a good study area: desk, comfortable chair, school supplies, computer, printer, files or bins, calendar, bulletin board, assignment notebook. Draw a picture of your ideal study area where your best studying might happen! Share your ideal study area with your parents and see if you can improve your actual study space at home.



Note Taking Organizer



Main Points from my notes:

1. _____

2. _____

3. _____

Questions I still have:

1. _____

2. _____

3. _____

Strategies I will use to answer my questions:

1. _____

2. _____

3. _____

PLAN IT! CALENDAR

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:00 AM							
6:30 AM							
7:00 AM							
7:30 AM							
8:00 AM							
8:30 AM							
9:00 AM							
9:30 AM							
10:00 AM							
10:30 AM							
11:00 AM							
11:30 AM							
12:00 PM							
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5:00 PM							
5:30 PM							
6:00 PM							
6:30 PM							
7:00 PM							
7:30 PM							
8:00 PM							
9:00 PM							
9:30 PM							
10:00 PM							



Picture Perfect Youth

Oklahoma 4-H Personal Development Curriculum ~ Beginner Level



Get On Track!

Here's the Angle...

- Develop skills in keeping records to help better manage time



Life Skills:

Head -- Keeping Records;
Planning/Organizing

Let's Focus...

The day is filled with lots of activities. Sometimes we don't even remember what we did during the day because many things take our focus away. Sometimes we choose to spend our time in activities that don't help us to reach our goals. We call these activities time wasters. Things like watching television, playing video games, or sleeping in class are time wasters. Can you think of other things you may do during the day that is a time waster?

Tracking your time helps you to stay focused!

Learning how to track your daily activities is a record keeping skill. Record keeping means that you track the history of a specific thing like your time, the money you spend, or something else important to you. Writing down what you do each day will help you to see where you are wasting time. You should be including time to study, time to play, and time to spend time with family. What other things do you need to plan time for to help you reach your goals?

Zoom Out...

Sorting Time

Materials List:

- Keeping Track of Time Handout
- Pencil or Pen

This activity will help you to sort activities on a one day calendar and group them into different types of activities. Activities on the calendar range from grooming, eating, time in school, after school activities, sports, television time, and more. You can work in small groups of three to four. Groups will review the questions on the handout, Keeping Track of Time. Add up the time for each of the activities and fill in the correct answers.

You will also identify the time wasters that were in the day and list them on the handout. After identifying the time wasters, brainstorm things you can replace those time wasters with that will help you to get more things done during the day.

Time Wasters

- Watching TV
- Video Games
- Computer
- Social Media

Zoom In...

Tracking My Time



Materials List:

- Tracking My Time Handout
- Pencil or Pen

It is important for you to see where you spend your time each day. Use the handout, Tracking My Time, to write down everything you do for a full day. After tracking your time, answer the questions for your own activities. Look for the activities that are time wasters and list things you can do next time to replace them that will help you make better use of your time like increasing your study time, spending time with your family, or exercising.

The Big Picture: Make 6 more copies of the Tracking My Time handout and track your activities for a week to see patterns in how you spend your time. This will help you to re-focus your energy to get the most out of your day!

Framing Your Thoughts...

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

- What are some examples of time wasters we choose during the day that could be replaced with more productive activities?
- How did your group sort out the activities to figure out how much time was spent for each type of activity?
- What skills did you have to use to sort out the activities?
- Why is it important to think through how you spend your time?
- Who can help you with keeping track of how you spend your time?
- Why is keeping track of time important?
- How can you use this record keeping skill to help you plan your day?
- What are some other things that you can use record keeping for?

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 a video and read a little more about time management for kids.
<http://learningworksforkids.com/what-is-time-management/>
- This website has 101 ideas of things you can do instead of wasting time! Most are games you can play with family and friends. Pick out some of these activities and do them with your family or friends.
<http://specialchildren.about.com/od/behaviorstrategies/a/timewasters.htm>
- Make a list of other things you can do to replace time wasters using the space below.

Replace Time Wasters With:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



Keeping Track of Time



Janelle tracked her activities for the day. Let's see how much time she spent in each activity. Record your answers in the space provided for each question.

7:00 a.m.	Breakfast
7:30 a.m.	Shower, brush teeth, dress
8:00 a.m.	Shower, brush teeth, dress
8:30 a.m.	Walk to school
9:00 a.m.	School
9:30 a.m.	School
10:00 a.m.	School
10:30 a.m.	School
11:00 a.m.	School
11:30 a.m.	School
12:00 p.m.	Lunch
12:30 p.m.	School
1:00 p.m.	School
1:30 p.m.	P.E.: Basketball practice
2:00 p.m.	P.E.: Basketball practice
2:30 p.m.	School
3:00 p.m.	School
3:30 p.m.	Watch Television
4:00 p.m.	Watch Television
4:30 p.m.	Watch Television
5:00 p.m.	Talk to Mom and Dad on the way to basketball practice
5:30 p.m.	Practice basketball at YMCA
6:00 p.m.	Practice basketball at YMCA
6:30 p.m.	Dinner
7:00 p.m.	Homework
7:30 p.m.	Study for a test
8:00 p.m.	Chat with friends on Facebook
8:30 p.m.	Play Video Games
9:00 p.m.	Play Video Games
9:30 p.m.	Brush teeth, wash face, dress for bed
10:00 p.m.	Read to little brother

- How much time did Janelle spend in grooming?

- How much time did Janelle spend in eating?

- School is a big part of Janelle's day. How many hours did she spend at school, not including her P.E. class or lunch?

- Exercise is an important part of staying healthy. How much time did Janelle spend exercising?

- Janelle spent some time with her family. How much time in her day was used for this?

- Time must be spent in completing homework, studying for tests, and working on projects. How much time did Janelle spend on these activities?

- Janelle had several time wasters during her day. How much time was spent in activities that you would consider a time waster?

- What were the time wasters Janelle had in her day?

- What activities could Janelle use to replace some of the time waster activities to help her be better prepared for the next day?

Tracking My Time



Keep track of your activities for a day. Add up the time spent in each activity and record your answers in the space provided for each question.

7:00 a.m.	
7:30 a.m.	
8:00 a.m.	
8:30 a.m.	
9:00 a.m.	
9:30 a.m.	
10:00 a.m.	
10:30 a.m.	
11:00 a.m.	
11:30 a.m.	
12:00 p.m.	
12:30 p.m.	
1:00 p.m.	
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5:30 p.m.	
6:00 p.m.	
6:30 p.m.	
7:00 p.m.	
7:30 p.m.	
8:00 p.m.	
8:30 p.m.	
9:00 p.m.	
9:30 p.m.	
10:00 p.m.	

- How much time did you spend in grooming?

- How much time did you spend in eating?

- School is a big part of your day. How many hours did you spend at school, not including P.E. class or lunch?

- Exercise is an important part of staying healthy. How much time did you spend exercising?

- How much time did you spend with your family?

- How much time was spent in completing homework, studying for tests, and working on projects?

- How much time was spent in activities that you would consider a time waster?

- What were the time wasters in your day?

- What activities could you use to replace some of the time waster activities to help you be better prepared for the next day?



Stop. Look. Think. Decide.

Here's the Angle...

- Learn basic skills in decision-making
- Develop an understanding of consumer decision-making



Life Skills:

Head -- Decision-Making; Problem Solving; Critical Thinking

Let's Focus...

Which shirt goes best with these jeans? Who should I invite to my birthday party? Should I play sit with the student sitting by herself? Every day you make decisions; some of them are small and others have a big impact.

When you are young, your choices are more about personal preferences but, as you get older, your decisions can affect your safety and lifestyle. When given the tools for making decisions, you are better prepared for making major life choices.

There are four simple steps to decision-making: Stop, Look, Think, and Decide.

- **STOP:** Stop for a minute and give yourself a little more thinking time
- **LOOK:** Look at all of your options
- **THINK:** Think about possible consequences - good and bad, pros and cons
- **DECIDE:** Decide with confidence what your choice will be

Make a poster of the stoplight on this page to help you remember these steps.



Zoom Out...

Decision Time

Materials List:

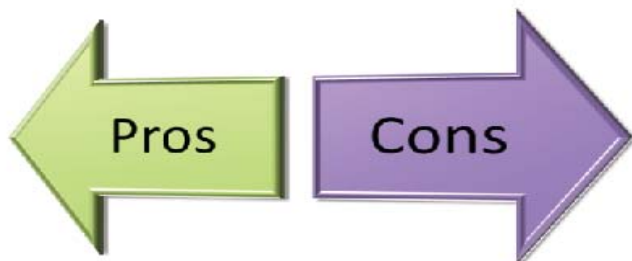
- Stop. Look. Think. Decide. Poster (create one using the picture on page 24)
- Situation Cards Handout
- Basket or box from which to draw Situation Cards

Making decisions takes practice. This activity will help you to practice the four steps of decision-making.

Make a copy of the Situation Cards handout and cut apart.

Divide into small groups. Each group will draw a situation card. Read the card in your group and discuss it by using the four steps: Stop. Look. Think. Decide.

Each group will report back on their situation and the decision they made.



Weighing the PROS (good things) against the CONS (bad things) can help us make better decisions. Take a piece of paper and draw a line down the center from top to bottom. Write "PROS" at the top of one column and "CONS" at the top of the other column. Make a list in each column about a decision you are trying to make. Review your list carefully before you decide!

Zoom In...

Consumer Choices

Materials List:

- Consumer Choices Handout
- Pencil or Pen

Decision-making is a part of life everyday. Sometimes choices are made for us -- Mom packs our lunch for us -- and sometimes we get to choose from options -- do I pack a lunch today or eat the fish sandwich in the school lunchroom?

The 4-H program has a project called Consumer Education. One of the activities is Consumer Decision Making. If you practice the Stop. Look. Think. Decide. strategy, you have already learned the basics of consumer decision making!

Let's put your skills into practice. The handout, "Consumer Choices" has two different decision-making scenarios with 4 choices. Read the scenario and the information about the

4 choices and decide the order of how to place them from best choice to worst choice. After you have made your choice, write the item numbers in the boxes provided. An example of placing a class would be 4 - 2 - 1 - 3. Item 4 was best, item 2 was second best, item 1 was in third place and item 3 was the worst choice. After placing, write a paragraph about why you chose to place the items in that order.

That's all there is to a consumer decision making contest! Ask your 4-H volunteer if you can start a consumer education project and participate in the Consumer Decision Making Contest!



Framing Your Thoughts...

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

- What are the 4 steps of decision-making?
- Which step is hardest for you? Why?
- What does it mean to weigh the pros and cons?
- What is an example of something that you have had to make a choice about? How did you decide?
- Is it more fun to make a decision by yourself or with others? Why?
- Why are these steps of decision-making helpful to you?
- How could you use decision-making skills in the future?

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.



- Practice good decision making skills with your friends while playing board games. Games could include Monopoly, Battleship, Life, etc. Your decisions affect the outcome of the games.
- Keep a personal log (for a day, a week, two weeks, or whatever time frame you choose) of decisions you have to make throughout your day. After your chosen time frame is completed, review the list of decisions you made and see how well you have been doing. You can use this activity to improve your decision making skills.



Situation Cards

Instructions: Copy the handout and cut situation cards apart. Place in a basket or box for groups to draw. Each group will use the four steps of decision-making to come to a decision about the situation and share it with the whole group.

<p>Joe's birthday is coming up. His parents have given permission to have a party, but he can only have 3 friends over. Five of his friends have already told him they want to come. How does Joe decide who to invite?</p>	<p>Cheyenne has chores to do every day after school. It's her job to feed and water the dog and fold clothes. If she doesn't do her chores, she doesn't receive her allowance. Her friend, Amy, wants Cheyenne to come to her house after school instead of going straight home. What should Cheyenne do?</p>
<p>Mitchell has a class project due next week. He hasn't started on it yet. His best friend, Luke, has invited him to spend the night, but Mitchell's Mom told him he couldn't go anywhere until his project was at least half way complete. What can Mitchell do?</p>	<p>Bella works for her neighbor as a babysitter on weekends. She is supposed to babysit from 1:00-4:00 on Saturday afternoon, but her cousin, Kendall, invited her to go to the movie. What should Bella do?</p>
<p>Jamie is in charge of bringing drinks to soccer practice. He forgot to get them out of the refrigerator before he left to walk to practice. He is half way to the park where practice is held when he remembers the drinks. What should he do?</p>	<p>Jordan has been appointed as class President. It is her job to decide on the fundraiser for her class to do at the Spring Festival. Several classmates have given her some ideas but she needs to make a decision so the supplies can be bought. How should Jordan make her decision?</p>
<p>The 4th grade Science Club is going on a trip to the Air and Space Museum. They have to raise money for their entry fee into the museum. Mark has been appointed to plan a donation campaign. What can Mark do to get started on this campaign?</p>	<p>Olivia is the captain of the 5th grade track team. She is responsible for leading the "thought for the Day" at each practice but wants to get other teammates involved instead of doing it on her own. How can Olivia get others to help?</p>

Consumer Choices -- Snacks

Instructions: Read the scenario about snacks and the four choices. Place the class of snacks from best choice to worst choice, according to the scenario. Write the item numbers in the boxes provided. Write a short paragraph about why you placed the class of snacks in that order.

Scenario: Snacks

Kaylee and her family just joined the wellness program at their local gym and are learning to monitor calorie intake for weight control. Today, when Kaylee arrives home from school, she saw a note from mom saying that she is going to be working late and will not be home to make dinner until 7pm. Looking around the kitchen, Kaylee decides to have a low calorie snack before dinner. Which snack would be the best choice for Kaylee?

Choice 1: Peanut Butter and Jelly Sandwich with 2 slices of bread

- * Calories -- 470
- * Total Fat -- 17 grams
- * Carbohydrates -- 47 grams
- Sugars -- 28 grams
- Protein -- 9 grams

Choice 2: Apple with Caramel Dip

- * Calories -- 212
- * Total Fat -- 4.5 grams
- * Carbohydrates -- 42 grams
- Sugars -- 33 grams
- Protein -- 1 gram

Choice 3: Ice Cream with Chocolate Syrup

- * Calories -- 240
- * Total Fat -- 7 grams
- * Carbohydrates -- 40 grams
- Sugars -- 25 grams
- Protein -- 4 grams

Choice 4: Cheerios with 2% Milk

- * Calories -- 230
- * Total Fat -- 7 grams
- * Carbohydrates -- 34 grams
- Sugars -- 13 grams
- Protein -- 11 grams

My Placing: _____ -- _____ -- _____ -- _____

Why I Placed This Class:

Consumer Choices -- Dog Grooming

Instructions: Read the scenario about dog grooming and the four choices. Place the class of dog grooming options from best choice to worst choice according to the scenario. Write the item numbers in the boxes provided. Write a short paragraph about why you placed the class of dog grooming in that order.

<p>Scenario: Dog Grooming</p> <p>Jonah has an 8 year old Cocker Spaniel who needs to be groomed every 6 weeks. Grooming needs to include bath, nails, ears, haircut, blow dry and brush. The family has budgeted \$50 per appointment for dog grooming. Help your parents select the best choice for your dog.</p>	
<p>Choice 1: Pooch Palace Dog Grooming</p> <ul style="list-style-type: none"> • Grooming includes bath, haircut, blow dry and brush • Appointment must be made 2 weeks in advance • There is no waiting area -- dog must be dropped off for appointment • Cost is \$40 per appointment 	<p>Choice 2: The Barking Salon and Spa</p> <ul style="list-style-type: none"> • Grooming includes bath, nails, ears, haircut, blow dry and brush • No appointment is needed but if you make one, the wait is shorter • There is a waiting area for you to wait or you can drop off dog • Cost is \$50 per appointment
<p>Choice 3: Mutt Nation Salon</p> <ul style="list-style-type: none"> • Grooming includes bath, nails, ears, haircut, blow dry and brush • No appointment is needed but if you make one, the wait is shorter • There is no waiting area -- dog must be dropped off • Cost is \$55 per appointment 	<p>Choice 4: Happy Hound Mobile Grooming</p> <ul style="list-style-type: none"> • Grooming includes bath, nails, ears, haircut, blow dry and brush • Appointment must be made 1 week in advance. • This mobile groomer comes to your home • Cost is \$48 per appointment
<p>My Placing: _____ -- _____ -- _____ -- _____</p>	
<p>Why I Placed This Class:</p> 	

4-H Word Search



Word Bank

- Citizenship
- Hands
- Head
- Health
- Heart
- Leadership
- Life Skills
- Motto
- Personal Development
- Pledge
- Service
- To Make The Best Better
- Volunteers

Solution found on Page 92.

I pledge my HEART
to greater loyalty...



HEART:

NOUN: A HOLLOW MUSCULAR ORGAN THE PUMPS THE BLOOD THOROUGH THE CIRCULATORY SYSTEM

*VERB: LIKE VERY MUCH; LOVE
"I heart 4-H!"*



Picture Perfect YOUTH

Oklahoma 4-H Personal Development Curriculum ~ Beginner Level



Who Am I? Who Are You?

Here's the Angle...

- Learn to express feelings about family and friends and why they are important
- Learn the importance of respecting family and friends to develop trust and communication



Life Skills:

Heart -- Nurturing Relationships;
Accepting Differences

Let's Focus...

As you grow older, you start asking yourself "Who Am I?". This one of the most important periods of your life when you will begin to understand yourself, your friends and family, and the world around you. Each person was born unique. That's what makes the world an interesting place to live!

Everything we do is done for a specific reason. You may give a birthday gift to a friend because you know it will make them happy or you may decide to eat an ice cream cone because you know it tastes good. The decisions we make are related to our values and what we consider important.


Families are very special and important to our growth. Families give us love, understanding, and comfort when we need it. Families have to work together to get chores done, make sure you get homework done, and more.

Besides working together, families also play together. Recreation, which is usually some form of play, gives family members a good feeling of body, mind, and health.

Friends come in all sizes, personalities, and ages. Friendship happens when you get to know someone, not based on their looks, what they have, or what they wear. Friends are people you really like and respect, and, in turn, they like and respect you. Most of your friends are probably classmates from school, other youth who live in your community, or members of your 4-H club.

Many people will influence your life. Some people will be more important in your life than others. Over time, the people that are important to you will probably change as you grow and meet new people.

In the box below, write your answers to the two questions. Give it some thought and figure out just why your family and friends are important to you.



My family is important to me because:

My friends are important to me because:

Zoom Out...

This 'n That Bingo

Materials List:

- This 'n That Bingo Handout
- Pencils or Pens

This activity will help you to get to know other students in the group. Because each of us is unique, we will all have different responses as the game is played.

Make a copy of the handout, "This 'n That Bingo," for each person. Write your name at the top. Mix and mingle and sign each other's Bingo in a box that is true for you. Sign only one time on each person's Bingo sheet.

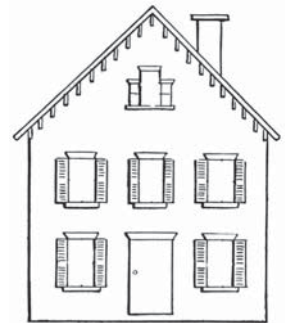


Zoom In...

Hello to the House!

Materials List:

- Hello to the House Handout
- Pencil



Family is important to everyone and every family is unique. Use the handout, "Hello to the House," for this activity.

In each of the windows of the house, list your family members and why they are important to you. In the door, list a few of your friends and why they are important to you. If you do not have enough windows in your house to list all of your family, add more windows or list more than one in a window. Color the picture if you wish after completing the activity.

Developing the Picture...



The Hello to the House activity is a fair category for Junior 4-H members ages 9-11. Using the same instructions, create a poster and title it "Hello to the House." Create your own house and add pictures of family and friends as you wish. Explain why they are important to you. Follow the instructions in the fair book for poster size, signing the back, etc. before entering in the fair.

Framing Your Thoughts...

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

- What is the most special thing about having a family?
- Did you learn something about others in the Bingo activity? If so, what did you learn?
- How would you tell or show your friends and family that they are important to you?
- What are some ways that we can show respect to our family or friends?
- How do your friends and family tell or show you that you are important to them?
- Is there something you need to work on to be a better friend? If so, what is it?

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.

- Forever Friends Online Activity, University of Illinois Extension. <http://urbanext.illinois.edu/friends/>
- Make a friendship bracelet for your best friend or group of friends. Give the bracelet to them as a gift with a note telling them how much their friendship means to you. Here's a tutorial video with five different patterns demonstrated to get you started. <https://www.youtube.com/watch?v=Yuj-vDp5BJ78>
- Make a work of art for a family member or friend by creating a name acrostic. Each letter of their name will be the first letter of a quality or characteristic that you like about that person. Give the name acrostic to your family member or friend as a gift. Review the examples to see how to arrange the letters of the name. The description can be just one word or a phrase.



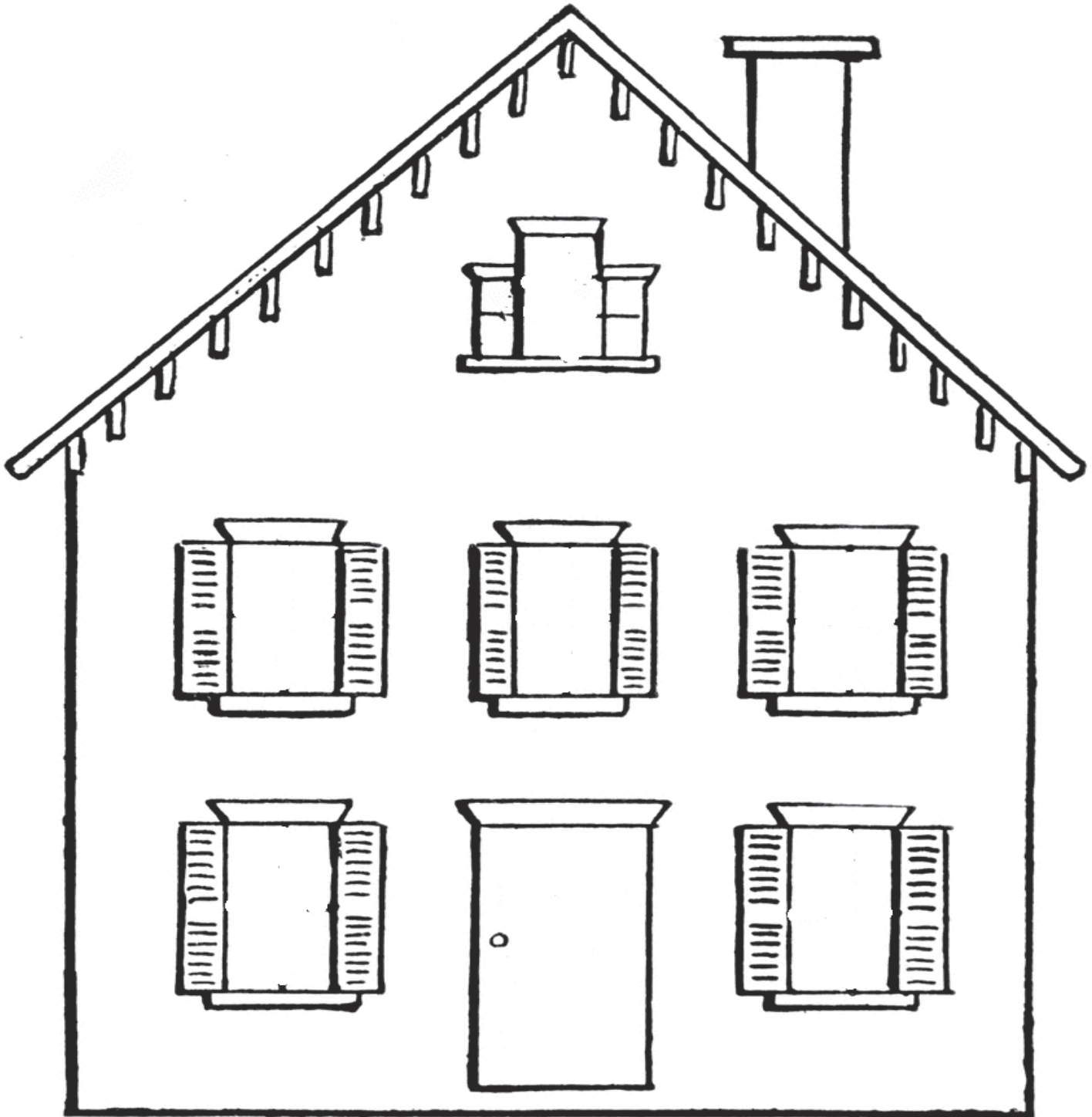
This 'n That Bingo

Instructions: Write your name at the top of the page. Mix and mingle with other participants and sign one box on their page that applies to you. Sign only one box on each person's page.

B	I	N	G	O
I like going fishing with my family.	I help my family clean the house.	My friends and I play sports together.	I like to listen to music with friends.	I have given a greeting card to a family member this year.
A member of my family told or showed me I was important to them.	I like to read books.	I like to ride my bike with my family or friends.	I have talked to my grandparent(s) in the last month.	I help with chores outside at my house.
I have flown a kite with my family.	I have written a thank you note when I received a gift.	I enjoy cooking or baking with my family.	My family has dinner together at the dining table.	My family and I like to go on vacations.
I help my family with the garden or flowerbeds.	My family and I have attended a sports event in the last six months.	I enjoy making crafts with my family and friends.	One of my family responsibilities is to set the table for meals.	I gave a family member or friend a valentine in February.
My family and I went to the movies together in the last year.	I like to go on picnics with my family.	I help my friends with their homework sometimes.	My family goes shopping together.	I cheer my friends on when they compete in sports or other events.

Hello to the House!

Instructions: In each of the windows of the house, list your family members and why they are important to you. In the door, list a few of your friends and why they are important to you. If you do not have enough windows in your house to list all of your family, add more windows or list more than one in a window.





Getting Along

Here's the Angle...

- Learn ways to show respect to family and friends
- Learn the importance of giving compliments and accepting compliments



Life Skills:

Heart -- Communication;
Social Skills;
Nurturing Relationships

Let's Focus...

Throughout your lifetime, you will cross paths with hundreds of people. Some people will have a greater impact in your life than others. It is important to get along with many types of people.

Part of getting along with others is learning to understand and show respect to them. One way to respect others is to find positive qualities or character traits in others. These qualities could include a good attitude, skill, or behavior. You also are able to better get along with others when you learn to understand and accept the differences in other people. You need to get to know them, not just know their names.

Some positive qualities to look for in others are respectful, honesty, loyalty, friendly, positive attitude, helpful, nice, and trustworthy. What things do you look for in a good friend?

Showing Respect

There are many ways we can show respect to others. Below are a few ways. See if you can add a few more to the list!

1. Follow the "Golden Rule" which is simply treating others the way you want to be treated. Stop and ask yourself if you would like to be treated in that way. If your answer is yes, then you are probably showing respect.
2. Listen politely when others are talking.
3. Use good manners when talking to others. Examples might be saying "Yes Ma'am," "No Sir," or "Thank You."

4. _____

5. _____

6. _____

Zoom Out...

My Compliments To You Placemat

Materials List:

- 11 x 17 inch copy paper, construction paper or posterboard
- Miscellaneous sizes and colors of small pieces of paper
- Water color markers, stickers, etc.
- Glue sticks



Compliments are one way that we show respect to others. In this activity you will create a placemat that highlights personal compliments. Use one sheet of 11 X 17 inch paper for the placemat. Write your name in the top right corner of the paper.

Write one compliment for each person in the room using the colored paper. The compliment could also include a reason why that person is important to you. Lay the compliment at the top of each person's placemat. The owner of the placemat can then glue the compliments on the placemat and add other decorations such as stickers or drawings to their own placemat. The placemats can then be laminated and used for meals.

If you like this activity, create a "My Compliments to You" Placemat for a special family member or friend and give to them as a gift.

Zoom In...

High Fives

Materials List:

- High Fives Handout
- Pencil or Pen
- Markers or crayons (optional)



Everyone knows what it means to give a "high five" to others! It is one way that we say "good job!" or "way to go!" In this activity, you are going to give a written "high five" to your family and also to yourself!

Using the handout, "High Fives," trace both of your hands one time on the page. In the left hand, write one quality in each finger that you appreciate about your family members. An example might be "I like it when my Mom makes my favorite dinner." On the right hand, write one quality in each finger that you appreciate about yourself. An example might be: "I am glad that I can play the piano."

Share your High Fives with your family to say thank you for what they mean to you.

Framing Your Thoughts...

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

- How did you feel when you read all of the compliments people gave you?
- What new character traits did you learn about yourself when you read the compliments?
- How did you work together as a group to give each other compliments?
- Why is it important for other people to know why you appreciate them?
- What can people do to continue to get along with others?
- What do you plan to do in the future to grow relationships with your family or with friends?

Panoramic View...



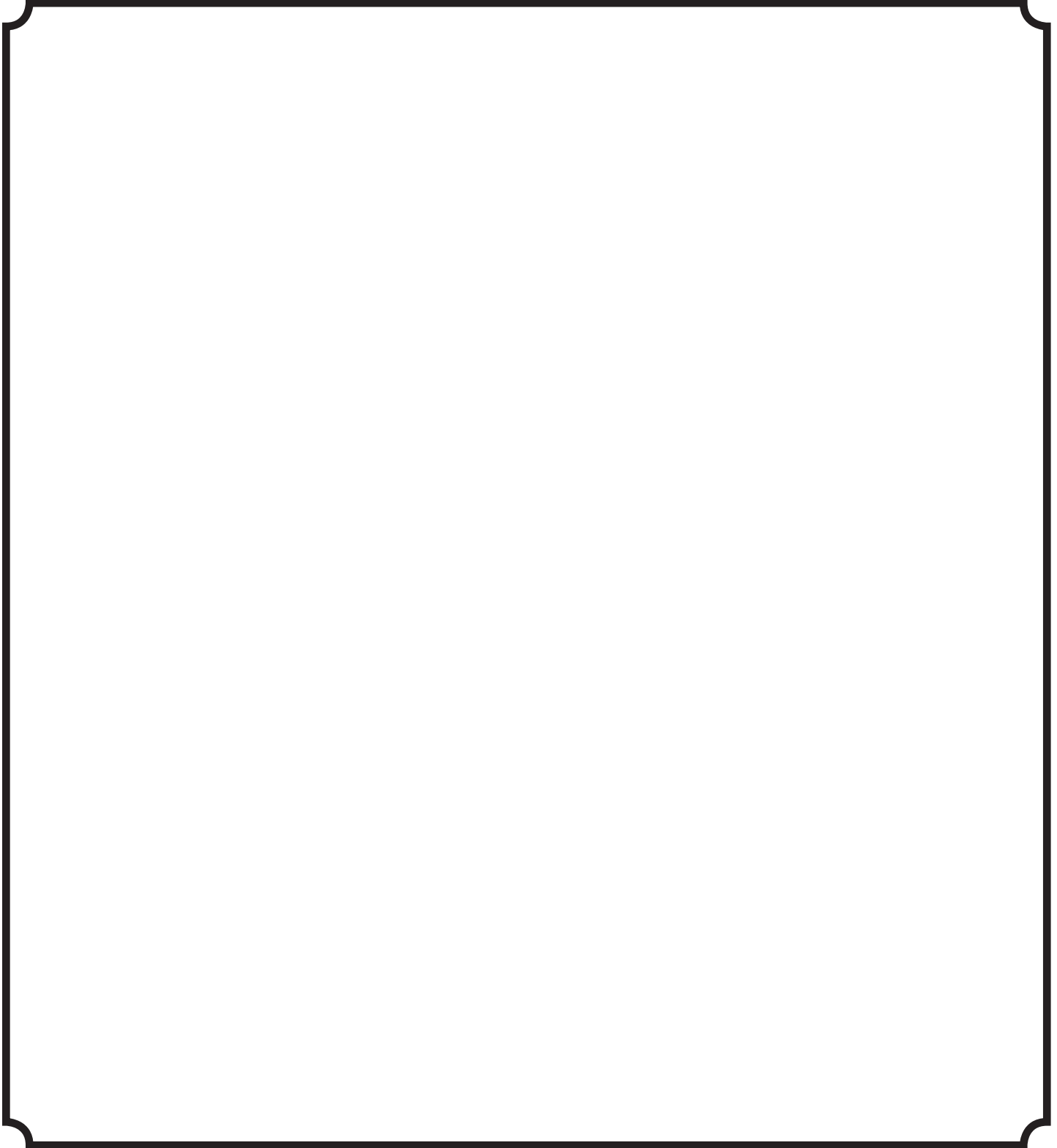
Here's some additional things you can explore to learn more or scan the QR Code to access Panoramic View online for easier access.

- Play the game "Compliments Tag" with your friends or class. The instructions are posted on this website. <http://www.tolerance.org/exchange/compliment-tag-lunch-day-mixer>
- Create a "Bucket Filler" station at your home. Have a container or bucket for each member of the family with their name on it. Place a stack of small papers or sticky notes and few pens or pencils near the "Bucket Filler" station. Talk to your family about writing compliments to each other and placing them in their bucket. At the end of each week, meet together and share the compliments that each person received.



High Fives

Instructions: Trace your hands below. In the left hand, write one thing in each finger that you appreciate about your family. In the right hand, write one thing in each finger that you appreciate about yourself.





Picture Perfect **YOUTH**

Oklahoma 4-H Personal Development Curriculum ~ Beginner Level



Manners Matter: That's Write!

Here's the Angle...

- Understand the importance of written thank you notes
- Recognize when written thank you notes are necessary
- Develop skills in writing effective thank you notes



Life Skills:

Heart -- Communication;
Social Skills



When writing thank you notes, write in ink, plan your message, write neatly, and proofread carefully before dropping it in the mail!

that person know that we appreciate them. Writing a thank you note is important and should not seem like a chore. Your note does not need to be more than a few sentences long.

Let's Focus...

We spend a lot of time communicating. We communicate through talking with our friends, listening to the television, surfing the Internet, sending text messages, and even writing reports for school. These are just a few of the ways we communicate each day.



In this lesson we will focus on giving and receiving a special message that includes two very magical words..."Thank You."

Has anyone ever done something special for you or given you a nice gift? How did you let that person know that you appreciated their thoughtfulness? Writing a thank-you note is an important part of having good manners. When someone does something special, we need to let

According to Emily Post, "Handwritten notes are warmer and more special than other forms of thank yous. The rule of thumb is that you should send a written note any time you receive a gift (even a 'thank you' gift) or when someone shows kindness to you and the giver wasn't there to thank in person."

A thank-you note should be written promptly, preferably no more than a week after you receive the gift or award. Write your note while it is still on your mind. However, it is better to write late than not at all.

The following are some examples of when it is especially important to send written thank you notes.

- Gifts received by mail
- Gifts received at a party held in your honor (birthday, graduation, baptism)
- Gifts received during a hospital stay
- Award sponsored by a donor

Thank You Note Checklist

When writing thank you notes, use this checklist to make sure you get it WRITE! Examples are provided for each step.

- 1. Greet the Giver (Dear ...)**
 - Dear Mrs. Conner,
 - Dear Uncle Ray,
- 2. Express your Gratitude (Say Thanks!)**
 - Thank you so much for purchasing my 4-H market hog at the auction.
 - Thank you for my new backpack in my favorite color, green.
- 3. Discuss Use (How do you plan to use it)**
 - I plan to use the money to start a savings account for college.
 - I will be proud to use the backpack on my 4-H trips.
- 4. Be Personal (give details)**
 - I hope to go to OSU when I graduate next year and this money will help me pay for my expenses.
 - My next trip is to Washington, D.C. this summer.
- 5. Thanks Again (wrap it up)**
 - Again, thank you for supporting the Clover County Stock Show.
 - I really appreciate this backpack and will get much use out of it.
- 6. Regards (closing)**
 - Yours truly,
 - Sincerely,
- 7. Signature** -- Always sign your name after the regards section.

Zoom Out...

To Write or Not To Write

Materials List:

- To Write or Not To Write Situation Cards Handout
- Scissors

Make a copy of the handout, "To Write or Not To Write" Situation Cards for each group. Cut apart the situation cards on the black lines with scissors.

Place the "YES" and "NO" cards on the table facing up and the stack of situation cards facing down in the center of the group.

One at a time, participants will take turns drawing a situation card. Read the card aloud and decide if the situation requires a thank you note to be written (place in the "yes" pile) or if no thank you note is required (place in the "no" pile).

To determine which participant in each group goes first, ask for the person who has written the most recent thank you note. Rotate clockwise until all cards have been drawn.

YES

NO



Zoom In...

Constructing Thanks

Materials List:

- Variety of thank you notes or stationery and envelopes
- Pen (blue or black ink)
- Stamps (optional)
- Notebook paper (optional)

Now it's your turn to practice writing some thank you notes! An example is provided on this page to guide you. Three topics are listed below. Write a thank you note for each topic on stationery or a thank you note. Make sure you write your note in blue or black ink. If you need to practice on notebook paper first, that is great. Remember to refer to the Thank You Note Checklist and proofread carefully!

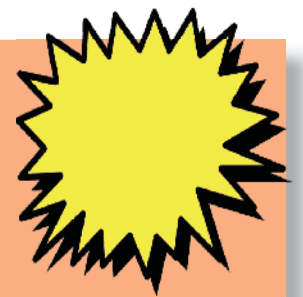
- Tammy Smith, your cousin, sent you a complete set of the Harry Potter books for your birthday.
- Mr. Jack Brown, owner of Brown's Grocery, donated 2 cans of nacho cheese to your 4-H club for the Kick Off Party.
- Mrs. Jan Charles spent several days teaching you how to identify tree leaves for your Forestry project.

If you have people you can write your thank you notes to, feel free to do so and mail them.



Thank You Note Tips

- On a folded thank you card, write below the fold on the inside of the card.
- If using stationery paper, write your address and the date in the upper right hand corner of the page.
- Write neatly and in pen.
- If you aren't sure how to spell a word, be sure to look it up or ask for help.
- When folding stationery paper, fold in thirds or in half, depending on the size of the envelope.
- When addressing the envelope, place your address in the top left and the recipient's address in the middle center. Place the stamp in the top right corner.



Framing Your Thoughts...

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

- Have you ever given a gift and received a written thank you? How did it make you feel?
- What is the purpose of a thank you note?
- How is writing a thank you note to someone different from just saying “thank you”?
- When is it appropriate to send a written thank you note to someone?
- Why is it important to have good manners?
- How do you think manners will help you in the future?
- When do you think a handwritten note would be more appropriate and effective than a typed letter?
- What other situations in life will require you to demonstrate good writing abilities, especially thank yous?
- How can writing letters regularly improve your communication skills?

Developing the Picture...

Using the skills to write thank you notes, create a Poster titled “That’s Write!” *and* a stationery set (self-made stationery paper or note cards, envelopes, and decorated stationery box). The stationery set should include eight stationery paper or note cards and eight envelopes. Stationery paper maybe 5 1/2 x 8 1/2 inches up to 8 1/2 x 11 inches (half sheet or full sheet). Note cards may be 4 1/4 x 5 1/2 inches up to 5 x 7 inches when closed. Envelopes may be purchased but must be appropriate size for stationery or cards. Below are detailed instructions.



1. Write a thank you note for the situation posted in fair book annually on your personal stationery or card you created.
2. Attach the thank you note to a poster board that is 14 inches X 22 inches.

Continued on page 45

3. Add information to the poster on the important steps of writing a thank you note. You can be creative in how you present this information on the poster.
4. Place your stationery or note cards and envelopes in a decorated box no larger than 12 x 12 inches. Good options for boxes to use are gift wrapping boxes you can decorate, photo storage boxes or recipe boxes.
5. Your fair entry will include the poster and stationery box with personal stationery or note cards and envelopes (eight each).
6. Follow the instructions in the fair book for poster size, signing the back, etc. before entering in the fair.

NOTE: See the links below in the Panoramic View for resources on stationery.

Panoramic View...



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

- Review the website, Hallmark Thank You Note Boot Camp: <https://www.hallmark.com/thank-you/ideas/thank-you-note-boot-camp/>
- Explore the website, 40 Ways To Say Thank You: <http://www.thank-you-notes.com/thank-you-phrases.html>
- Take a look at the examples of thank you notes posted by the Huffington Post: [http://www.huffingtonpost.com/2012/03/05/11-amazing-thank-you-note_n_1321328.html#s753340&title=Thank You For](http://www.huffingtonpost.com/2012/03/05/11-amazing-thank-you-note_n_1321328.html#s753340&title=Thank+You+For)
- Here are a few more examples of thank you notes: <http://www.mentalfloss.com/article/29959/11-amazing-thank-you-notes-famous-people>

Stationery Resources:

- Explore the history of stationery at this website by Minuteman Press. <http://www.shop.minutemanpress.com/news/features/the-history-of-stationery-22274.html>
- Do a search for personalized stationery and/or personalized note cards and look at the many different designs. Use the information as inspiration to create your own personalized stationery or note cards.
- There are some websites that provide templates for stationery. and note cards. Here are two examples. <https://www.freeprintablestationery.net/showcover/>
<http://www.greetingsisland.com/printables/thank-you>
- Use scrapbooking skills to create stationery or note cards. Stamping is a great method to use. Visit a local scrapbooking store and ask if there is a workroom where you can use their equipment for a small fee.



To Write or Not To Write?

Instructions: Copy the handout and cut cards apart. Place the “YES” and “NO” cards on the table in the center of the group. Place the rest of the cards facing down in a stack in the center of the table. Take turns drawing a card and deciding whether to write a thank you card or not. Place the card on the table below the “YES” or “NO” card.

YES	NO	
Your dad buys you a new pair of tennis shoes for basketball.	Your aunt sends you a birthday card and it includes \$20.00.	Your best friend visits you when you are sick.
Your uncle sends you a new MP3 player for 8th grade graduation.	Your sister sits down and helps you with your homework.	Your best friend sends you a thank you card for the birthday gift you gave him last week.
Your teacher sends you flowers when a close relative died.	Your 4-H leader helps you with writing and practicing your speech.	Your best friend's family takes you with them on their family vacation to the Wild Adventures Theme Park.
Your school principal calls to wish you good luck before the state track meet.	Your great-aunt sends you a book to read during your summer vacation.	Your next door neighbor gives you a ride to church.



It's Not Only What You Say

Here's the Angle...

- Understand the importance of good decision-making skills



Life Skills:

Heart -- Communication;
Social Skills

Let's Focus...

How do we communicate with our friends, our family, and others in our lives? If you think about it, we communicate and/or get our message across by using verbal communication as well as nonverbal communication.

Have you ever seen a person that you could tell was really interested in a conversation, even though you couldn't hear the conversation? They might have been sitting forward in their seats or leaning toward the speaker if standing. They also might have been watching the speaker's face and nodding their head. On the other hand, if the listener is not very interested in what the speaker has to say, they might cross their arms, look around the room, or speak to someone else instead of listening.



Sometimes, our actions speak louder than our words. For good communication to happen, we need to think about how we use our voice, our bodies and our words. When our non-verbal communication (or actions) do not match up or agree with the words we are saying, that is what is referred to as sending out a "mixed message". Some examples of non-verbal communication include:

- our tone of voice which shows if a person is happy, angry, or shy
- our volume or how loudly we talk
- our body language including gestures, facial expressions, eye contact, posture, etc.

Shake! Shake! Shake!

Similar to non-verbal communication is the sense of touch in communicating with others. The simple handshake used when meeting people or congratulating others for their work can show others how we feel or what we think.



Much like the handshake is the pat on the back or hug when we show our friendship to others. The next time you shake hands in a group setting, try to determine what the various handshakes are telling you.

Below are examples of types of handshakes.

- Firm grip = confident, strong belief in self
- Limp fish = unsure
- Bone crusher = over confident, nervous
- Pumper = over eager
- Wet, clammy = nervous, scared



As a group or individually watch the video on how to properly shake hands with others. Here is the link or you can scan the QR code to access the video. <https://www.youtube.com/watch?v=41BdlgNyKFI>

Shaking hands is an important life skill and one that you will use for the rest of your life. As a group, practice properly shaking hands and introducing yourself.

- Remember to always shake with your right hand, even if you are left handed.
- Reach out your hand and meet the other person web to web.
- Properly squeeze their hand, remember don't be the limp fish or the bone breaker.



The Limp, Dead Fish



Sweaty McSweaterson



The Bone Crusher



Zoom Out...

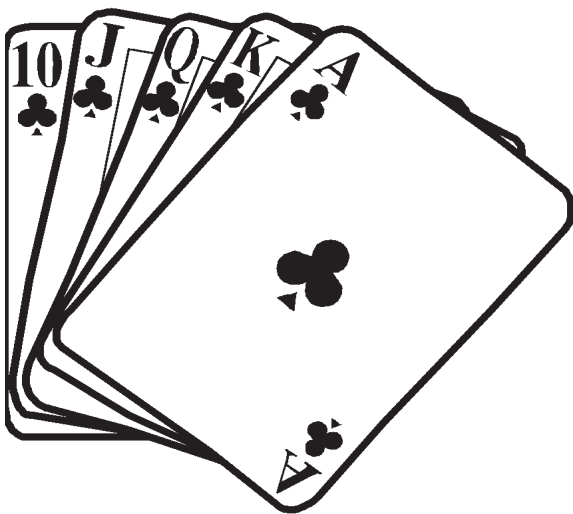
Stacking the Deck

Materials List:

- Deck of playing cards
- A room with space to move around

This is an activity to practice non-verbal communication. Remember, non-verbal means no talking but all other expressions, gestures, and body language are encouraged!

- Shuffle the deck of cards and hand one card to each person. Do not show your card to anyone else but you can look at your own card.
- Use only non-verbal communication to play the game.
- Get in groups according to suit (hearts, clubs, diamonds, spades). Once in groups by suit, arrange your suit in number order from 2 to ace. Not all cards will be used.
- Work as quickly as possible to line up using only non-verbal communication.



Zoom In...

Shake A Friend's Hand

Ask a friend or parent to assist with this activity.

Explain that you will shake their hands and/or use other nonverbal communication methods representing a variety of different situations. Ask the other person to guess the handshake or message which matches the situation. The following is a list of situations where you may shake other people's hands:

- Meeting an important person like the school superintendent or a guest speaker at a 4-H meeting
- Offering sympathy to a person whose family member died
- Congratulating the winner of the race in which you also ran
- Thanking a judge at a 4-H event
- Meeting a new classmate for the first time



Framing Your Thoughts...

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

- What are some messages you have received when someone shook your hand?
- What kinds of non-verbal communication techniques have you noticed at school, church, or home?
- During the “Stack the Deck” card game, what non-verbal communication was used?
- Why do you think non-verbal communication is important?
- Would it have been easier in the “Stack the Deck” card game if you could have used your voice?
- Do different handshakes seem to communicate different messages?
- Describe a time in your life that you have used non-verbal communication to tell someone about a happening in your life. What was the situation and what did you do?
- Is it harder to communicate your feelings over the phone, while texting or while emailing? Why?

Panoramic View...

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



- “For The Birds” Pixar Video -- observe the many different non-verbal communication examples used in this video: https://www.youtube.com/watch?v=0_XX9c90PFQ
- Review the video about Hand Gestures Around the World: <https://www.youtube.com/watch?v=2h-0V1YkccEE>
- Check out the video, Non-Verbal Communication with Ben and Austin: <https://www.youtube.com/watch?v=GsjZrkm-2Tk>
- Explore the article from HelpGuide.org called Nonverbal Communication: <http://www.helpguide.org/articles/relationships/nonverbal-communication.htm>

I pledge my HANDS
to larger service...

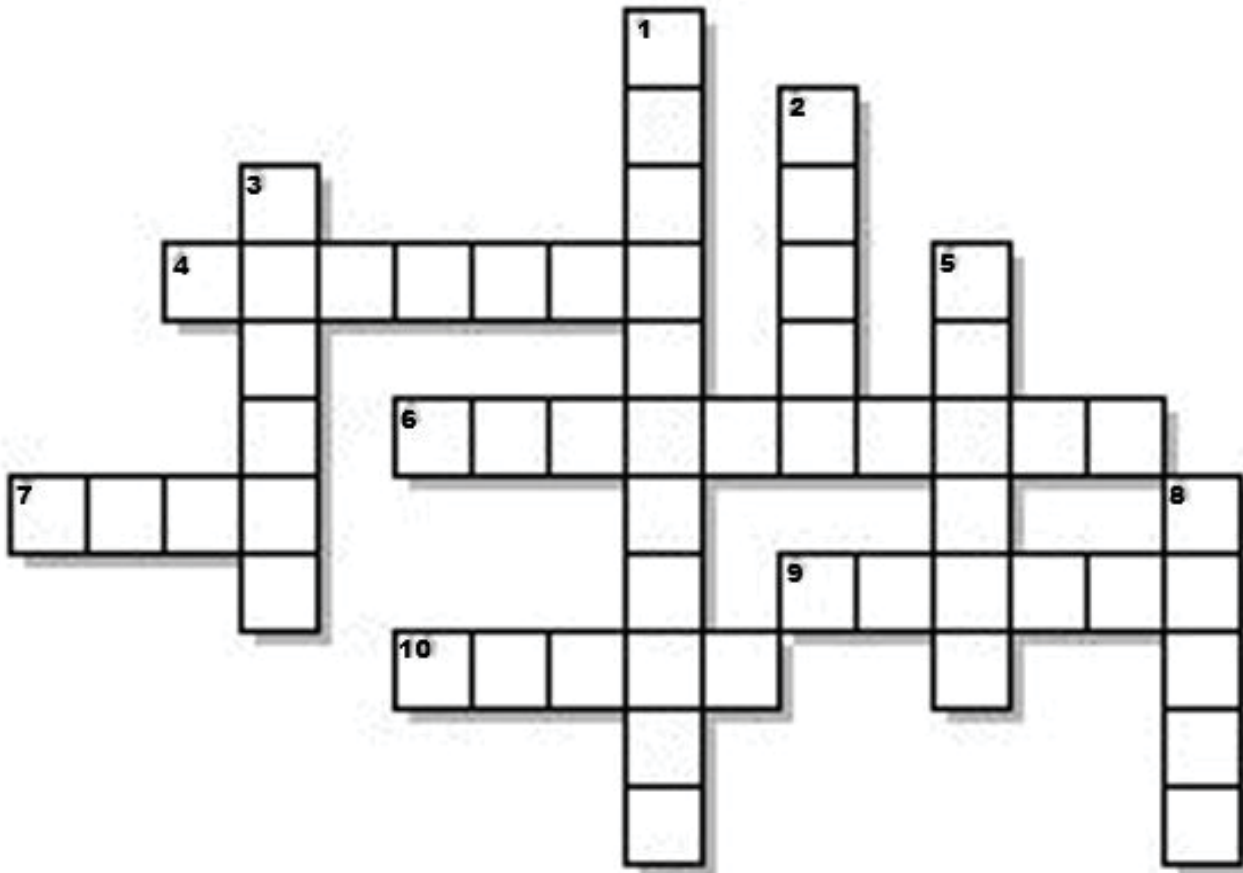


HANDS:

*NOUN: THE END PART OF A PERSON'S ARM
BEYOND THE WRIST*

*VERB: TO PICK SOMETHING UP AND GIVE TO
SOMEONE ELSE*
*"the 4-H member handed the gavel to the club
president."*

4-H Crossword Puzzle



Across

4. I pledge my hands to larger _____.
6. 4-H records youth keep are known as _____.
7. Motto of 4-H is "To make the _____ Better."
9. Members recite this at the beginning of a club meeting.
10. 4-H colors are white and _____.

Down

1. Personal _____ is a project where you learn about yourself, your family and your community.
2. ...for my club, my community, my country, and my _____
3. I pledge my _____ to better living.
5. The emblem of 4-H is a _____.
8. I pledge my _____ to greater loyalty.

Solution found on page 92.



Every-BODY Working Together

Here's the Angle...

- Develop skills in teamwork



Life Skills:

Hands -- Teamwork;
Contribution to Group
Effort

The talent of each person can help a group do more than each person could do by themselves. What one person may not be able to do, someone else in the group can. When a group works together, everyone can benefit from the success of the team!

Let's Focus...

Take a look around the room. What are some things that are different about each person? Hair color, eye color, height and skin color might be things you see that are different.

But what about the things that you cannot see that make each person different? Favorite school subject, favorite food, hobbies, and skills are things that you may not be able to see that make each of us different. Being different is not a bad thing. Being different makes each person unique. Unique means individual qualities that are your own. No one else is exactly like you.

When you hear the word teamwork, what does that mean to you? Teamwork is when groups use each person's skills to do a task. For example, the skills needed to build a basketball team are players who can dribble, pass the ball, shoot, rebound and play defense. When the team practices together and learns what each person can do, the coach can organize the team to fit with the skills of each player.



Zoom Out...

BODY Building

Materials List:

- Flip chart paper or butcher paper (tape flip chart paper together to make a piece about 6 feet long)
- Pencils
- Markers or crayons

This activity will encourage small groups to work together to design a body made up of each team member. Each group will be given a large sheet of paper, a pencil to trace with and markers and/or crayons to color with.

The body you design must have each team member in it. Team members will take turns lying on the paper and having part of their body traced until you have a complete body. Decide as a team who will be the model for each part of the body (head, arm, leg, chest, etc). Use a pencil to trace so that you do not get marker or crayon on anyone's clothes.



Once you have traced your team's body, work together to color and add details. As you work together to complete your unique body, discuss the skills and abilities that your person might have. Write those on the paper around the body. When finished, each group will show and tell about their unique body.

Zoom In...

Thumb-Body Special

Materials List:

- "Thumb-Body Special" Handout
- Pencil or Pen
- Ink Pad
- Moist towelettes or paper towels

What is it about you that makes you unique from everyone else?
Let's find out!

One of the things that is unique is your thumb print. The number of lines and the design of the lines are different for every person in the world.

Using the ink pad and the handout, Thumb-Body Special, put your thumb print in the box on the paper. To get a good thumb print, follow these instructions:

- Make a fist and stick your thumb out straight.
- Place your thumb on the ink pad and then press your thumb on the paper. Try not to slide or roll your thumb. Just press straight down.
- After you have finished your thumb print, wipe the ink off of your thumb with the moist towelette or paper towel. Make sure not to get ink on clothing.

When you finish your thumb print, answer the other questions about you on the handout. Share your answers with other participants or with your family.



Framing Your Thoughts...

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

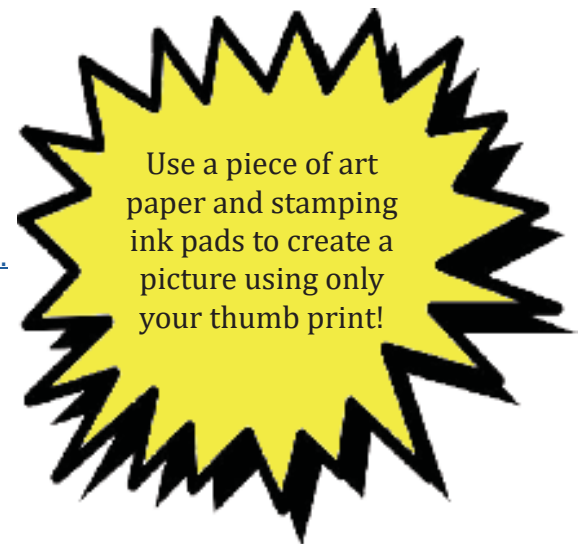
- How did you like being a part of a team to create your unique body?
- What did you share with the group about yourself in the activity?
- What skills did you learn from your team members?
- What was hard about trying to fit in everyone's talents or skills into your unique body design?
- Why is it important for team members to each have different skills?
- What other skills do you need to be able to be a good team member?
- How can you use teamwork skills at home?
- How can you use teamwork skills at school?

Panoramic View...

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



- Visit the Teampedia website and explore the games that promote team building for small, medium and large groups. <http://www.teampedia.net>
- Choose a game from the Teampedia website and offer to lead a team game at the next 4-H meeting. <http://www.teampedia.net>
- There are lots of other websites that have teambuilding games. Do a search and see what you can find.



THUMB-Body Special

I Am Thumb-Body Special!

Instructions: Use the ink pad and do an imprint of your thumb in the square. Answer the questions below about you. Share your answers with your friends or family. Make an extra copy and ask the questions to a parent or grandparent to see if you have anything in common. A few questions have a choice for you to circle. For example, question 10 says "I (am / am not) very talkative." Circle the answer that fits you.

1. What is your full name (first, middle, last): _____
2. How many brothers and sisters do you have? _____
3. I live with my _____ (mother, father, both parents, grandparents, etc)
4. I (like / dislike) my name because _____
5. I like the way I look because _____
6. My favorite outdoor activity is _____
7. My favorite indoor activity is _____
8. My friends would describe me as _____
9. My favorite holiday is _____
10. I (am / am not) very talkative.
11. My family talks together (very little / a lot).
12. My family watches TV (very little / a lot).
13. My favorite TV show is _____
14. The chores or jobs I have around the house are _____
15. I like school because _____
16. My favorite subject in school is _____
17. I write with my _____ hand. (left or right or both)
18. I (do / do not) have a pet.
19. If I could have a pet, I would want a _____
20. When I grow up, I want to be a _____



Motivation Matters

Here's the Angle...

- Develop skills in self-motivation to accomplish tasks



Life Skills:

Hands -- Self-Motivation;
Responsible Citizenship

Let's Focus...

What does it mean to be motivated? Motivation means being ready and willing to do something. The choices you make each day tell us how motivated you are to get things done. This is also called self-motivation.

Let's take the example of doing homework. What is your motivation to do your homework? Is it a grade, your parent's rules, a reward, or just your interest to learn? If you do homework so that you can get good grades, then your motivation is to do well in school. If you do your homework so that you can go outside to play with friends, your motivation is the reward when you get it done.

Kids who learn to do things without being told are practicing self-motivation. Let's go back to the homework example. If you come in from school every day, get a snack and sit down to do your homework, you are practicing self-motivation. Soon it becomes a habit. It may have started out as a rule your parents made for you, but after practicing it over and over, you are able to do it without being told.

Here are some things to think about as you learn more about self-motivation and the decisions you make each day:

- Am I doing this to please me or someone else?
- What will happen if I do not complete the task?
- Why is it important to do things without having to be told?
- What is the reward for doing things through self-motivation?



Zoom Out...

The Motivation Scale

Motivation is not the same for everyone. Some people are motivated by rewards while others are motivated by not getting in trouble. Motivation may also depend on the activity.

Today we are going to play a game called The Motivation Scale. This game will let us know what motivates you to do something. Remember, there are no right or wrong answers. Everyone is motivated in different ways.

Read each statement with two different reasons for doing an activity. You decide which type of motivation makes you want to do the task. The left side of the room will be answer A. The right side of the room will be answer B. You will vote with your feet by moving to the side of the room that represents your answer. Select answer A or B.

Let's try one to practice. The statement is: I do my homework after school each day because:

- A) I want to ride my bike when I finish.
- B) If I don't, I will get a zero on my assignment.



Which choice motivates you more to get your homework finished?

Move to the left if your motivation is A -- I want to ride my bike when I finish -- or to the right if your motivation is B -- I

don't want to get a zero on my assignment. Take a look around to see how other are motivated.

Continue with the rest of the statements and think about what really motivates you!

Motivation Scale Statements

1. If I don't feed and water the dog:
 - A. I will not get my allowance.
 - B. I will not be able to play with my friend.
2. I choose to ride my bike for exercise because:
 - A. I want to be outside.
 - B. I want to be healthy.
3. I am on a sports team because:
 - A. I like to be on the team with my friends.
 - B. I like to practice the game and learn new skills.
4. I give my clothes away that don't fit me anymore because:
 - A. My Mom won't buy me any new ones until there is space in my closet.
 - B. It is a nice thing to give clothes to those who need them.
5. I work on my science fair project because:
 - A. I want to learn how to do something new.
 - B. I want to show others what I can do.
6. I clean my room because:
 - A. I want to be able to invite friends over.
 - B. I want to be able to find things in my room.
7. I play video games because:
 - A. It is an activity that I enjoy.
 - B. I want to beat the scores of my friends.
8. I put my dishes in the sink after dinner so that I can:
 - A. Play on the computer.
 - B. Show respect to my parents.

Zoom In...

Motivation Grade



Materials List:

- Motivation Grade Handout
- Pencil or Pen

Self-motivation is important to learn and practice. Everyone likes it when others do things without having to be told. In school, you get grades by taking tests, doing homework and participating in class.

With self-motivation, no one is grading you. However, others may be depending on you to get things done. The adults in your life want you to learn self-motivation. It will help you to make good decisions as you grow up.

The Motivation Grade handout helps you to think about ways that you can practice self-motivation. A series of activities are listed on the worksheet. Read each activity and give yourself a grade – A, B, C, D, or F – on how well you do these things on your own each week.

By grading yourself on self-motivation, you can see things that you do great and also see where you can work harder. After you complete the handout, post it in your room as a reminder of things you need to work on.

Panoramic View...



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

- Discuss motivation with a parent or grandparent. Find out what motivated them when they were your age. Were there rules in their house that helped them decide how they were motivated such as allowance, chore list, or other?
- Set a few goals for yourself on things you will do around the house without being told. Use the Motivation Grade activity sheet as a starting point. If you graded yourself low in an area, that might be one of your goals! Practice your self-motivation to get in the habit of doing the right thing.



Framing Your Thoughts...

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

- What does it mean to be self-motivated?
- Did you find it hard to choose between the two choices in The Motivation Scale activity? If so, why?
- What is an example of a time when you had to be told many times to do something?
- Why is it important to have self-motivation?
- Who are you helping when you are motivated to do things like clean your room and do your chores?
- What can you do to motivate yourself instead of being reminded by others?
- If you could give yourself a grade from A to F on your level of self-motivation to get things done, what grade would you get?
- As you get older, what are examples of things that will require you to have self-motivation?
- What would increase your self-motivation?

DECIDE. COMMIT. SUCCEED.

Small daily improvements are the key to staggering long-term results!

Don't be the same.
Be BETTER!

Motivation Grade

Instructions: Read each activity listed below. Think about your current level of motivation to complete each activity. Give yourself a grade – A, B, C, D, F. This will tell you how well you do these things on your own.

Let's try an example: Ben's chore is to sweep out the garage once a week. Last week Ben had to be told twice to sweep out the garage. Ben's grade for self-motivation should not be an "A" if he has to be told to do his chore. Let's give Ben a "B" since he had to be told twice. Ben has room to improve his self-motivation. He could make a list of chores on a poster and check it daily. After Ben completes the chore, he can put a check mark beside it.

Activity	I give myself a grade of...	I can improve my self-motivation by...
<i>Example:</i> Sweeping Out Garage	B	Making a list of chores and checking it daily
Cleaning my room every week		
Folding and putting away clean clothes		
Brushing my teeth every morning and night		
Putting away things when I get them out		
Using good manners at the table		
Being active one hour every day		
Finishing homework each day		
Using good sportsmanship when I play on a team or with a group		
Following directions that my parents give me		
Taking good care of my toys and games		



Picture Perfect Youth

Oklahoma 4-H Personal Development Curriculum ~ Beginner Level



Helping Hands in Action

Here's the Angle...

- Develop understanding of community service
- Demonstrate ways to show kindness to others

The 4-H pledge says "I pledge my hands to larger service." What does larger service mean?

Larger service is another way to describe community service. This is when we use our hands to help others. Community service is a big part of 4-H. You might also participate in community service through your church, school or another group.



Life Skills:

Hands -- Responsible Citizenship;
Community Service/
Volunteering

Let's Focus...

One of the H's on the 4-H clover stands for hands. What do the hands mean in 4-H? Write your answer below.

Everyone can help others in some way. Even very small things can be a big help to someone else. Community service is done without



wanting anything in return. We should not do a service project and then feel bad when no one tells us thank you. Our joy should just be in doing the project and feeling good about helping.

Here are a few examples of community service projects that you may have done in 4-H. Name some other service projects you have done. Explain how that project helped others and how it made you feel.

- Collecting canned food for the food pantry
- Collecting toys for Christmas presents for kids
- Picking up trash on the roadside
- Helping to serve a meal at the community Thanksgiving dinner

 I Pledge my...

HEAD to clearer thinking,
My HEART to greater loyalty,
My HANDS to larger service,
and my HEALTH to better living,
For my club, my community,
My country and my world.

Zoom Out...

Random Acts of Kindness

Materials List:

- Kindness Scenarios Handout
- Scissors

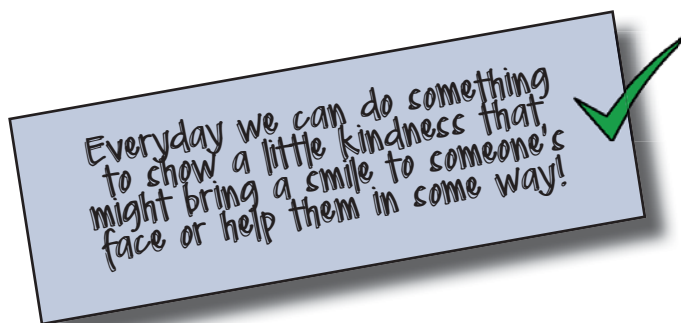
Community service might also be described as having a heart of kindness for others. Has anyone ever heard of “Random Acts of Kindness?” This is just another form of community service! Random acts of kindness may happen any time and is not planned. Here’s a few examples of a random act of kindness:

- A neighbor’s dog got out of the house and the neighbor couldn’t catch it. You catch the dog and return it to the neighbor.
- A friend left their lunch money at home. You share your lunch with them.
- A stranger gives a hand to a senior citizen who is trying to load groceries in her car.

Can you think of something that someone has done for you that could be a random act of kindness? What about something you did for someone else?

In this activity you will divide into groups of 3-5 and read a scenario. Make a copy of the handout, “Kindness Scenarios” and cut apart on the black lines with scissors. Each group will draw a scenario. Discuss ways you might respond in this situation to show kindness. Decide as a group which answer you would like to share. Each group will give a report. Select one person to read the scenario and another person to tell what answer your group chose.

Keep your eyes open for ways to show some kindness to others!



Zoom In...

My Hands of Service

Materials List:

- Construction Paper – a variety of colors
- 3 panel free-standing display board
- Scissors
- Markers or crayons
- Glue or tape

Your hands can make a big difference. Here’s your chance to take a look around your community and see where you can use your “hands for larger service” to help others. Think about these things as you look for community service projects that you could help with:

- Where can I volunteer my time to help in my town?
- What can I collect and donate to help in my town?
- What can I raise money or collect donations for to help in my town?
- What event can I help with in my town?

After you make a list of community service projects you might help with, create a display called “My Hands of Service.” The display is to showcase those projects you would like to help with. Using colored paper, trace your hands and cut them out. You will need one hand for each community service project you have identified. Write the service project and things about it on a hand. Glue or tape the hand to your display. As you finish a service project, add a pictures beside or around your hand of you doing the service project. Add information about the service project, how you

helped, the impact made, and any other information you want to share. At the end of the year, you can look back on your display and see the ways that you used your “hands for larger service!”

Framing Your Thoughts...

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

- How do you feel when you show kindness to other people?
- What are ways that we can show kindness to others?
- Why is it important to get involved in community service?
- Did you learn about some community service projects today that you had not heard of before? Could you get involved in these projects?
- Give an example of how your service has helped someone else?
- What did you learn about community service that you didn't know?
- Where can you go to find out about needs in your community?
- How can you get others involved in community service?
- How could you use random acts of kindness at your next 4-H club meeting?

Developing the Picture...

My Hands of Service activity provides the instructions for a fair category for Beginner 4-H members ages 9-11. Follow the instructions in the fair book on dimensions of the exhibit board and other requirements. Below is an example of what an exhibit-looks like. They are free-standing, 3 panel displays.



Panoramic View...

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



- Explore what it means to do service learning. Find out what the steps are to completing a service learning project.
- Look up the website, Random Acts of Kindness at <http://www.randomactsofkindness.org> . Look at the many examples of random acts of kindness and think of ways that you can show kindness to others.

Kindness Scenarios

Instructions: Copy the scenarios and cut apart on the solid lines. Divide the group into small groups of 3-5 participants. Provide each group with a scenario.

<p>Scenario 1: The dog park is having a Doggie Day Care event this weekend where dog owners can drop off their dog from 10:00-12:00. What could your group do to show kindness at this event?</p>	<p>Scenario 2: The building next to the local library had a fire and there was smoke damage in the library. What could your group do to show kindness to help the community?</p>
<p>Scenario 3: Your Mom has some extra Christmas cards that she is not going to use. What could you do with these cards that would show kindness?</p>	<p>Scenario 4: The boy who lives next door came home and he was locked out of his house. What could you do to show kindness to him?</p>
<p>Scenario 5: You have a piggy bank that you have been collecting coins in for 5 years. You want to use the money to help someone else. How could you use the money to show kindness?</p>	<p>Scenario 6: Your Mother is a great cook and always has dinner ready for the family every evening. What could you do to show kindness to your Mother?</p>
<p>Scenario 7: A local food bank manager was interviewed on the radio. They are low on food and a big winter storm is coming. How can your group show kindness to the food bank?</p>	<p>Scenario 8: A tornado came through a neighboring town and many families lost their homes and everything in them. What could your group do to show kindness to that town?</p>

Build Your Brain Power:

Solve These Riddles

Instructions: Draw a line from the riddle to the correct answer.

1. What has a foot but no legs?
2. What comes down but never goes up?
3. I'm tall when I'm young and short when I'm old. What am I?
4. If I drink, I die. If I eat, I am fine. What am I?
5. What travels around the world but stays in one spot?
6. If I have it, I don't share it. If I share it, I don't have it. What is it?
7. What has hands but cannot clap?
8. What is at the end of a rainbow?
9. What has one eye but cannot see?
10. They come out at night without being called, and are lost in the day without being stolen. What are they?

A Fire

A Needle

Rain

A Secret

A Candle

A Snail

A Star

A Clock

The Letter W

A Stamp

Solution found on page 93.

I pledge my HEALTH
to better living...



HEALTH:

NOUN:

*THE CONDITION OF BEING SOUND IN
BODY, MIND, OR SPIRIT; FREEDOM FROM
PHYSICAL DISEASE OR PAIN*

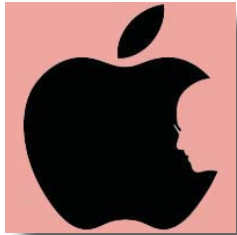
*“Exercise and eating right helps me to
have good health.”*



Sometimes I Feel...

Here's the Angle...

- Develop an understanding of feelings and values
- Learn how to manage feelings in day to day life to control behavior
- Consider how feelings can be a positive and negative influence in your life



Life Skills:

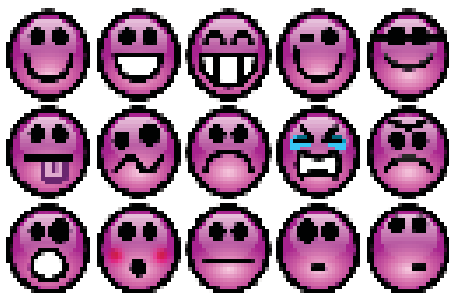
Health -- Managing Feelings;
Self-Discipline;
Self-Responsibility

values are? Values are things that are important to you. Values help us to make decisions that we feel are right for us. Here are some examples of values: friendship, family, belongings, honesty, fairness, caring. What are some other things that you value? Make a list of the things you value in the box!

As you grow up, you will add to your list of values and your feelings may also change. Things that are important to you now may not be as important in 5 years. Just remember to talk to your parents or other adults you trust about your feelings and how to respond to those feelings in a good way.

Let's Focus...

What does it mean when we talk about our feelings? Feelings are our emotions that we show to explain how we feel. What are some examples of feelings and how do you show them? Some



examples might be crying when you are sad, pouting or stomping your feet when you are mad, or smiling when you are happy.

We can learn more about our feelings if we talk about them with others. You can learn how to deal with your feelings when things aren't going right instead of acting out in a bad way.

When you learn more about your feelings, you are also learning about values. Do you know what

The things I value most are: ✓

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

Zoom Out...

Feelings Expressions

Materials List:

- Action Wheel Spinner Handout
- Feeling Word Cards Handout
- Paper Clip
- Foam Board
- Glue
- Thumb Tack
- Paper Sack
- Scissors

Let's play a game that will help us practice expressing our feelings. First, we need to make a spinner board using the "ActionWheel Spinner" handout, paper clip, piece of foam board, glue and a thumb tack.

Unfold the outside loop of the paper clip straight. Cut out the Action Wheel Spinner and lay it over the piece of foam board. Glue in place. Place the paper clip so that the loop is in the center of the spinner. Place the thumb tack in the center of the spinner and the loop on the paper clip. Flick the straight piece of the paper clip to make sure it will spin! (see example in picture below!)

Next, cut apart the Feeling Word Cards and place them in the paper sack.

Here's the game rules:

- One at a time, draw a card from the paper bag.
- Spin paper clip on the spinner board. Follow the instructions on the spinner board and try to get others in the group to guess what feeling you are trying to demonstrate. The tasks on the spinner board include: Act it Out, Draw It, Rhyme It, Define It, Say An Antonym (opposite), Say a Synonym (same as).
- Once the group guesses the feeling you are demonstrating, rotate to the next person until all have had a chance to take a turn or continue until all cards have been drawn.

Zoom In...

My Feelings and Values

Materials List:

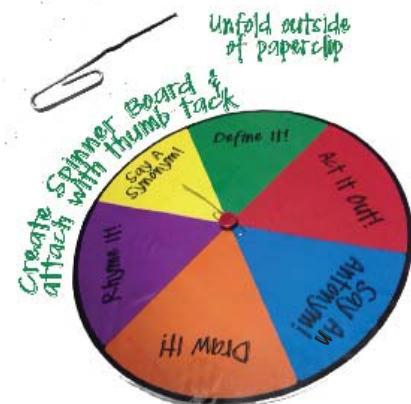
- My Feelings and Values Handout
- Pencils or pens

Complete the handout, My Feelings and Values. Try to finish each of the statements. Some of the statements may make you blush while others may take some time to answer.

Remember one thing before starting: be truthful! This is simply an activity to help you understand yourself. There are no right or wrong answers.

After completing the questionnaire ask your family to answer the same questions. Share with your family some of your responses. Have your family share with you their responses. Discuss with your family the following:

1. Are your feelings and values similar to your family's?
2. Which items did you answer the same? Why?
3. Which items did you answer in a different way? Why?
4. Will your answers influence your future decisions? Why or Why not?
5. How has your family's answers influenced their past or future decisions?
6. Which of the items were hardest to answer?
7. Which of items were easiest to answer?



Framing Your Thoughts...

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

- What is the definition of feelings?
- What are examples of things that you value?
- What is the right way to express your feelings when someone makes you mad or angry?
- Who could you talk to about your feelings when you need help?
- What values do you have that other friends also have?
- Is it good to have friends that have the same values as you?
- Think of a time when your feelings were shown in a bad way. For example, yelling when you are angry. How could you change your reaction to those feelings and respond in a better way?
- What is the one big thing that you learned today that can help you manage your feelings in a positive way?

Panoramic View...

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



- This website has a lot of different activities on expressing feelings. You can try different activities on your own!
<http://www.elementaryschoolcounseling.org/identifying-and-expressing-feelings.html>
- PBSKids website provides information on anger management.
<http://pbskids.org/itsmylife/emotions/anger/index.html>



Action Wheel Spinner

Instructions: Copy the Action Wheel Spinner and cut out the entire circle. Do not cut wedges apart. Glue on a piece of foam board. Follow the rest of instructions in the lesson to finish your spinner.



Feeling Word Cards

Instructions: Cut words apart and place in a paper sack. Play the “Feelings Expressions” game with your friends!

ANGRY	SURPRISED	CONFUSED
SILLY	EXCITED	SCARED
HAPPY	MAD	CRAZY
SAD	STRESSED	HURT
GRUMPY	LONELY	TIRED
FRIGHTENED	FRUSTRATED	BORED
EMBARRASSED	SHY	SHOCKED

My Feelings and Values

Instructions:

Complete each statement below with your answers. Be honest!



1. I don't like _____
2. I wish _____
3. I fear _____
4. I hope _____
5. I love _____
6. I'm embarrassed when _____
7. The thing I am most afraid of is _____
8. I want most to be _____
9. The thing that worries me most is _____
10. Regarding myself, I feel _____
11. I'm most cheerful when _____
12. I'm happy when _____
13. The person who means the most to me is _____
14. My greatest interest in life is _____
15. The ones who love me most are _____
16. In my free time I like most to _____
17. If I could change one thing, it would be _____
18. The three best things about school are _____

19. I have great respect for _____
20. I like to help the world by _____
21. A major thing I plan to do this year is _____
22. My health is _____
23. My greatest strength is _____
24. One thing I would like to learn to do is _____
25. In ten years I'd like to be _____



Better than Okay

Here's the Angle...

- Define self-esteem
- Understand how to build self-esteem
- Practice building self-esteem in others



Life Skills:

Health -- Self-Esteem;
Managing Feelings

Let's Focus...

What is self-esteem? Write your definition below:

The definition of self-esteem is pride in one's self. Young people who feel pride in themselves have confidence in their abilities and believe that they have the potential to reach their goals. This feeling is better than being just okay. It's positive self-esteem! Youth who develop a healthy self-esteem recognize their accomplishments and know they have done their best.

Making good choices in friends who will support and encourage can be a positive step in maintaining self-esteem. What are some other things you can do to build your self-esteem? Youth need opportunities that help them discover that they have value, talents and strengths.



Zoom Out...

Fishing for Compliments

Materials List:

- Fishing for Compliments Handout
- Pencils or Pens

In small groups play "Chit Chat." Standing in a circle, one person whispers a short statement to the person next to them and each person passes the statement around the circle until the statement comes back to the person who went first. The rule is you must say what you heard. After everyone has had a turn, discuss these questions:

- How did the statement change?
- How do words or stories told about others change and become ugly?

Now let's try a fun positive activity. Everyone needs to hear we have done well or be given a compliment. We want the approval from our friends and family. On the flip side, we also need to be kind and give compliments to others.

Write your name at the top of the "Fishing for Compliments" handout. Pass the papers in a circle so that everyone has a chance to write on each person's paper. Write a short compliment on the page about the person whose name is on the paper. Here's a couple of examples: You always wear a smile; You are a great athlete; You're a good friend. When the papers are back with their owner, share a few of the compliments with the group.

Zoom In...

Talking to Yourself

Materials List:

- Notebook paper
- Pencil or Pen



People can lose confidence in themselves under stress. They may tell themselves they are not very smart or even call themselves stupid or ugly. This negative self talk or “put downs” can become a habit. Often this behavior keeps the individual from being the successful person they are working hard to become.

With your pen and paper, divide your paper into 3 columns, column 2 can be small. Follow the directions below to complete the assignment.

1. Think about the “put downs” or negative words you say to yourself and make a list in column 1.
2. Think about the times you used these “put downs” in the last week and record the number in column 2.
3. In column 3 make a list of helpful things you could say to yourself instead of the “put downs”.

Next time you find yourself repeating “put downs” over and over or when you are nervous, frustrated or tense, try these tips to help you re-focus on something more positive.

- Stop!
- Take a few deep, steady breaths
- Use the words of self support from column 3. Tell yourself good things about yourself.

Telling yourself all the negatives will destroy your confidence and self-esteem. This will not help you to succeed; in fact it usually makes things worse. Consider the compliments in the group activity and how they made you feel. Learn to be a friend to yourself and treat yourself with a compliment or two. Kind words from others and from ourselves build up our self-esteem.

Panoramic View...

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

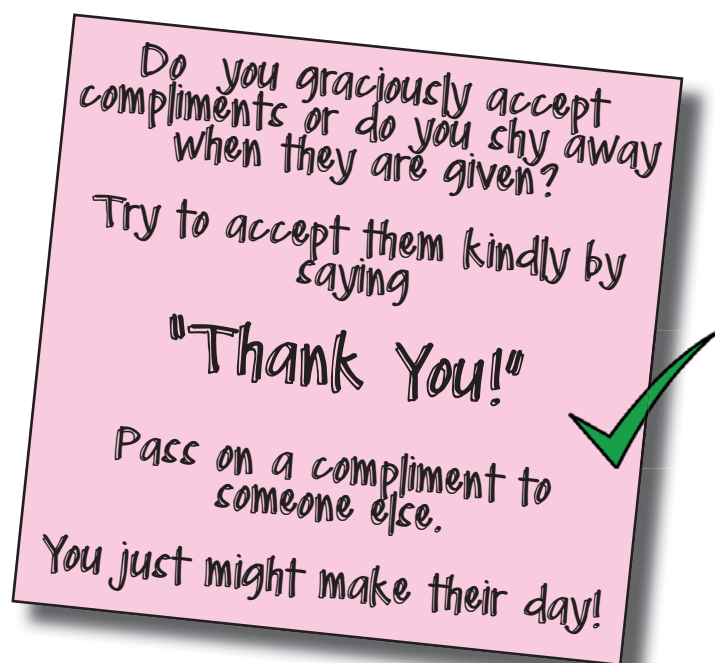


- Read more on self-esteem at this website.
http://kidshealth.org/kid/feeling/emotion/self_esteem.html
- Consider a woodworking or art project in which you use a statement that reminds you to be a true friend to yourself and others. Here’s an example: “The only way to have a friend is to be one.” Ralph Waldo Emerson. Find quotes on friendship at this website.
http://www.brainyquote.com/quotes/topics/topic_friendship.html

Framing Your Thoughts...

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

- How did all of the compliments make you feel?
- Did you discover something about yourself that other people already recognize?
- What kind of put downs do you say to yourself?
- Was it easy giving compliments to others? Why or why not?
- What was hard about making a list of helpful things you could say to yourself?
- Why is it important to learn to speak kindly to others and to ourselves?
- Besides kind words, how else can we build self-esteem?
- How can you use what you have learned in this activity at school? At home?



Fishing for Compliments

Name: _____



Instructions:

Write your name in the space above. Pass papers in a circle. Write a compliment in one of the circles on each paper about that person.

A grid of 16 circular cards arranged in 4 rows and 4 columns. Each card has a light blue background and a small green fish illustration in the top left corner. The cards are intended for writing compliments.



Picture Perfect YOUTH

Oklahoma 4-H Personal Development Curriculum ~ Beginner Level



Gotta Have Friendship!

Here's the Angle...

- Define character
- Identify good character traits that make a true friend



Life Skills:
Health -- Character;
Self-Esteem

Let's Focus...

The goal of 4-H is to help you develop into young adults that are the best you can be. When you become a person of good character, you are helping to make the world the best it can be.

What is character? Character is the moral substance of a person that identifies him or her as a good person. The choices a person makes and the actions a person takes define his or her character. Good or strong character must be carefully developed in our youth. There are several ways that we develop character. Parents or guardians who provide clear and realistic expectations, good examples and reinforcement is one way. Learning how to think and make good decisions is another. Having good role models, whether that be other kids or adults is also important. Are there other people in your life you feel have good character that you admire? Write them below.



The traits of a true friend focus on six main areas. You may have heard of these before as the Six Pillars of Character. The traits are:

- **Trustworthiness**- to be honest, a person of integrity, loyal, and reliable. A person who has a good reputation and builds up others.
- **Respect**- Treat others as you want to be treated, tolerant of differences, considerate, using good manners and handles conflict peacefully.
- **Responsibility** - Doing what you are suppose to, follow through with commitments, be accountable, thinking before you act, always considers consequences, always do your best.
- **Fairness**- Following the rules, being open-minded, listens to others, always doing your part, sharing, never taking advantage of others and giving credit where due.
- **Caring**- Being kind and compassionate, expressing gratitude, forgiving other, helping others always showing you care.
- **Citizenship**- Obeying laws and rules, respecting authority, cooperating, doing your share to make your community better.

Zoom Out...

Keys To True Friendship

Materials List:

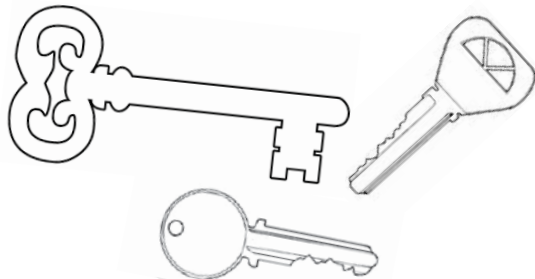
- Poster Board
- Markers, crayons or colored pencils
- Glue
- Key Pattern Handout (enlarge if desired) copied on an assortment of color papers or trace keys on posterboard and cut out to use as a tracing pattern.
- Scissors

Everyone has their own ideas of what it means to be a true friend. Let's check out this video about friendship. Go to this link or scan the QR Code to access video. <https://www.youtube.com/watch?v=38Sxy5hrej0>



For this activity, you are going to work in small groups of 3-4 people. Your goal is to create a poster that explains what your group thinks are the keys to true friendship. Make plenty of copies of the "Key Pattern" handout on either white or colored paper. In each key, write a quality of true friendship. Cut out the keys and use as many keys as your group would like on your poster. Don't forget to include a title on your poster: "Keys To True Friendship."

After everyone has finished, share your poster with the other groups.



Zoom In...

Hands Of Friendship

Materials List:

- Watercolors and brushes
- Watercolor paper- thicker paper is best
- Black permanent markers- medium line
- Small cups for water
- Paper towels

Friendship is an important part of life. Your thoughts on friendship might be a little different than what your group came up with. Here's your chance to define the qualities that YOU look for in a friend!

Create your own Hands of Friendship art project by following these steps. Don't be afraid to use your imagination and creativity for your art.

1. On watercolor paper, use the black permanent marker to trace your hand. Move your hand to a few different positions and repeat the process until you come up with something that looks similar to this.



2. Next, use the water color paints and brush to paint your hand prints in any way you like. The more water you use with your paint and brush, the lighter the color will be when it dries. Here's an example of what a water color painting might look like.



3. After the paper dries, write the qualities that you feel are most important in friendship on your painting. You can write them inside your handprints or on the paper any way you like.
4. If you have a good friend you feel has all of these qualities, frame it and give it to them for a gift, or frame it and place it in your room as a reminder of the type of friend you want to be to others.

Framing Your Thoughts...

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

- What are the 6 characteristics of character?
- What were some concepts of friendship that were hard to understand in the beginning?
- How did you feel about listing traits of a true friend?
- What did you learn about your friendships by doing this activity?
- Why is it important to consider what makes a true friend?
- How were the viewpoints of the group different? The same?
- How will learning the traits of a true friend help you?
- What advice would you give to someone who wants to be a better friend?
- How will identifying the traits of a true friend help you in your day to day life?

Panoramic View...

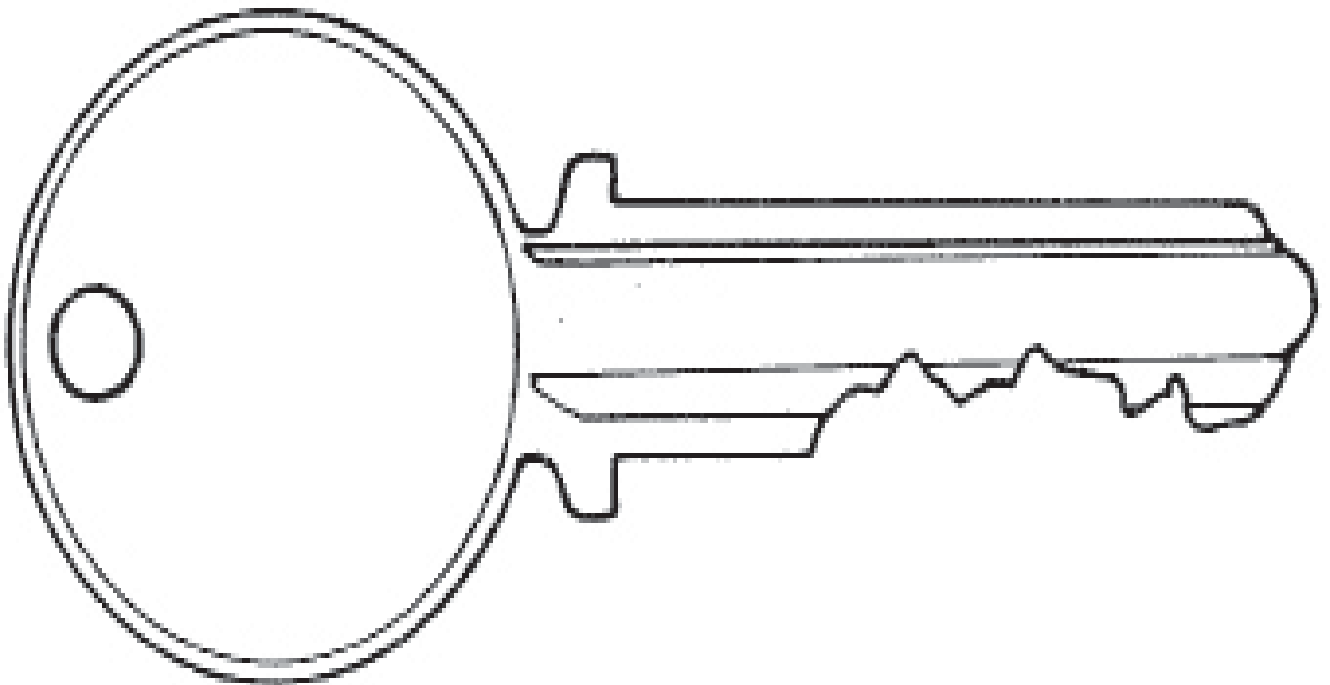
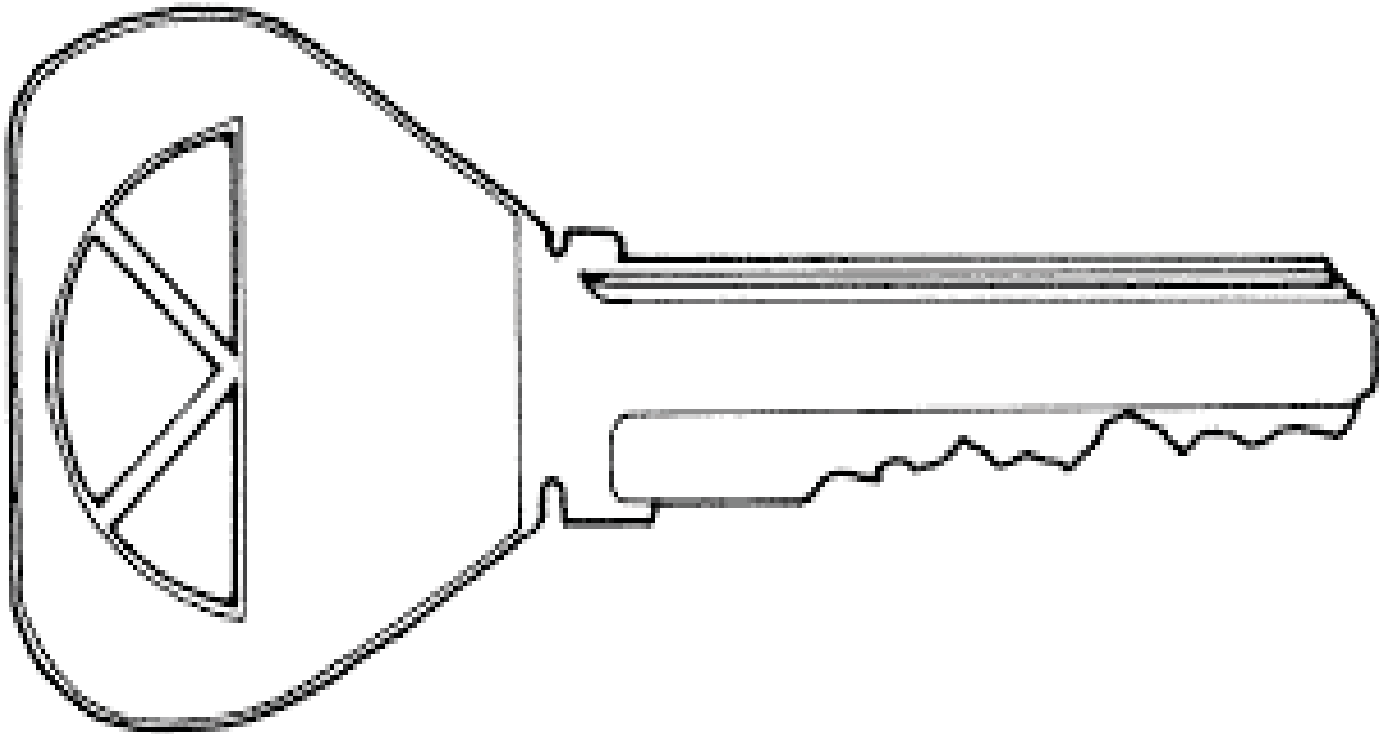


Here's some additional things you can explore to learn more or scan the QR Code to access Panoramic View online for easier access.

- Bruno Mars song, Count On Me, is a great song! Check out this video or use your technology skills to create your own video! <https://www.youtube.com/watch?v=L14QtTGtjF4>
- Watch this video called Friendship Soup Recipe. What ingredients would you include in YOUR friendship Soup? <https://www.youtube.com/watch?v=H7w7yXkJTu0>
- Go to your local library or school library and check out the book, *How To Lose All Your Friends* by Nancy Carlson. Think about the bad behaviors described in the book. Do you act like that sometimes? What can you do to change your behavior into a more positive example?
- The Kids Health website has some great information on friends: <http://kidshealth.org/kid/talk/kidssay/talkingabout-friends.html>

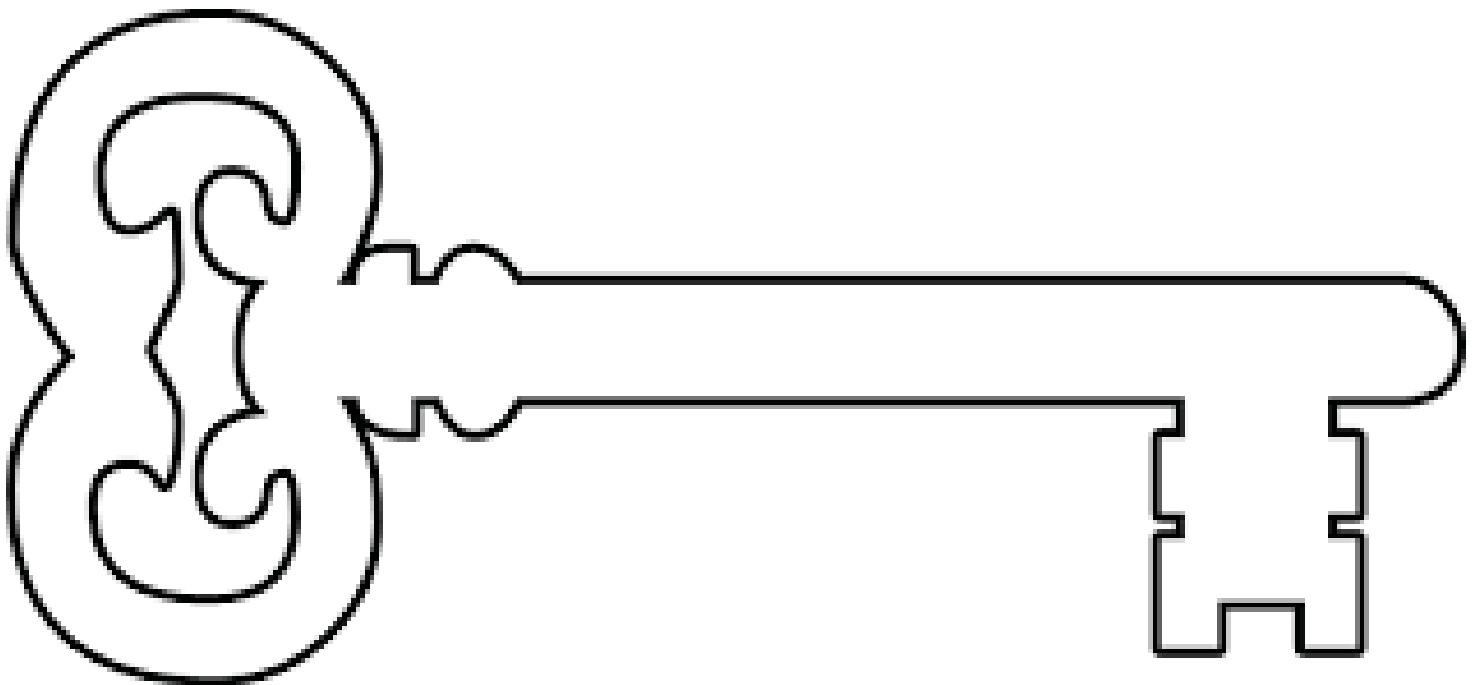
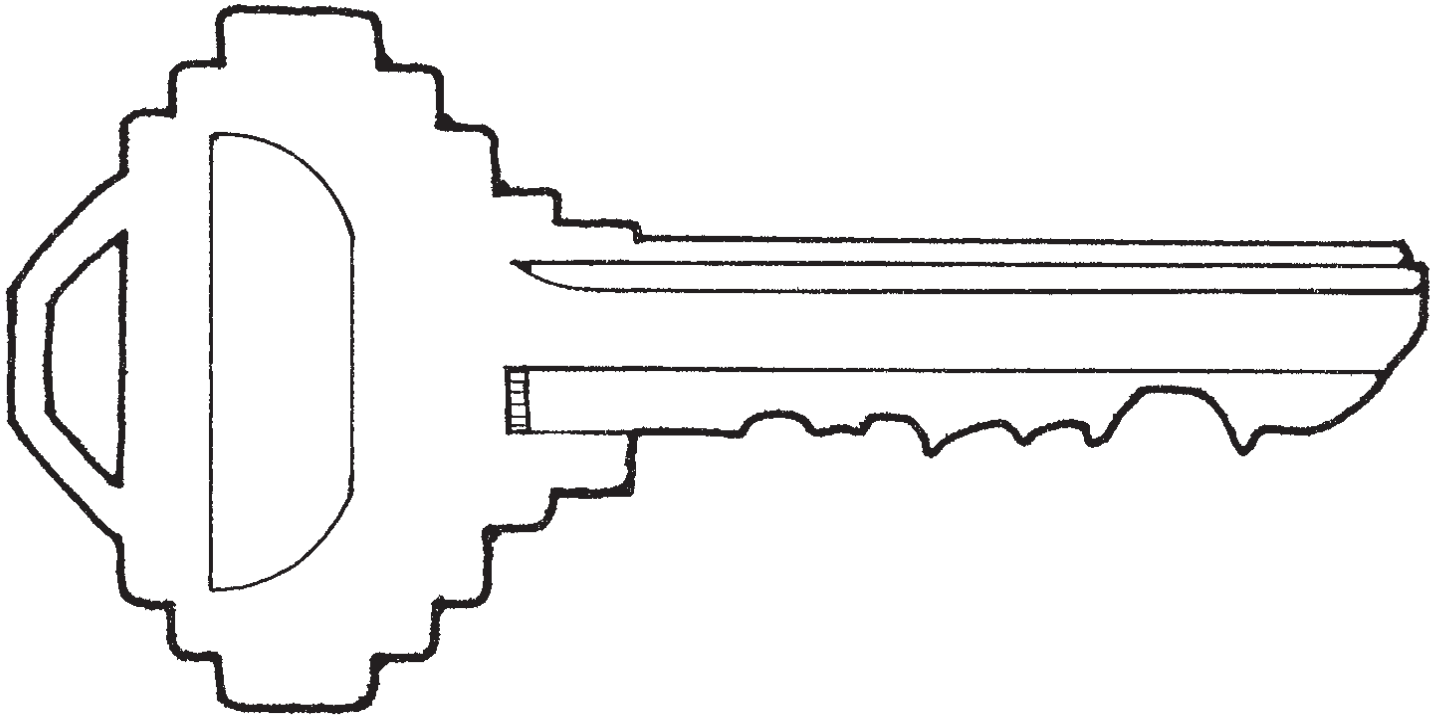
Key Pattern

Instructions: Make copies of the Key Pattern on white or colored paper. Cut out keys and follow instructions in the “Keys To True Friendship” activity to create a poster.



Key Pattern

Instructions: Make copies of the Key Pattern on white or colored paper. Cut out keys and follow instructions in the “Keys To True Friendship” activity to create a poster.

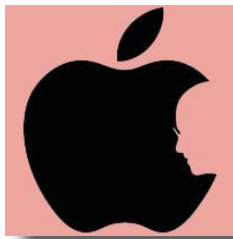




Stress Less

Here's the Angle...

- Learn techniques to reduce the effects of stress as an individual and how you can help others
- Discover what things stress each individual
- Understand that the management of our time can help us to reach goals, be successful and aid in the management of stress



Life Skills:

Health -- Stress Management;
Healthy Lifestyle
Choices;
Self-Responsibility

Let's Focus...

Juggling all the things that we do each day can create stress. Stress is the response of the body to the demands of daily living. Stressors are the sources or causes of stress.



A stressor can be physical, mental or social. Examples of stressors might be: having an argument with a friend, being chased by a dog, or worrying about a test. Are there some things that cause you stress?

It is important to know how to identify and deal with stress. Stress can cause feelings such as being mad, sad, scared, tense, frustrated, or ignored. Stress might also cause you to feel sick with symptoms like astomachache or headache.

When you feel stress do you keep your feelings all to yourself or react to your friends and family in a negative way? When you are feeling stressed out, it can help to talk to someone and get things off of your chest. It is important to remember that you can't take your stress out on other people!

Check the information below on other tips to help you reduce your stress.

Stress Less Tips

1. Use responsible decision-making skills
2. Get enough rest and sleep
3. Participate in physical activities
4. Write in a journal
5. Talk with close friends
6. Talk with parents and trusted adult friends
7. Help others
8. Express affection in appropriate ways
9. Care for pets
10. Change your outlook
11. Keep a sense of humor
12. Use a time management plan

Zoom Out...

Heavy Load

Materials List:

- Ten unopened food cans of varying sizes (some large, others medium size)
- Empty pillow case
- Feeling Words Handout (See Page 72 in Managing Feelings lesson)
- Tape

This activity is designed to show how the feelings we have about stressful things or stressful changes can add up to a heavy load. Work in small groups of 6 or 8. Each group will need a set of the supplies on the Materials List.

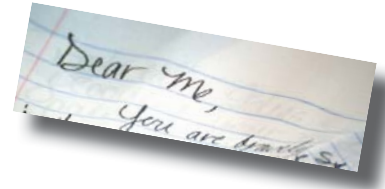
1. Make a copy of the “Feeling Words” on page 72. Cut apart on the solid lines.
2. Tape one Feeling Word on each can. Place the cans where the group can see them.
3. Each member of the group will pick out one can of feelings they have felt during the week.
4. Place the cans into the empty pillow case and let each person carry it around the room to experience the weight it adds and how it grows heavier the longer it is carried. This is an example of how “heavy” your stress becomes when you carry around all of these emotions.
5. Now have each person remove their can from the pillow case. Take turns talking about what change or incident caused the feeling listed on each can.
6. As a group, talk about how you might be able to get rid of some of the stressful feelings that were shared.

Zoom In...

Dear Me...

Materials List:

- Dear Me Handout
- Pencil or Pen



Take some time to reflect on the things that stress you. Read the “Dear Me” handout. Fill in the blanks with your thoughts and feelings.

You do not have to share the letter with anyone unless you want to. The letter will help you figure out the things that cause you stress and how stress makes you feel.

Sign your name at the bottom of the letter and put it in a safe place. Review the letter once in a while to remind yourself of the stressors that you have and look for ways to manage them better.



Framing Your Thoughts...

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

- What's the definition of stress?
- What are things that make you stressed out?
- How do you know when something is stressing you out?
- Why is it important to be able to recognize signs of stress?
- Were there symptoms of stress discussed that you have not experienced?
- What advice could you give a friend who is stressed out?
- Describe a time when you were able to avoid stressors and have a good day.
- Which of the stress reducing strategies do you plan to use to help you manage stress?

Panoramic View...



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

- Brainsmart, BBC has a video on managing stress: <https://www.youtube.com/watch?v=hnpQrMqDoqE>
- Kidshealth.org has information on stress and teen health: http://kidshealth.org/teen/your_mind/emotions/stress.html
- West Virginia Cool Kids Tool Kit is a coloring and activity book about stress. Check it out at: <http://wvsystemofcare.org/wp-content/uploads/2013/03/Cool-Kids-Tool-Kit-09-Letter-Size-Version.pdf>

Dear Me...

Instructions: Fill in the blanks with your thoughts and feelings to complete the “Letter to You.” Review the letter once in a while to remind yourself of the stressors that you have and look for ways to manage them better.

Dear Me,

There’s nothing unusual about being stressed! It happens to everyone...even me. Sometimes I feel _____ because other people _____. When I am at school, it bothers me when teachers _____. They ought to be more _____. I wish my parents would stop _____. It would sure help if they could _____. I like it when my parents help me with _____.

This makes me feel _____.

Sometimes I get upset and nervous when I have to _____. I don’t like it when I have to _____ because it makes me feel _____.

I also worry about _____ and it upsets me if I don’t _____.

I can usually tell if I’m feeling tense or stressed because I notice one or more of the following symptoms.

(check all that apply)

- | | | | |
|---|--|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Sweaty palms | <input type="checkbox"/> Tightness in throat | <input type="checkbox"/> Tired | <input type="checkbox"/> Not hungry |
| <input type="checkbox"/> Dizzy | <input type="checkbox"/> Shaky legs | <input type="checkbox"/> Crying | <input type="checkbox"/> Headaches |
| <input type="checkbox"/> Upset stomach | <input type="checkbox"/> Heart beats fast | <input type="checkbox"/> Face is hot | <input type="checkbox"/> Can’t sleep |
| <input type="checkbox"/> Back or neckache | <input type="checkbox"/> Other _____ | | |

When I am stressed, I sometimes do things I wish I wouldn’t do. For example, I... (Check any that apply)

- | | | |
|--|---|---|
| <input type="checkbox"/> Bite my nails | <input type="checkbox"/> Grind my teeth | <input type="checkbox"/> Eat too much |
| <input type="checkbox"/> Am rude to others | <input type="checkbox"/> Stomp my feet | <input type="checkbox"/> Crack knuckles |
| <input type="checkbox"/> Yell at others | <input type="checkbox"/> Cry | <input type="checkbox"/> Don’t eat |
| <input type="checkbox"/> Other _____ | | |

On the other hand, I try to cope with stress by _____. One thing I do to relax is _____. I know that stress is a part of living and growing. I can handle stress because I have learned how to _____.

Love,



Safe In My World

Here's the Angle...

- Learn to recognize dangers in your environment



Life Skills:

Health -- Personal Safety;
Stress Management;
Self-Responsibility

Let's Focus...

What does it mean to be safe in your world? Safe from what? Where is your world? Do you live in a city or a town? Maybe you live in a rural area. Is it a farm or a ranch? Maybe you live out of town on a busy highway or by a large body of water? To know how to be safe in your world we must consider where you live and what the dangers are around us.

Zoom Out...

I.D. The Danger

Materials List:

- Flip chart paper or butcher paper
- Markers or crayons
- Variety of resource materials on the top 5 home dangers such as fire, tornado, poisoning, drowning, and lightning (see list of websites in the information box)

I.D. The Danger Resources

- <http://www.usfa.fema.gov/kids/flash.shtm>
- <http://www.ready.gov/tornadoes>
- <http://www.cdc.gov/HomeandRecreationalSafety/Poisoning/index.html>
- <http://www.safekids.org/watersafety>
- http://kidshealth.org/kid/watch/out/bike_safety.html
- http://kidshealth.org/kid/watch/out/bike_safety.html
- <http://atv-youth.org/>
- <http://www.weather.gov/safety>



Divide youth in two groups, those that live in town and those who live in a rural area. Each group will brainstorm dangers where they live. Groups should consider their home or close neighbor, not the entire community. Each group should select a recorder to take notes and a reporter to share the group's ideas when called upon.

Each group should answer the following points:

- List of dangers in and around the home
- Who would be affected?
- How severe is the danger?

When each group is finished, they should report what they discussed. The entire group should determine the top 5 dangers that are the same for both groups, town and rural. Then as a group, compile a list of resources that will educate students about the common dangers. Divide up the list of dangers among youth willing to research and report back at the next meeting.

Zoom In...

What's the Safety Plan?

Materials List:

- Notebook paper
- Pencil or Pen
- Computer with internet
- Resource materials from I.D. The Dangers Activity



Now that you have identified some of the dangers in and around your home, it's time to write a safety plan. What is a safety plan? It is important information that every family member needs to know in case of an emergency. A safety plan is needed if there is a fire in the home. What should you do if this emergency happens?

Use the resource materials listed in the I.D. The Dangers Activity or look up other resources on the internet for a specific danger you want to write a safety plan for. Be sure to work with your family to develop the plan. Here are the important things to include in your written safety plan.

- Emergency contact phone numbers
- Contact information for a family member or friend not living in the home
- List of supplies (if needed) to help with the danger. This might include a disaster kit, first aid kit, special equipment, etc.
- Step by step instructions of how to deal with the danger. It is a good idea to use pictures or photographs to explain the steps, not just words.

Once you have completed the safety plan, practice it with your family and adjust the plan if needed. Keep a copy of your plan in a safe place so that if there is an emergency, you can use your plan to stay safe.

Panoramic View...



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

- The FBI website has valuable tips on safety for kids. Check out the website at: <https://archives.fbi.gov/archives/fun-games/kids/kids-safety>
- The Safe Kids Worldwide website has information on many areas of safety. Check out the website and choose at least three topics to review. What can you change to be more safe? http://www.safekids.org/safetytips/field_age/big-kids-5%E2%80%93939-years
- Kidshealth.org has information on staying safe: <http://kidshealth.org/en/kids/watch/>

Framing Your Thoughts...

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

- What was the hardest thing to do in the activity, “I.D. The Danger?”
- How did you decide what the most severe danger was in your community?
- Is there more than one sever danger in your community?
- Why is it important to have a “Safety Plan?”
- What did you learn about dangers in your community as a group that you might not have known before?
- How will making a safety plan help you and your family?
- Where can you find resources to help you make decisions about steps to keep you and your family safe?
- How can you take a leadership role in informing other families how to make a safety plan?

Developing the Picture...

It’s important to be ready if there is an emergency. Do you have an emergency preparedness kit in your home? There are different types of kits, depending on the disaster (fire, tornado, earthquake, flooding, etc.). But there are some basic supplies that are important to have in a kit for most emergencies.

Using the website, <http://ready.gov>, research the information on building a basic emergency preparedness kit. You can enter this kit in the Fair for the Personal Development Category. The kit should be contained in a tub or bucket with a lid, small suitcase, etc. Be sure to refer to the rules in the fair book for more details.

Please note: commercial products (Disaster Preparedness Kits, etc) may not be used for a fair entry. Kits must be assembled by 4-H member.



Appendix



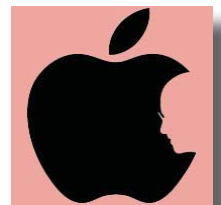
Head



Heart



Hands

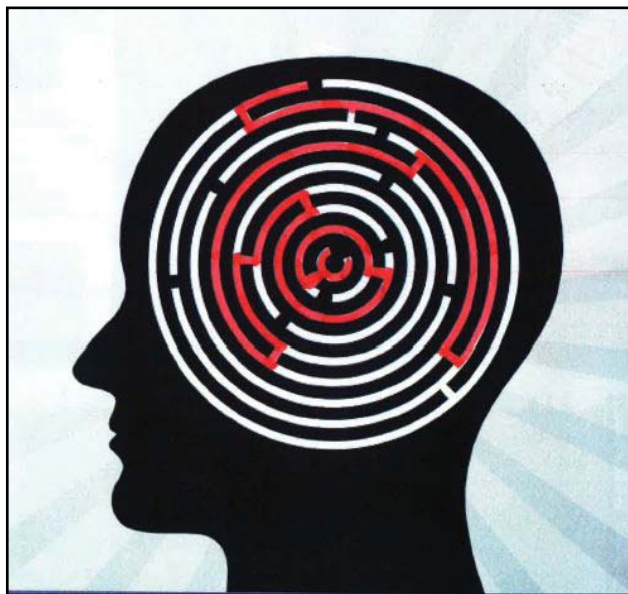


Health

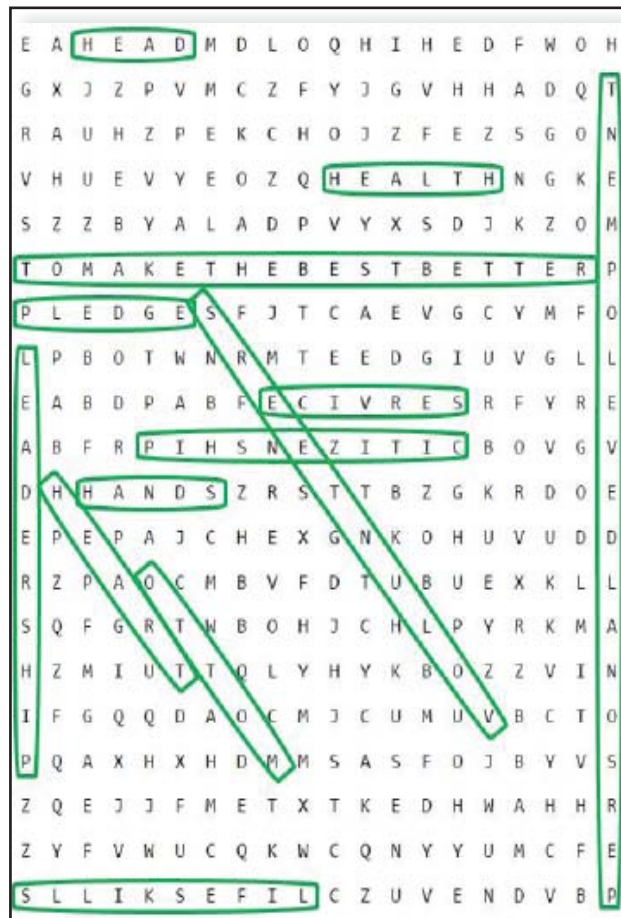
To Make The
Best Better!

Answer Keys to Puzzles

Use Your Head To Solve This Maze ~ Page 6



4-H Word Search Page 30



4-H Crossword Puzzle Page 52

Across

4. I pledge my hands to larger **SERVICE**.
6. 4-H records youth keep are known as **RECORD BOOK**.
9. Members recite this at the beginning of the club meeting. **PLEDGE**
10. 4-H colors are white and **GREEN**.

Down

1. Personal **DEVELOPMENT** is a project where you learn about yourself, your family and your community.
2. ...for my club, my community, my country, and my **WORLD**.
3. I pledge my **HEALTH** to better living.
5. The emblem of 4-H is a **CLOVER**.
8. I pledge my **HEART** to greater loyalty.

Build Your Brain Power: Solve These Riddles

Page 66

1. What has a foot but no legs? **A SNAIL**
2. What comes down but never goes up? **RAIN**
3. I'm tall when I'm young and short when I'm old. What am I? **CANDLE**
4. If I drink, I die. If I eat, I am fine. What am I? **A FIRE**
5. What travels around the world but stays in one spot? **A STAMP**
6. If I have it, I don't share it. If I share it, I don't have it. What is it? **A SECRET**
7. What has hands but cannot clap? **A CLOCK**
8. What is at the end of a rainbow? **THE LETTER W**
9. What has one eye but cannot see? **A NEEDLE**
10. They come out at night without being called, and are lost in the day without being stolen. What are they? **A STAR**

Personal Development Exhibit Scoresheet

4-H Member's Name: _____

County: _____ Class Number: _____

DESIGN AND APPEARANCE	EXCELLENT	GOOD	NEEDS IMPROVEMENT
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 ft. away)			
Exhibit size/instructions were followed (poster size, exhibit size, signature/year, specific class requirements)			
Overall Appearance and Effectiveness of Exhibit			
COMMENTS:			
KNOWLEDGE LEARNED	EXCELLENT	GOOD	NEEDS IMPROVEMENT
Subject/Content Appropriate for Age of Member			
Easy to Understand			
Subject Matter, Knowledge and Skills Are Presented Clearly in Exhibit			
COMMENTS:			

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Acknowledgments

Project Leader/Director and Author

Cheryl A. Newberry, District Extension 4-H Youth Development Program Specialist, Oklahoma State University

Authors (in alphabetical order)

Dana M. Baldwin, Extension Educator, FCS/4-H Youth Dev & CED, Oklahoma State University, Major County

Gerri A. Ballard, Extension Educator, 4-H Youth Development, Oklahoma State University, Carter County

Janelle L. Maples, Extension Educator, FCS/4-H Youth Dev, Oklahoma State University, Okfuskee County

Developmental Editor

Cathy S. Allen, Assistant Extension Specialist, Agricultural Communications Services, Oklahoma State University



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