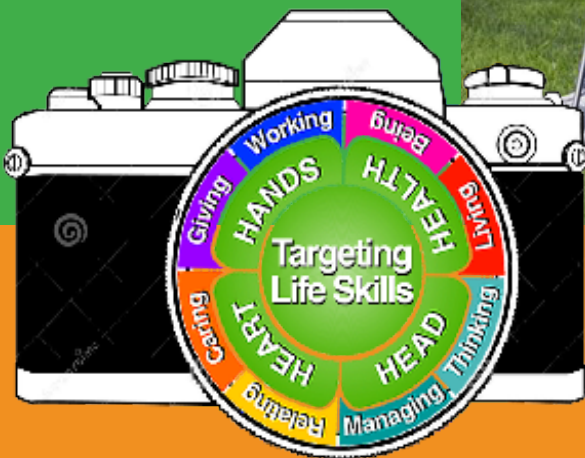




OSU EXTENSION  
4-H YOUTH DEVELOPMENT

# Picture Perfect **YOUTH**

Intermediate Level  
Ages 12-14



Oklahoma 4-H  
Personal Development  
Project Manual

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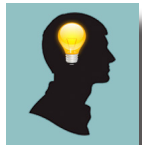


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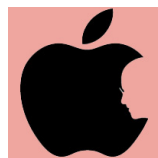
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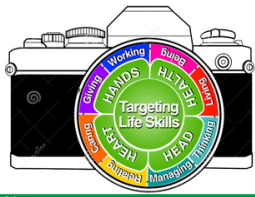
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# Picture Perfect Youth

Oklahoma 4-H Personal Development Curriculum ~ Intermediate Level



Welcome to your journey of discovering more about personal development!

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

The objectives for the Personal Development Project are:

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

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

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

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

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

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

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

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

**Panoramic View** ... Extended learning opportunities -- lessons will provide additional activities you can do to learn more about the topic. This information is also posted on the website at this link. A QR code is provided in this section to access the website. <https://goo.gl/cez1Fb>

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 that the lesson will address. Below is an example of what to look for on the page to find the life skills.

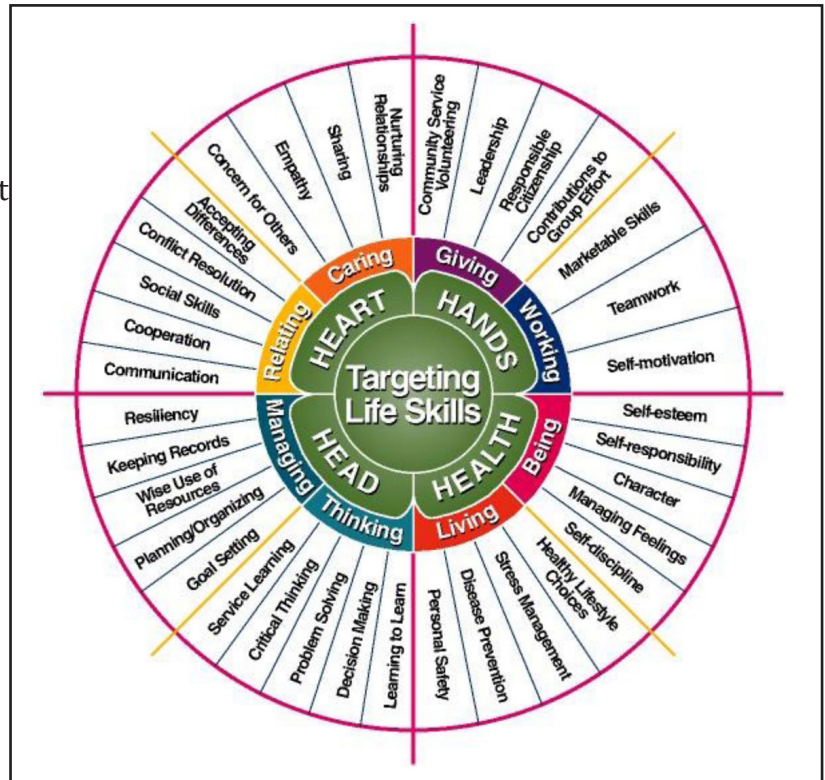
## Here's the Angle...

- Develop skills in goal setting



**Life Skills:**  
Head -- Goal Setting

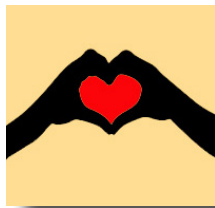
The Targeting Life Skills Model is divided into the 4 H's -- Head, Heart, Hands and Health. Icons for each H are used throughout the project manual, along with the life skills on which the lesson is focusing. Below are the icons to help you remember the connection to the Targeting Life Skills Model.



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



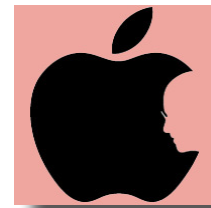
## Head




## 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...



Never make your home in a place.  
Make a home for yourself inside your own HEAD.  
You'll find what you need to furnish it - memory,  
friends you can trust, love of learning and other such things.  
That way it will go with you wherever you journey.

~ Tad Williams ~



**Instructions:** 4-H is special for many reasons. Write something you love about 4-H using each letter of the alphabet. Come up with a word or phrase that begins with each letter. GO!

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

D \_\_\_\_\_

E \_\_\_\_\_

F \_\_\_\_\_

G \_\_\_\_\_

H \_\_\_\_\_

I \_\_\_\_\_

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Y \_\_\_\_\_

Z \_\_\_\_\_



# Picture Perfect Youth

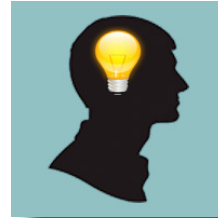
Oklahoma 4-H Personal Development Curriculum ~ Intermediate Level



## Goal Setting Tree

### Here's the Angle...

- Understand tips to help youth stay focused on a goal
- Develop teamwork skills in working toward a goal
- Design artwork that defines a personal goal



### Life Skills:

Head -- Goal Setting

### Let's Focus...

Goals are important to achieving success. Most athletes, business men and women, politicians and even students need goals to give them direction and focus. Goals help break things down into manageable steps so you don't get overwhelmed.

Keep these tips in mind when thinking about goals you want to set and work toward.

1. **Make sure your goals are specific and realistic.** Use numbers, dates or other details to help guide you. Here's a sample goal: "I want to raise my C in Algebra to a B before Christmas break by completing my homework daily and asking for help when I don't know how to do the work."
2. **Change doesn't happen overnight.** It takes time and dedication to achieve a specific goal. Don't give up! Change will happen if you stay focused on the goal.
3. **Repeat your goal to remember your focus.** Say your goal out loud each morning to help remember what you are aiming for. Every time you state your goal, you are training your brain to make it happen.
4. **Don't try to please others.** Your goals shouldn't be based on trying to please someone else. Work toward goals that mean something to you. Is it okay to have a goal with a team? Yes! But if your team's goal is to win at least 10 of the 15 games, you also may need to set some personal goals you can work on to help the team achieve their goal.
5. **Roadblocks do not mean failure.** Everyone who sets a goal has had things get in their way. Look for ideas to work around the roadblocks or failed attempts. Remind yourself to get back up and try again. Sometimes it is a process of elimination to figure out the right solution.

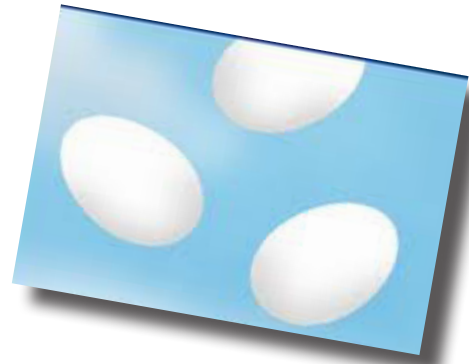


## Zoom Out...

# The Great Egg Drop

### Materials List:

- Eggs
- Straws – 50 straws per team
- Masking tape – one role per team
- Ladder
- Plastic bags or plastic drop cloths



**Set Up:** Provide each team a plastic bag or drop cloth to use for their workspace. This will protect the furniture or floor if an egg breaks while working on the project. Place plastic bags or a large plastic drop cloth in an open area of the room. Place the ladder in the center of the covered area. This will be used to drop the egg containers.

### Instructions:

Goal setting is important when working with a team. Before a group begins a project, it is important to make sure everyone is on the same page and working together toward the same goal.

In the activity, The Great Egg Drop, your goal is provided below. It is your job to figure out how to achieve that goal. Before you begin, discuss your strategy and work together. Divide into teams of four youth. Each team will receive an egg, 50 straws and a role of masking tape. All members of the team need to be involved in the activity. Teams will have 15 minutes to design and build their egg drop container. Teams will take turns dropping their egg container from the ladder at a height of 8 feet.

**The Great Egg Drop Goal:** Design a container to hold a single egg that will protect your egg- from breaking when dropped from 8 feet (the height of most supermarket shelves). The only supplies you may use are straws and masking tape to build your container.

*After the activity, discuss these questions:*

- How many ideas did your team discuss before deciding on one to use?
- How was the decision made on what strategy to use?
- What were the steps to achieve before the final product was finished?
- Were there any disagreements among your team? If so, why?
- How many teams achieved the goal?
- What made for a successful egg drop container?







## Framing Your Thoughts...

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

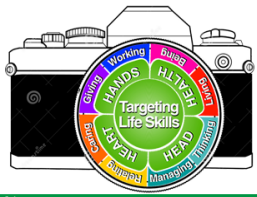
- Why are goals important for success?
- What is a goal you set and have achieved?
- What roadblocks can get in the way of accomplishing your goals?
- Who can you turn to for help with a goal?
- How does writing down and saying a goal outloud help you?
- What qualities do you need to stay focused on your goal?
- When can you use goal setting in 4-H and why is this important?
- What could you have done differently to reach a past goal quicker or easier?

## Panoramic View...



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

- Athletes are great at setting goals. Check out these videos by Classroom Champions to learn more about goal setting. <http://www.classroomchampions.org/lessons.php?filter-lesson=3&filter-grade=-1&filter-country=-1&filter-athlete=-1&filter-type=2>
- Read a book for teens on goal setting and other topics. Visit your local library, download or purchase from a bookstore. Some titles to look for include:
  - *Do Hard Things: A Teenage Rebellion Against Low Expectations* by Alex and Brett Harris
  - *The 7 Habits of Highly Effective Teens* by Sean Covey
  - *The 6 Most Important Decisions You'll Ever Make* by Sean Covey
  - *Don't Sweat the Small Stuff for Teens* by Richard Carlson, Ph.D.
  - *The Code: The Five Secrets of Teen Success* by Mawi Asgedom
  - *The Success Principles for Teens* by Jack Canfield
  - *What Color Is Your Parachute for Teens* by Carol Christen and Richard N. Bolles



# Picture Perfect **YOUTH**

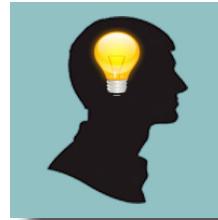
Oklahoma 4-H Personal Development Curriculum ~ Intermediate Level



## Study Skills for Success

### Here's the Angle...

- Understand tips and tricks to help make homework less work
- Practice yoga to relieve stress
- Learn to track homework completion by using a checklist



### Life Skills:

Head -- Study Skills;  
Learning to Learn

### Let's Focus...

Homework can be overwhelming, especially if you are involved in lots of extra-curricular activities or have difficulty with school. There are some ways to help make homework feel like less work and it's not that hard to do. Identify a couple of the tips listed below that you think will be most useful and start with those. As you feel ready, try another strategy. Hopefully you will find things that help you turn homework into a positive experience.

#### Tips for Making Homework Less Work

- **Create a Homework Plan** – If you don't understand the assignment, be sure to ask your teacher for help. Write down your assignments in a notebook or planner or use the Check It Off! handout provided in this lesson. Use extra time at school, like study hall or lunch, to work on homework so you have less to do after school. Set up a specific time you will do homework at home. Try to stay with that schedule to create a comfortable routine.
- **Find a Good Place to Study** – In front of the television might not be the best place for studying because it can be distracting. Find a place that is quiet, has good work space and will allow you to keep things organized. A desk in your bedroom, a home office or another quiet nook in your home will work great.
- **Get to Work** -- Tackle the hardest assignments first then move on to things that don't require as much mental power. If you get stuck on a problem, don't stress. Take a break from it and come back to it later or ask a parent or friend for help.



- **Take a Break** – Sitting for too long without stretching or relaxing can make you less productive. If your homework takes more than an hour, take a 15 minute break every hour. Go for a short walk, practice yoga, get up and dance to your favorite song or just relax and move around. This will give your mind a rest and then you can re-focus on your work.



- **Get Help When You Need It** – It is okay to ask for help when you don't understand something. It's better to ask than to get further behind. Talk to your teacher and ask to meet after school. If you don't feel comfortable asking a teacher, talk to a guidance counselor. He/she may be able to get you the help you need through a tutoring program or another option. Talk to other students who do well in the subject. Ask if they can help you study or explain things you don't understand.

## Zoom Out...

## Study Break Yoga

### Materials List:

- Computer
- Projector
- Extension cord
- Internet access
- Yoga mats (optional)

Studying can be stressful if you are tired, don't enjoy the subject or have a lot on your plate. There are some things you can do to help you relieve stress and focus before you study. Yoga is one way to do that! Kids Health has a series of videos called Study Break Yoga that will help you relieve stress. As a group, watch the videos and practice yoga. When you go home, you can view the videos and take a yoga study break any time you need it!



Scan the QR code to access the videos or go to the link provided below.

[http://kidshealth.org/teen/school\\_jobs/studysmart/yoga\\_break.html?tracking=T\\_RelatedArticle#cat20597 Article#](http://kidshealth.org/teen/school_jobs/studysmart/yoga_break.html?tracking=T_RelatedArticle#cat20597 Article#)

**NOTE:** If your county has a trained educator/facilitator for the Yoga for Kids program, invite him/her to your meeting to lead a yoga class.

# Zoom In...

## Check It Off!

### Materials List:

- Check It Off! handout
- Pencil or pen

Checking things off of the list can instantly make you feel better! Why not use this to your advantage with your homework?



Using the “Check It Off!” handout, write down your school subjects in the first column. Below the subject lines are a few other things listed like individual project, group project and big test that you can also complete. After you write in your subjects, make at least four copies of the handout and put in a notebook or on a clipboard. This will give you enough pages to keep track of your progress for one month.

Each day you complete your homework for a specific subject, mark it with a checkmark or smiley face. If you didn't get your homework finished for a subject on a particular day, mark with an X or sad face. If you didn't have any homework for a subject on a particular day, leave it blank or come up with some symbol you like. If you prefer to color code with markers, go for it!

If you have an individual project, a group project or a big test during the week, write it in the appropriate box so you remember to study or work on it. Mark off each day you work on that task. Remember to include the time you study on the weekends! Review each week and look at the times when you didn't complete your homework. Think back to why you didn't complete it and what you can do next week to get all your homework done. Make notes, to help you for next week.

Picture Perfect **YOUTH**

### Check It Off!

**Instructions:** List your school subjects in the left hand column. Add any projects or big tests in the space provided. Write in the month and the date above each column. Each day, review the chart and mark with a check mark or smiley face when you complete homework for each subject. If you don't finish homework, mark with an X or sad face. Make copies of this page so you can have a new one each week.

Subject or Task	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Math	✓		✓		✓		
English	Had ? for teacher X	✓	✓				
History		✓		✓			
Science	✓	Fell asleep X		✓			✓
Reading/Spelling	✓	✓	✓	Finished in study hall X			
Computer Lab							
Individual Project: Due: Feb 5 Science Fair Project	✓			✓			✓
Team Project:							
Big Test: Feb 4 Science	✓			✓			

Intermediate Level

## Framing Your Thoughts...

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

- What tips for making homework less work will help you?
- Are there other tips you use that help you with your homework?
- How does yoga or exercise help you relieve stress?
- Why is it important to keep track of completing your homework?
- How will practicing the tips for making homework easier help you?
- Why is learning about study skills important in personal development?
- What other areas of your life could use these tips?
- How can you help a friend or sibling who struggles with homework?

## 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.

- Kids Health website has many articles on homework. Review the articles and find tips you can try. <http://kidshealth.org/en/teens/homework.html?ref=search>
- Tips, Tricks & Life Hacks for Testing, Homework and Papers – this teenager provides some great ideas to help you with these tasks. <https://www.youtube.com/watch?v=2P188EXW8n8>
- Create a homework music playlist that is not distracting. Consider using instrumental music so you are not tempted to sing along instead of read or study.
- Need to laugh and relieve some stress? Watch this video on 7 Best Excuses for Missing Your Homework. [https://www.youtube.com/watch?v=JbnrK\\_1KtC8](https://www.youtube.com/watch?v=JbnrK_1KtC8)

# Check it Off!

**Instructions:** List your school subjects in the left hand column. Add any projects or big tests in the space provided. Write in the month and the date above each column. Each day, review the chart and mark with a check mark or smiley face when you complete homework for each subject. If you don't finish homework, mark with an X or sad face. Make copies of this page so you can have a new one each week.

<i>Subject or Task</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>
<i>Individual Project:</i>							
<i>Team Project:</i>							
<i>Big Test:</i>							



# Picture Perfect YOUTH

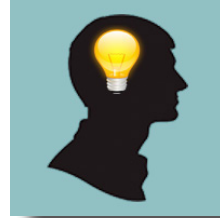
Oklahoma 4-H Personal Development Curriculum ~ Intermediate Level



## Solutions for Problem Solving

### Here's the Angle...

- Identify the five steps in problem-solving
- Practice problem-solving skills with a group to accomplish a goal
- Create a problem-solving poster using a personal example



### Life Skills:

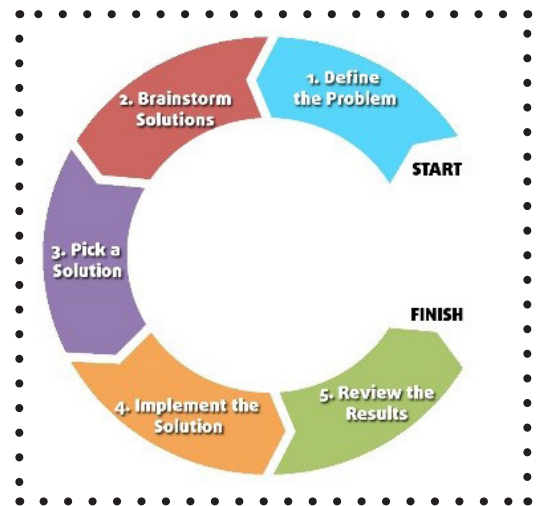
Head -- Problem-solving

### Let's Focus...

We all solve problems every day, but most of us don't ever stop to think what process we use to solve those problems. Without clear guidelines to solve problems, many individuals struggle to overcome obstacles. Teenagers face a variety of problems ranging from minor disagreements with friends to major academic problems that could affect their future. Those who lack problem-solving skills may feel stuck or overwhelmed.

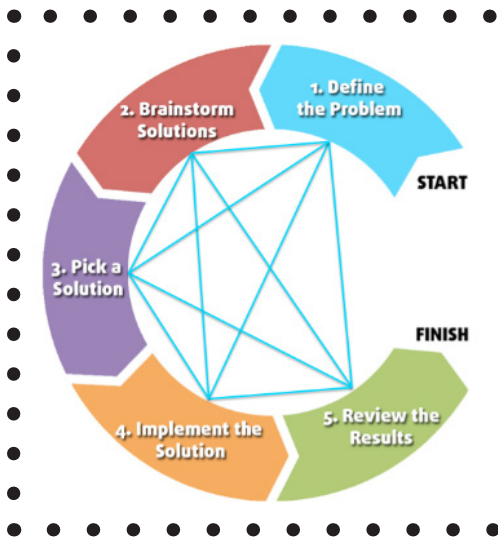
There are five simple steps that will help you with solving problems by yourself or with a group.

1. **Define the problem.** What is the issue that needs to be solved? Perhaps it is something simple like what outfit to wear or something more complex like what community service project to do in your 4-H club. Defining the problem also establishes a goal for what you want to achieve.
2. **Brainstorm solutions.** Put all ideas on the table. If you are working alone, make a list of possible solutions. When brainstorming with a group there are no bad ideas and everyone's voice should be heard. When the problem is a complex one, more ideas might be needed. Sometimes the most bizarre idea might just be the one that works!





3. **Pick a solution.** When working with a group, come to consensus (the majority agrees) on what solution to try. If the list of solutions is long, narrow it down by having each person rank the top three solutions. Once the top three ideas are identified, vote to choose the best one. This allows each person to have a say in the decision.



4. **Implement the solution.** Divide up the tasks to get the job done. Each person can do things they like to do. Keep the group informed of progress and whether or not the solution is working. Sometimes changes have to be made to the plan but that is part of the process.

5. **Review the results.** As a group, discuss the things you did to solve the problem. Did it work? What could have been done differently to get a better result? If the problem wasn't solved, go back to step 2 – brainstorming – and try again.

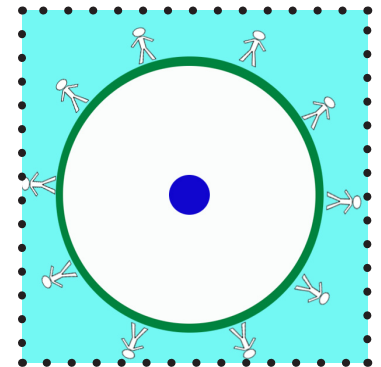
As you can see from the graphic to the left, sometimes problem-solving doesn't happen in the exact order of the five steps. The group may skip around and that's okay. Keep working together until you come up with the best solution.

## Zoom Out...

## Don't Touch Me!

### Materials List:

- A 50 foot rope formed into a large circle
- A 3-5 foot rope formed into a small circle, a poly-dot or carpet square
- Stop watch



**Set-Up:** Place the large loop on the floor/ground in a circle shape so all group members have room to stand around it facing the middle of the circle. Place the small loop or spot in the center of the circle.

**Instructions:** Each member of the group must cross the circle and end up standing on the opposite side outside the loop. As the person passes through the middle of the circle, they must step inside the inner circle (or on the dot). The goal is to complete the activity as quickly as possible without any players touching each other. The outer loop and inner loop/dot may not be moved. If anyone is touched during the game, they must yell "Don't touch me!" Each touch will result in a five second penalty. The leader will keep time.

Use the steps in the problem-solving model to make a plan for your first attempt. Next, evaluate what worked and what didn't. Adjust your plan, set a goal of a time you think you can accomplish based on the first time, and do the activity again until you feel you have achieved the best possible time.

After completing the activity, discuss the following questions:

- What did you need to do in order to make your time improve?
- How do you keep everyone honest when touching in the loop?
- Did you use the problem-solving model in the exact order or did you skip around?



## Zoom In...

# Problem Solving Poster

### Materials List:

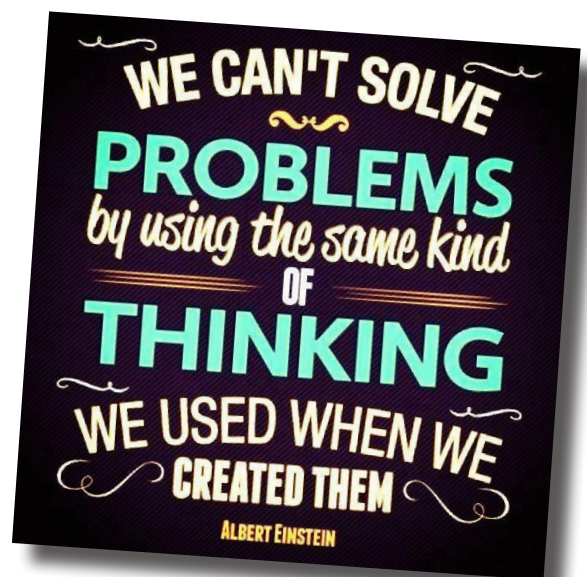
- Posterboard – 14 X 22 inches
- Colored paper
- Markers, colored pencils or crayons
- Pictures (optional)
- Glue
- Scissors

Pick a problem you want to use for this activity. It can be something you do by yourself or with a group of friends. Use the space on the next page to write down your problem. Write down the steps of problem-solving in a notebook and keep track of what you do as you work through the problem. Be as specific as you can.

After you have solved the problem, create a poster including the following information:

1. The five steps of problem-solving
2. The problem you addressed
3. What you did in each step to address the specific problem
4. Add pictures of you working on the problem

You can use your creativity to design the poster. After you have finished, share your poster with your 4-H club or class.



My problem is...



## Framing Your Thoughts...

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

- In the game, Don't Touch Me!, what was the hardest part of solving the problem?
- What did you observe about how the group agreed or disagreed when working on the problem?
- Why is it important to know the steps in solving a problem?
- How do you tell the difference between success and failure when working on a problem?
- What are things you do in 4-H where problem-solving would help?
- What other skills are needed to work through a problem?
- What did you learn about problem-solving that can help you get your homework done?
- Is there is a problem you are dealing with these steps can help you solve? If so, can you share that problem with the group?

# 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.

- Can You Solve The Bridge Riddle? Alex Gendler – this YouTube video is a problem you can solve. <https://www.youtube.com/watch?v=7yDmGnA8Hw0>
- Can You Solve The Prisoner Hat Riddle? Alex Gendler – This YouTube video is a problem you can solve. <https://www.youtube.com/watch?v=98TQv5IAtY8>
- The Wilderdom Store – find a game on this website and lead a group of friends or your 4-H club in solving the problem. This is a good way to practice your leadership and problem solving skills. <http://wilderdom.com/games/InitiativeGames.html>
- Humor that Works website has problem solving activities to challenge creativity. Try these fun activities to think creatively and practice problem solving. <http://www.humorthatworks.com/how-to/20-problem-solving-activities-to-improve-creativity/>

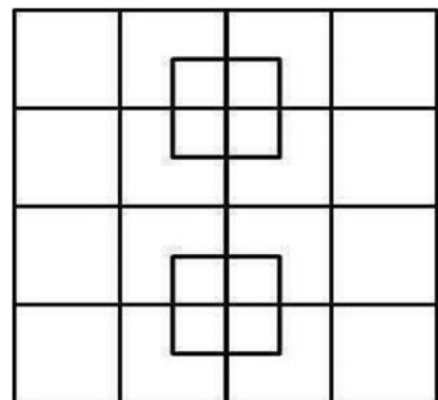


## Developing the Picture...

The Problem-Solving Poster activity provides the instructions for for Intermediate 4-H members ages 12-14 fair category. Follow the instructions in the fair book for poster size, signing the back, etc. before entering in the fair.

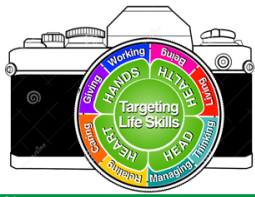
## Just for Fun...Solve these brain teasers!

Six frogs are trained to reverse their order so that their numbers read 6, 5, 4, 3, 2, 1. You can move a frog into an empty square in front of it or jump over one into an empty square. Frogs may move forward or backward. What is the least amount of moves required for the frogs to reverse their order without jumping outside of the squares?



How many squares?

*Solutions found on page 96.*



# Picture Perfect Youth

Oklahoma 4-H Personal Development Curriculum ~ Intermediate Level



## Using Money Wisely

### Here's the Angle...

- Learn ways for middle school youth to earn money
- Understand the concepts of spend, save, donate and invest
- Develop skills in creating a personal budget



### Life Skills:

Head -- Wise Use of Resources;  
Keeping Records

### Let's Focus...

Do you have all the money you want? Most of us don't have that kind of cash at our disposal, but we all wish we did! Money is an important resource to us. It is the main source of how we are able to get the things we need and want. As you get older, you will be given more responsibility with money. What are some ways you currently earn money? Write your answers in the box.

As a "tween," you may receive an allowance, do small jobs like babysitting or mowing yards or do chores to earn cash. There are other ways to get items you need or want that don't require money. Trading something you have for something another person has is a possibility. For example, if you like the color blue better than yellow, you might trade your yellow shirt for your brother's blue shirt. Working to receive an item also is an option. For example, if you mow the yard five times, you can earn a \$25 gift card.

The more important question is: how are you spending your money? Learning how to manage money wisely is important so you can have money to buy things later that you need and want. A **need** is something you must have or cannot do without. Some examples of needs are food and shelter. A **want** is something you would like to have but you could do without. Examples of a want might be expensive headphones or a pair of name brand tennis shoes. What are some

I earn money by...

of your needs and wants? Write them in the boxes provided.

Managing money can be divided into four general categories: spend, save, donate and invest. Even middle school youth can start now using these four strategies for managing money so that you develop good financial habits. But what does each category mean?

- **Spend** – money used for things needed on a daily basis.
- **Save** – money is put back for emergencies or for things you want but cannot afford right now, but plan to buy soon.
- **Donate** – money you give on a regular basis to a cause, church, or other charitable organization.
- **Invest** – money put back for the purpose of earning more money. This might be things like the stock market, a CD (certificate of deposit) or other types of investment accounts. Most investments are for the long term, such as college or retirement, and are not intended to be used for immediate needs. You may not be ready to invest money yet, but you can look into options for investing as you have an interest.

NEEDS

WANTS

## Zoom Out...

## If I Had A Million Dollars...

### Materials List:

- Flip chart paper
- Markers



What would you do if you had a million dollars? That's the challenge for this team activity. Using the four strategies for managing money – spend, save, donate and invest – your task is to figure out how you would allocate a million dollars.

Divide into teams of four to six youth. Each team will receive four pieces of flip chart paper and markers. Write one strategy on the top of each page. Brainstorm as a group how you would divide the money into these categories. Be specific in how you would use the money. For example, if you would buy

each team member a new car, how much would that cost? If you estimate \$100,000, write that information on the “spend” page. Also note on the “spend” list if that expense is a need or want. Take about 15 minutes to plan how you would spend a million dollars. Each team will share their million dollar budget with the whole group.

As groups share their budget, discuss these questions:

- Did your needs outweigh your wants on your spending list? If no, why?
- How did you work as a team to decide how you would allocate the money?
- Which category did you allocate a bigger portion of your money? Why?
- What skills were needed to do this activity?
- If you had the million dollars all to yourself, would your lists look different?



## Zoom In...

### My Budget Plan

#### Materials List:

- My Budget Plan handout
- Pencil or pen

Learning how to budget your money is a skill you will use throughout life. Budgeting requires you to keep track of your income and decide how you will divide that income into the four money management strategies – spend, save, donate and invest. It’s not too early to start using these strategies so you create good habits with your finances.

Find the “My Budget Plan” handout on page 26. This worksheet is a monthly planning guide. Make copies so you can continue to use this handout each month.

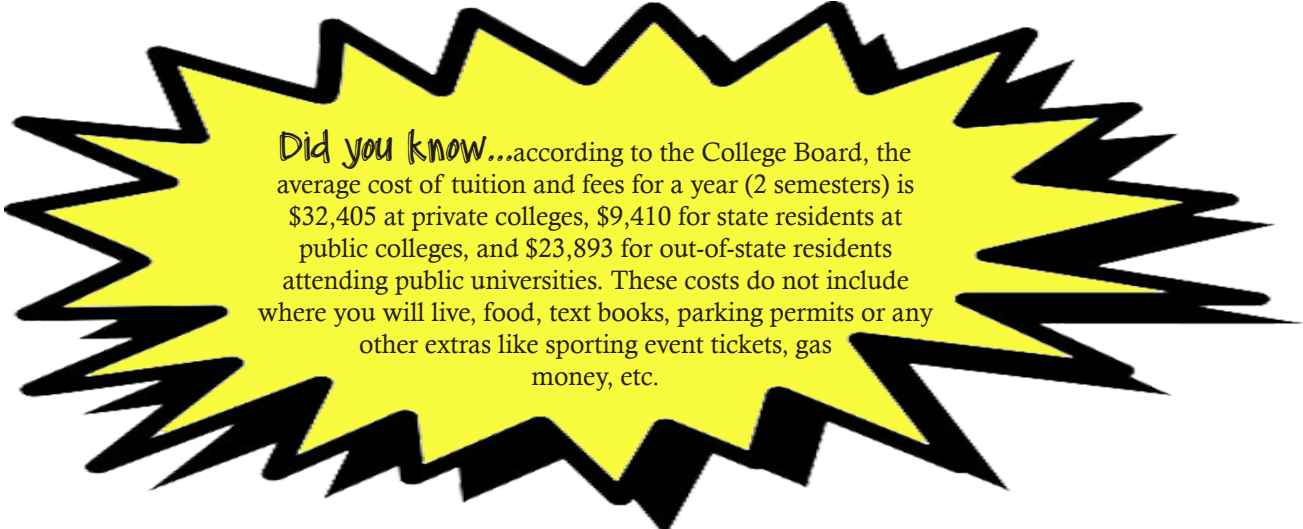


- **Step 1:** Write down all your sources of income for the month. If you receive an allowance, earn money from a job or receive money as a gift for a birthday or other occasion, record it in this section. Sometimes you may not know you are going to receive income. And if that happens, add it to the handout. It might be best to use a pencil so you can erase if needed.
- **Step 2:** In the four columns, divide out how you will allocate the income into spend, save, donate and invest. List details such as specific things you are planning to buy, what you are saving for, what you are investing your money for, where you are going to donate your money, etc. See the example on page 24. In your “spend” column, note whether the item is a need or a want.

At the end of the month review your budget plan. Did you stick to your plan or were changes made? Make note of changes. Maybe you spent more than you had budgeted. From where did you take that money?

Keep working on your handout each month and start building good habits of budgeting your money. Even though you may not have much money right now, you will be a successful money manager if you practice this skill.

<b>MONTH</b>				
<b>Income</b>	<b>Spend</b>	<b>Save</b>	<b>Donate</b>	<b>Invest</b>
Allowance -- \$50	\$20 - Lunch at School (need) \$10 -- iTunes card (want)	\$10 -- Savings acct (general)	\$5 -- Church	\$5 - Money Market Acct for college
Birthday Money from Grandma -- \$50		\$50 -- savings acct (for new phone)		
Babysitting -- \$100	\$25 - Cell phone payment to Mom (need)	\$25 - Savings acct (for new phone)	\$10 - Church	\$40 - Money Market Acct for college
Put up Christmas Lights at local businesses -- \$100	\$50 -- Christmas shopping (want)		\$50 - Toys for Tots gifts	
<b>Totals:</b> <b>\$300</b>	<b>\$105</b>	<b>\$85</b>	<b>\$65</b>	<b>\$45</b>





## Framing Your Thoughts...

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

- What are ways you can earn money to be able to establish a personal budget?
- What is the difference between a need and a want? Give a personal example.
- What are the four strategies of managing money?
- Have you ever budgeted your money before? If so, how did you decide how you would spend it?
- Why is it important to pay for needs first?
- How will learning about budgeting help you in the future?
- What advice would you give to a younger brother or sister about managing money?

## 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.

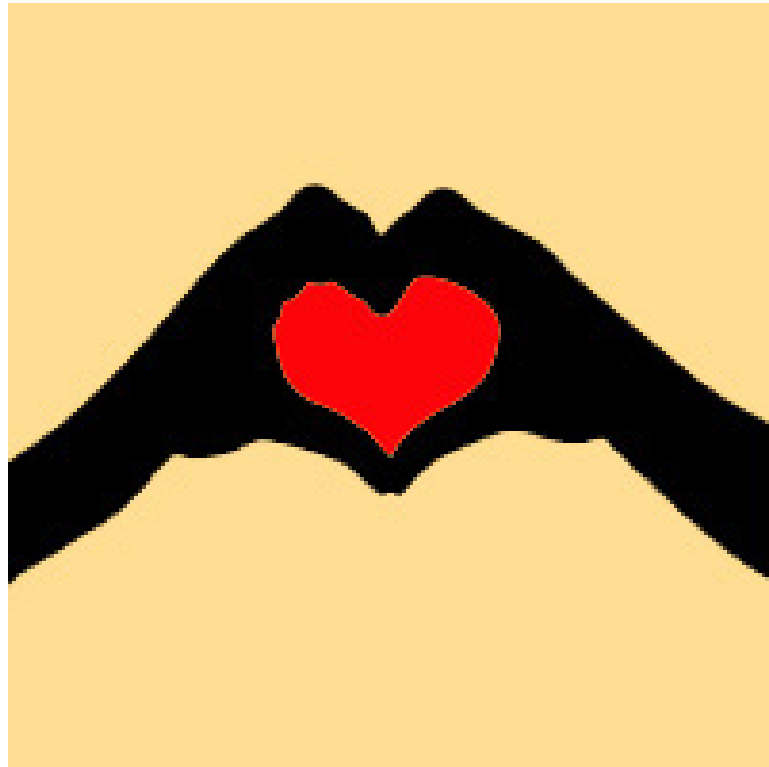
- Try the MoneyAndStuff.info Quiz to test your knowledge of money related questions. <http://www.moneyandstuff.info/quiz.htm>
- Keeping a Money Diary is a good way to learn money management. This website provides information to help you track your income and expenses in a different way. <http://www.themint.org/teens/keep-a-money-diary.html>
- It's not too early to think about how you will pay for college! Check out the links on this website to learn more about college. <http://www.moneyandstuff.info/college.htm>
- There are different ways to give to others. Explore this website to find out how to give without spending any money. <http://www.themint.org/teens/giving-money.html>

# My Budget Plan

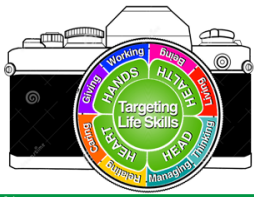
**Instructions:** Record your income in the first column. Then allocate how you will budget the income into the four categories -- spend, save, donate, invest. At the end of the month, add up the totals for each column. Review your budget and make notes where changes were made.

<i>MONTH</i>				
<i>Income</i>	<i>Spend</i>	<i>Save</i>	<i>Donate</i>	<i>Invest</i>
<i>Totals:</i>				

I pledge my HEART  
to greater loyalty...



The most useful asset of a person is  
not a head full of knowledge  
but a HEART full of love,  
with ears open to listen  
and hands willing to help.



# Picture Perfect YOUTH

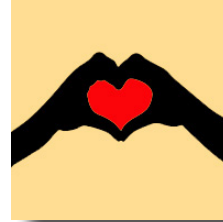
Oklahoma 4-H Personal Development Curriculum ~ Intermediate Level



## CELL-utations!

### Here's the Angle...

- Learn basic phone etiquette
- Understand and practice proper cell phone etiquette



### Life Skills:

Heart -- Manners;  
Communication

### Let's Focus...

In 1876, the invention of the telephone was created by Alexander Graham Bell. Telephones have come a long way since then and expanded from the land-lines in a home or business to the digital age of cellular phones. Cell phones have only been commonly used within the last 25 or 30 years. Cell phones are used not only to talk to others, but to text, explore the internet, interact through social media, play games and much more.



Just like there are etiquette rules for the dinner table, there are also etiquette rules for using the phone. Keep the tips listed below in mind when using a phone.

#### Making calls:

- When you place a call, identify yourself right away.
- If the phone call gets disconnected, the person making the call should redial the number.
- If you dial the wrong number, apologize before hanging up.
- If you get someone's voice mail, don't hang up. Leave your name, number and a brief message.

#### Receiving Calls:

- When answering the phone, say "Hello."
- If you answer someone else's phone for them and the caller doesn't identify themselves, politely ask "Who's calling please?"
- If you answer someone else's phone for them and you need to take a message, write down the 3 W's – who is it, what time did they call and why did they call.
- If you receive a call from someone who dialed the wrong number, just tell them politely they've dialed the wrong number.

### Cell Phone Etiquette:

Cell phones make communication easy and convenient. The popularity of cell phones has created the need for a new type of manners – cell phone manners. Most of the same manners that apply to land-line phones also apply to cell phones, but there are a few extra guidelines. Review the “Are You Cell Phone Savvy?” in the box at right.



### Are You Cell Phone Savvy?

1. Choose a ring tone that is pleasant and not annoying.
2. Turn down ringer volume so others are not disturbed.
3. Speak softly and avoid arguments, discussing personal problems or issues in public.
4. In public, keep your conversation short. Don't try to have a phone conversation while checking out at a store or ordering a meal.
5. Place cell phones on silent in libraries, movie theaters, churches, doctors' offices, restrooms and school buildings.
6. When answering a call, move at least 10 feet away from other people so you do not disturb their conversations or activities.
7. Remember, using a cell phone while driving or operating machinery is not a good idea and is against the law in some states.
8. Before making a cell phone call, make sure you have a good signal.
9. If someone using a cell phone is talking too loudly, try moving to another location. If that is not possible, ask an authority figure, such as the restaurant or theater manager, to talk to that person.

### Text Messaging:

- Text messages can be forwarded on to others, so be careful what you send!
- Treat texting as you would a cell phone call. If you should not be talking on the phone, you probably shouldn't be texting.
- Never text while driving. It is against the law and very dangerous.
- Make sure your cell phone plan includes texting because it can cost extra.
- Don't send a message or receive one from someone you don't know.
- Be courteous and do not text while involved in a conversation, in class, at a meeting or during a meal. If you really need to communicate with someone who is not at the event or at the table, excuse yourself and then return as soon as you can.

### Cell Phone Bullies:

Unfortunately, cell phone bullying has quadrupled over the last five years. Bullying is NOT acceptable behavior, and you can be held accountable for it. If you have ever been bullied, or have a friend who has, there are some things you can do to stop it.

- Let your parents know what is happening. They can contact the appropriate people or the authorities.
- Block the bully's number from your phone.
- Avoid chat rooms or social media interactions with the bully.
- Report inappropriate behavior from others on chat sites or social media sites.



## Zoom Out...

### Cell Phone Savvy

#### Materials List:

- Cell Phone Savvy Scenarios
- Cell phones to use for role play

Practice makes perfect so let's see how well you handle different situations when using a cell phone. Divide into teams and draw a Cell Phone Savvy card. The card has a scenario your team is to role-play. Come up with your best solution to handling the situation. Each team will perform their scenario for the whole group.

After each scenario, discuss these questions:

- Did the team handle the situation properly?
- If not, what should they have done differently?
- Are there other good solutions for this situation?



## Zoom In...

### Journal It and Judge It

#### Materials List:

- CELL-utations: Journal It and Judge It handout
- Pencil or pen

You may not realize when you are using improper cell phone etiquette. Make a conscious effort to do a better job of following the cell phone etiquette rules.

One way to work on your cell phone etiquette is to keep a journal of when you use your cell phone and what you did. Reflect on how you could have improved your actions. Using the CELL-utations: Journal It and Judge It handout, complete the activity for a minimum of three days. Make copies of the page before you begin.

Some examples of things you might write down include the following:

- Turned off phone when going to a movie
- Answered phone and had a conversation with friend while eating dinner with family
- When making a call to a retail store, stated name and reason for calling
- When at school, used cell phone during the lunch hour

Which of these things are a poor example of cell phone etiquette?



## Framing Your Thoughts...

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

- Has someone else's cell phone ever interrupted you while eating at a restaurant or watching a movie? How did it make you feel?
- What are some ways that you show good etiquette with your cell phone?
- How could your cell phone habits affect others?
- What is one cell phone habit you need to change?
- Why do you think cell phone manners are important?
- What are some ways you can help others to practice good cell phone etiquette?
- How do you think cell phone manners will help you in the future?
- How do you think having cell phone manners helps your communication skills?

## 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 these videos on cell phone etiquette:  
<http://abcnews.go.com/WNT/video/conversation-cell-phone-etiquette-12994478>  
[https://www.youtube.com/watch?v=Ot\\_bkUepQk](https://www.youtube.com/watch?v=Ot_bkUepQk)
- Easy Etiquette for Preteens: Minding Your Manners -- this website has a section on cell phone etiquette as well as many other topics. Explore and see what new tips you can find.  
<http://www.pamf.org/preteen/growingup/etiquette.html>
- Research the laws for cell phone use in vehicles. Encourage your parents or other drivers to follow the law where cell phone use is concerned. You might just save a life!

# Cell Phone Savvy Scenarios

## Cell Phone Savvy Scenario #1

You are at the movies with your best friend. All during the previews, the person sitting behind you has been talking loudly on his cell phone and continues talking when the movie starts. What should you do?

## Cell Phone Savvy Scenario #2

You are at the library working on a group project. One of the members of your group has a loud and inappropriate ringtone that keeps going off. Your group can't get any work done because her phone is constantly ringing. What should you do?

## Cell Phone Savvy Scenario #3

You and a friend decide to go get something to eat after practice. He decides to drive. It's already dark and pouring rain. On the way to the restaurant his cell phone starts ringing. What do you do?

## Cell Phone Savvy Scenario #4

Your best friend meets you after school in tears. She explains that someone keeps sending her rude text messages. She says she's too embarrassed to tell a teacher and she wants to confront the bully herself. She asks you to go with her. What do you do?

## Cell Phone Savvy Scenario #5

Your Mom is driving you to school and she gets a text from your Dad. She starts to type a response while driving. What should you do?

## Cell Phone Savvy Scenario #6

Your grandparents are hosting a family dinner to celebrate your 13th birthday. While at the dinner table, a cousin makes a call to a friend and is talking while they are eating. What can you do to help with this situation?

## Cell Phone Savvy Scenario #7

You and a friend are talking to each other one evening in an online chat room. A person you don't know joins in on your conversation and is using foul language and is trying to get you to meet them at the park. What do you and your friend do?

## Cell Phone Savvy Scenario #8

The math teacher is giving a test and you see a classmate using their cell phone to do the calculations for the problems. The rules at school are that cell phones can only be used during the lunch hour. What do you do?

## Cell Phone Savvy Scenario #9

You are helping serve meals at the local women's shelter and you get a phone call while you are working. What should you do?

## Cell Phone Savvy Scenario #10

You are in church and the cell phone belonging to an elderly lady sitting right in front of you starts to ring. She doesn't hear the phone and the ringing is disrupting the service. What should you do?



# CELL-utations: Journal It and Judge It

**Instructions:** Keep track of your cell phone use for three days. Review the cell phone etiquette and determine if your actions were the right thing to do. If they were wrong, write in the “Judge It” column a better way to handle the situation. Make several copies of this page so that you have plenty of space to journal for three days.

JOURNAL IT	JUDGE IT



# Picture Perfect YOUTH

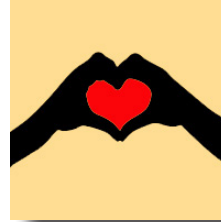
Oklahoma 4-H Personal Development Curriculum ~ Intermediate Level



## Did You Hear What I Said?

### Here's the Angle...

- Understand the importance of good communication and listening skills
- Recognize roadblocks to good listening and ways to overcome the roadblocks
- Learn active or reflective listening skills



### Life Skills:

Heart -- Communication;  
Social Skills;  
Cooperation

### Let's Focus...

Communication is important in any relationship. It helps people share feelings and ideas, exchange messages of expectations and reduce tension and solve problems. It also allows us to develop a better understanding of others. However, effective communication can be complicated. It involves a sender, a receiver and a message. If any of those parts are unclear or contradictory, then a communication "breakdown" may happen.

Specific skills can be learned to promote effective communication. One of those skills is listening. If you are the receiver, listening requires you to accurately hear what is being said, as well as restate back to the sender the message that was heard. Have you ever listened to someone but not really heard what he or she was saying because you weren't "really listening?" Listening is hard work. It is just as important as what you say. Good listening skills include the following:

- Repeating what you heard
- Communicating clearly
- Checking with others for understanding
- Responding positively to the speaker

Another term used to describe good listening skills is "active listening." This means listening takes more energy to focus and truly understand and communicate back to the other person. In the box are some things an active listener does to better understand a conversation.

#### Active Listening . . .

- Focuses on both the content of the message and the feelings hidden in it
- Means to aid another person in clarifying his or her thoughts and feelings
- Helps a person's self-understanding
- Focuses on understanding WHAT the person is saying and why
- Empathy--putting yourself in the other person's place
- Is non-judgmental



### Roadblocks to Good Listening

Sometimes there are roadblocks or barriers that get in the way of good listening skills. Review the roadblocks below and put a check mark by each one that makes listening difficult for you.

- Competing with noise interference
- Speaking in a monotone voice
- Using unfamiliar words
- Using emotionally loaded words
- Providing no opportunity for speaker/listener interaction
- Providing no chance for listener involvement
- Discounting listener feedback
- Using contradictory nonverbal communication
- Thinking of other things instead of concentrating on the speaker
- Thinking about what you want to say next instead of paying attention to the speaker
- Afraid or not willing to clarify the speaker's meaning by asking questions or repeating back the meaning
- Evaluating the speaker before listening to what is being said



### Top 10 Tips for A.A.L. (awesome active listeners)



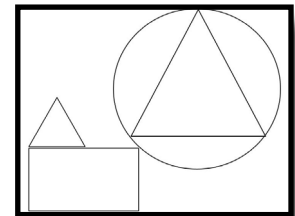
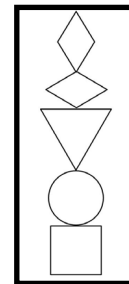
1. Ask questions when you don't understand.
2. Concentrate on what is being said.
3. Look at the person speaking.
4. Respond to the speaker--nod, smile.
5. Leave your emotions behind.
6. React to ideas, not to the person.
7. Don't argue mentally.
8. Listen for what is not said; listen for how it is said. (nonverbal communication)
9. Don't antagonize the speaker.
10. Avoid assumptions; they get in the way of understanding.

## Zoom Out...

## Ready, Set, Listen, Draw!

### Materials List:

- Blank paper -- 8 1/2" X 11"
- Pencils
- Two samples of drawn objects (see examples at right and create your own)



This is a team competition! Divide into teams of two and sit back to back. Give one team member a piece of blank paper and a pencil. Give the other team member a simple drawing of shapes similar to the examples above. This activity will be completed with two rounds of play.

## Round 1:

Teams will have five minutes to complete the round. The listener will listen to the instructions from the communicator on how to draw specific objects on the paper. The listener cannot speak! Compare the drawing with the original to see how well the pair communicated and listened.

Switch roles and complete round two. Provide a new piece of paper and pencil to the listener and a new drawing to the communicator.

## Round 2:

Teams will have five minutes to complete the round. The listener will listen to the instructions from the communicator on how to draw specific objects on the paper. The listener can use active listening skills to ask questions and clarify information! Compare the drawing with the original to see how well the pair communicated and listened.

After the activity, discuss these questions...

- How close were the drawings to each other in the 1st round?
- What instructions could have helped the first listener?
- How close were the drawings to each other in the second round?
- Was it easier to draw during the second round? If, so, why?



## Zoom In...

## The RIGHT Way To Listen

**THANKS  
FOR  
LISTENING**

### Materials List:

- “My Best Listener” handout
- Pencil or pen

Think about a person whom you think listens to you the best. Use the “My Best Listener” handout and answer the questions.

## Panoramic View...

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



- View the video Active Listening: Katie Owens at TEXxYouth@Conejo  
<https://www.youtube.com/watch?v=WER63AY8zB8>
- Watch the Student Production of Active Listening Skills  
<https://www.youtube.com/watch?v=y7gHLSK6zcY>

## Framing Your Thoughts...

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

- What does “really listening” mean to you?
- Do you think it is easier to listen or to speak?
- How do you feel when someone is really listening to you?
- What are barriers or roadblocks that keep you from listening or understanding someone’s message?
- What does it take to be a good listener?
- Is it hard to listen carefully when there are distractions?
- Why is being a good listener important?
- What is the difference between “talking to” and “talking with”?
- Can you think of times when your messages were misunderstood?

The quieter you become,  
the more you can hear.

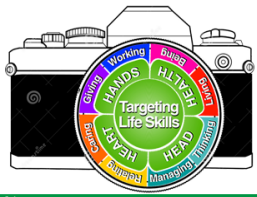
The biggest problem is we do  
not listen to understand.  
We listen to reply.

One of the most sincere forms of respect  
is actually listening to what another has  
to say.  
Bryant H. McGill

# My Best Listener

**Instructions:** Think about a person in your life who has really listened to you, someone you would classify as your “best listener.” Write down your thoughts and responses to the questions below.

1. **WHO?** Who did you think of as being your “best listener?” Is it a family member, friend, neighbor?
  
  
  
  
  
2. **WHAT?** Do you remember what you were talking about? What points were you trying to make in your discussion?
  
  
  
  
  
3. **WHERE?** Where were you when you were conversing? Was it around a lot of people? Were there background noises?
  
  
  
  
  
4. **WHEN?** When did you have the conversation? Was it during a busy time for you? Were you thinking of something else at the time?
  
  
  
  
  
5. **WHY?** Why do you think this person is a good listener? How were they acting? What did they say?



# Picture Perfect Youth

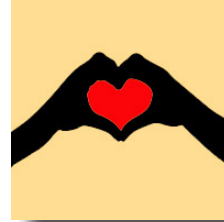
Oklahoma 4-H Personal Development Curriculum ~ Intermediate Level



## More Than Me

### Here's the Angle...

- Explore the meaning of empathy and how it relates to concern for others
- Understand empathy and practice ways to be more understanding



### Life Skills:

Heart -- Empathy;  
Nurturing  
Relationships;  
Concern for Others

### Let's Focus...

Which side of the coin do you fall on when you read these two statements.

- You have a friend who “just doesn’t get me.”
- You have a friend who shares your experiences and emotions because they understand you.

Being able to share someone else’s feelings is known as empathy. Empathy is something we learn and develop over time. Some people are able to show empathy toward others more easily while others do not.

Empathy develops when we have compassion for others and want to know and understand what others are going through. An example of when we might show empathy to someone is when a family member or friend passes away. *What are some ways that you might show empathy to someone who lost a loved one or family pet? Write your answers in the box to the right.*

Showing empathy is an important part of being a good friend and getting along with other people. Here’s another way to explain empathy: you can think about and understand how other people are feeling. You may not have been through that same situation, but you make an effort to understand what they are going through.

### Showing Empathy

Sometimes we get so busy with our own lives that we forget to look for signs of hurt feelings, sadness, anger or frustration in family and friends. Take the time to be observant of what is going on around you by listening and observing. In the box below are some things you might observe. Match each item with an appropriate response of empathy.

## Matching Empathy with Actions

### Observations

- A student drops their books in the hall at school
- A teammate trips over their untied shoe laces on the basketball court
- A teacher has been ill and missed a few days of school
- Your grandparents are coming for dinner tonight and the house is a mess.

### Response of Empathy

- Tell them you missed them and hope they are feeling better
- Help with correcting the problem
- Help them out and to get back on track
- Stop to help them and say a kind word

## Zoom Out...

## What Could You Do?

### Materials List:

- What Could You Do? Scenarios
- Small box or bucket
- Scissors



There are many ways we can show empathy to others. Let's discuss ways to respond with empathy given different scenarios that we might face.

Find a partner to work with for this activity. Copy and cut apart the What Could You Do? scenarios. Each pair will draw one scenario from the box. One partner will read the scenario and the other will explain how they could show empathy in that situation. After discussing the scenario, trade cards with another team and switch roles. The other partner will read the new scenario and the other will answer. Continue swapping cards a few times to explore different ways to show empathy.



## Zoom In...

# The Greatest Baseball Story Ever

### Materials List:

- The Greatest Baseball Story Ever handout
- Pencil or pen

Apply what you have learned about empathy to this exercise. Read the story on the handout, “The Greatest Baseball Story Ever.” Reflect on the story and answer the questions on the baseball mit. Keep this as a reminder to practice empathy when the opportunity presents itself.

## Are You Empathetic?

Do you feel you have the heart to be empathetic to others? Here’s one way to evaluate yourself on your level of empathy. Read each of the following questions and ask yourself, does the statement describe you? If it does, put a check mark in the “yes” column. If it does not, put a check mark in the “no” column.

Empathy Statement	Yes	No
I often think about other people's feelings.		
I don't make fun of other people because i can imagine what it feels like to be in their shoes.		
I listen to others about what they are going through.		
I try to understand other people's point of view.		
I am aware that not everyone reacts to situations the same way i do.		

After marking your answers, note the things you marked as “no” are areas on which need improvement. Make a consious effort to practice these empathy skills each and every day. By doing this, you will develop compassion, concern for others and cooperation, which are important life skills to carry with you throughout your life.

## Framing Your Thoughts...

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

- Do you think you are a person who shows empathy?
- How does it make you feel when people show they understand what you are going through?
- How does it feel to help someone else by showing empathy or compassion?
- Why is it sometimes hard to show empathy or compassion to others?
- Why is it important to show concern or empathy to others?
- Give an example of when you showed empathy to someone.
- What are some things you need to work on where empathy is concerned?

## 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.

- Read the book “Alexander and the Terrible, Horrible, No Good, Very Bad Day” by Judith Viorst. Think about how others did show or could have shown empathy to Alexander.
- Write a thank you letter or card to someone who has shown compassion to you. Describe how you felt and why his or her kindness was so important to you.
- Watch the Sesame Street segment explaining empathy.  
[https://www.youtube.com/watch?v=9\\_1Rt1R4xbM](https://www.youtube.com/watch?v=9_1Rt1R4xbM)
- Watch the CBS This Morning segment about 1st graders who sent empathy notes to a Vikings football player. <https://www.youtube.com/watch?v=oFXLAhXW8Fs>

# What Could You Do? Scenarios

**Instructions:** Copy the scenarios and cut apart with scissors. Place in a small box or bucket. Use the cards for discussion as instructed in the “Zoom Out...” activity.

<p>You get into an argument with your friend because she wants to borrow your iPod — for the second time this week. How could you stop the argument and show empathy to your friend?</p>	<p>Marcus is a star quarterback on the school football team. During one of the final games of the season, he was injured badly. He cannot play in the rest of the games and will miss school for three months. How could you show empathy to Marcus?</p>
<p>Your brother is having a bad day and is yelling at you and everyone else in your house. How can you show empathy to your brother?</p>	<p>All of Gabriela’s friends are constantly talking about the prom—the dresses they’re going to buy, how they’re going to do their hair, where they’re going to eat. Gabriela wants to go, but the tickets are expensive, and her mom just lost her job. How could Gabriela’s friends show empathy to her?</p>
<p>Jenny invites you to swim in her pool, but does not invite Marcy, another friend who is standing there when Jenny asks you. How can you show empathy in this situation?</p>	<p>Chen always admired her friend Lucy’s wardrobe. One day, when they were hanging out at Lucy’s house, Chen asked to borrow Lucy’s expensive blue sweater. Lucy said she could, but then made fun of Chen, telling everyone at school that Chen couldn’t afford her own nice clothes. How could you show empathy to Chen?</p>
<p>Your best friend’s grandmother just died. She wants you to come over on Saturday night to spend time with her after the funeral because she’s been so sad. Your dad bought you tickets to go see your favorite team play on Saturday night. Besides that, you’re not really sure what to say to your friend. How can you show empathy in this situation?</p>	<p>Dakota’s best friend is having a birthday party but Dakota didn’t get invited. As another friend of Dakota’s, what can you do to show empathy in this situation?</p>

# The Greatest Baseball Story Ever

## By: Mack Douglas

**Instructions:** Read the story below and reflect on the examples of empathy described. Read and answer the questions on the baseball mit on the following page.

In 1937, Lou Gehrig, the outstanding first baseman of the New York Yankees, was asked to go to the Children's Hospital in Chicago, while there to play the White Sox, and visit a boy with polio. Tim, 10 years old, had refused to try therapy to get well. Lou was his hero, and Tim's parents hoped that Lou would visit Tim and urge him to try the therapy.

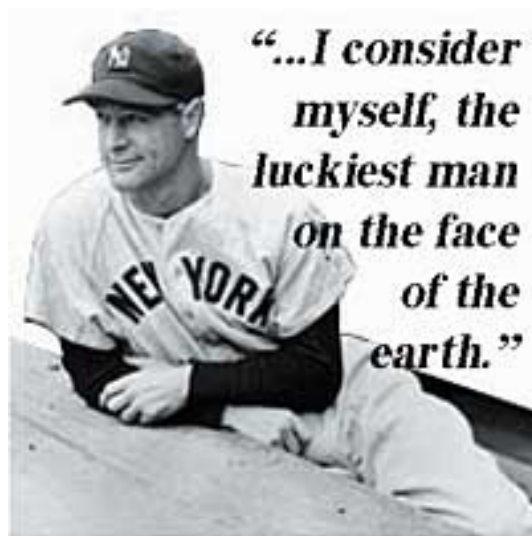
Tim was amazed to meet his hero. Lou told Tim, "I want you to get well. Go to therapy and learn to walk again."

Tim said, "Lou, if you will knock a home run for me today, I will learn to walk again." Lou promised.

All the way to the ballpark, Lou felt a deep sense of obligation and even apprehension that he would be able to deliver his promise that day. Lou didn't knock a home run that day. He had two.



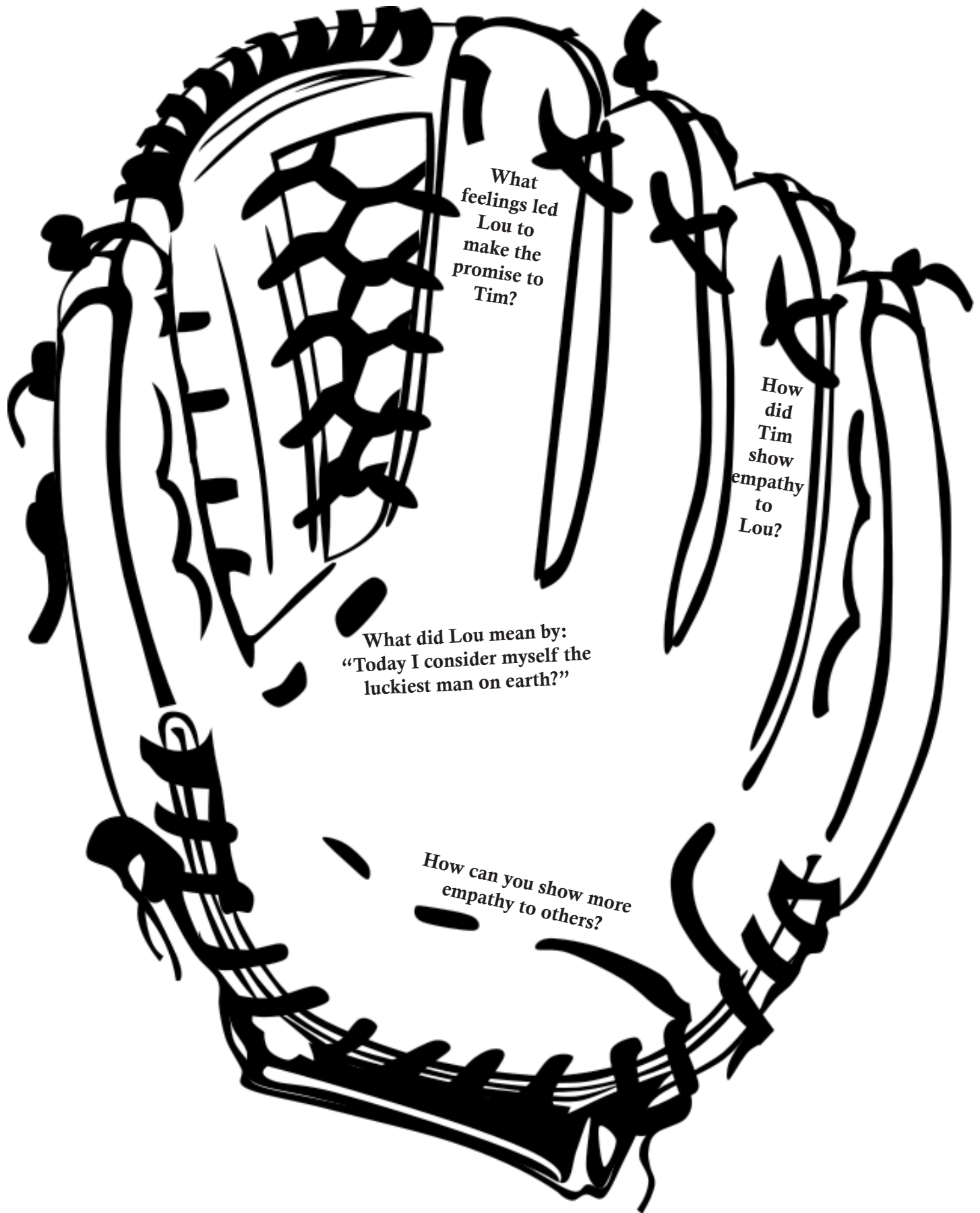
Two years later, when Lou Gehrig was dying with the dreaded muscular disease that to this day bears his name, on July 4, 1939, they celebrated Lou Gehrig Day at Yankee Stadium.



Eighty thousand fans, the governor, the mayor and many other celebrities paid their respects. Lou was one of America's great heroes.

Just before the microphone was turned over to Lou to respond, Tim, by this time 12 years old, walked out of the dugout, dropped his crutches, and with leg braces walked to home plate to hug Lou around the waist.

That's what Lou Gehrig meant when he exclaimed those immortal words: "Today I consider myself the luckiest man on the face of the earth."





# Picture Perfect YOUTH

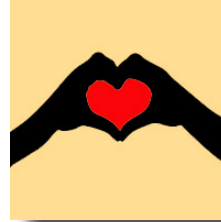
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## The People In Our Lives

### Here's the Angle...

- Strengthen relationships with adults, especially the aging population
- Recognize advantages of intergenerational relationships



### Life Skills:

Heart -- Nurturing Relationships;  
Empathy;  
Concern for others

### Let's Focus...

Are your grandparents or great grandparents still living? Do you spend time with them? What do you think you might learn from interacting with people older than you? When people are raised at different times in history they may have different values and ways of looking at the world. This can sometimes cause conflict or misunderstandings. Connecting with older generations can provide youth with good information and advice to help them in many ways. Here are some examples of how connecting generations can be of benefit to you and others.

- Provide an opportunity for both to learn new skills
- Give the child and the older adult a sense of purpose
- Help to reduce fears children may have of the elderly
- Help children understand and later accept their own aging
- Invigorate and energize older adults
- Help reduce the likelihood of depression in the elderly
- Reduce the isolation of older adults
- Fill a void for children who do not have grandparents available to them
- Help keep family stories and history alive

It is helpful when different generations can communicate and do things together. However, there are times when this is not possible. Sometimes, families are not able to live close to each other due to jobs and other responsibilities. Society sometimes portrays older generations in a negative way which can discourage youth from spending time with them. Youth may feel uncomfortable around older adults because they have not spent much time with them or they may avoid interaction because they feel they have nothing in common.

### Learning From Older Generations

Below are some ways youth can learn from older generations. Look for opportunities to do some of these things with your grandparents, great grandparents, or other older adults.

1. Storytelling—learn about relatives and ethnic heritage
2. Letter writing/pen pals, especially if transportation is a problem
3. Learning skills such as hunting, fishing, crocheting, sewing, baking, etc.
4. Talking on the phone regularly
5. Discussing hobbies and sharing examples
6. Assisting with working in the garden
7. Reviewing family scrapbooks or photos to learn about family members
8. Making a family recipe together
9. Teaching a favorite dance

### Teaching Older Generations

Below are some ways youth can teach older generations. Look for opportunities to do some of these things with your grandparents, great grandparents, or other older adults.

1. Inviting them to an activity that you enjoy, such as a sports event, a school play or church activity
2. Teaching them how to video chat or do other things on a computer
3. Demonstrating hobbies you enjoy
4. Inviting them to watch a favorite television show with you
5. Teaching them how to use features on a smart phone
6. Making your favorite food for them
7. Practicing modified physical fitness activities with them
8. Teaching a favorite dance

## Zoom Out...

### Great At Any Age

#### Materials List:

- Flip chart paper
- Markers

Divide the group into teams of two to four. Assign each team an age group. Age groups are listed in the box to the right.

Each team will be given a piece of flip chart paper and markers. Discuss as a group and decide if you will complete drawings to answer the questions or write out the answers.

#### Age Groups


- Birth to 2 years
- 3-5 years
- 6-8 years
- 9-12 years
- 13-18 years
- 18-30 years
- 30-45 years
- 45-60 years
- 61 and older

After deciding your plan of attack, begin work on answering the questions below about your assigned age group.

- What do people of this age look like?
- What are the responsibilities of people at this age?
- With whom are people of this age interacting?
- How are people of this age spending their time?

After groups have had time to create their drawings or lists, teams will report to the total group.

After completing the activity, discuss the following questions:

- How were the drawings/lists of the different age groups alike?
  - How were the drawings/lists of the different age groups different?
  - In the drawings/lists, were people of different age groups doing things together?
- 

## Zoom In...

## Media Messages: Myth or Fact?

### Materials List:

- Three panel display board
- Glue
- Scissors
- Markers
- Craft paper
- Old magazines, newspapers or materials printed from internet

Using information from the old newspapers, magazines, etc., clip out articles, advertisements and/or headlines featuring an older person or older people. Look for things showcasing myths or facts about older people.

Next, divide your materials into the two categories -- myth or fact. Arrange the items into a collage on the display in these two categories. Make sure your display includes the title, "Media Messages: Myth or Fact." A collage is a piece of art made by arranging various materials onto a piece of paper.

Last, answer the questions below and include it with your collage on the display board. The questions can be answered and placed with different photos or written on paper and attached.

- How do the clippings or ads show older people?
- Do you think the items were a fair way to show older people?
- What would make the ads/articles better?
- What message(s) were the clippings or ads trying to show?
- How did you learn more about older people by searching for these articles and advertisements?



## Framing Your Thoughts...

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

- Why do you think young people and older adults have different ideas about how to do things?
- How do you feel about growing older?
- What are some activities you would like to do with older adults you know?
- What are some things you can learn from older adults?
- What are some things you can teach older adults?
- How are older adults and young people alike? Different?
- How would you like to be described when you are an older adult?



## Developing the Picture...

Media Messages: Myth or Fact activity provides the instructions for a fair category for Intermediate 4-H members ages 12-14. Follow the instructions in the fair book on dimensions of the exhibit board and other requirements. See



photo for an example of what an exhibit looks like. They are free-standing, three panel displays.

## 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.
- Research famous older adults and discover contributions they made to society during their later years. Examples to get you started include any U.S. President, Albert Einstein, Laura Ingalls Wilder, Benjamin Franklin, Nelson Mandela and Mother Theresa.
- Read the story of Elizabeth Layton to learn about her life and talent.  
<http://www.elizabethlayton.com/>
- Celebrate Intergenerational Month in September. Learn more at:  
<http://intergenerationmonth.org/ideas.html>

# Wuzzles

**Instructions:** Review each picture puzzle below and figure out what common phrase the picture represents. Write the answer in the space provided below each box. *Solution found on page 96.*



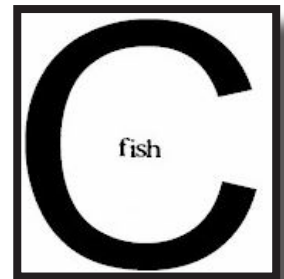
1.



2.



3.



4.



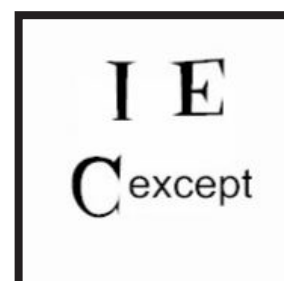
5.



6.



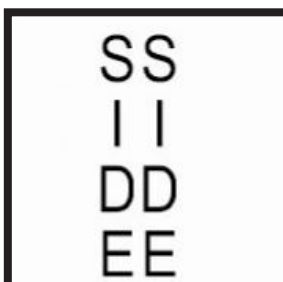
7.



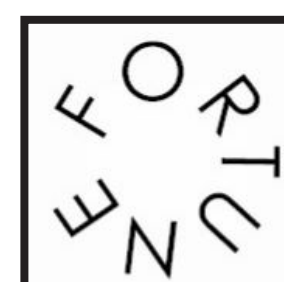
8.



9.



10.



11.

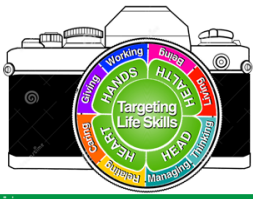


12.

I pledge my HANDS  
to larger service...



As you grow older, you will discover that  
you have two HANDS...  
one for helping yourself,  
the other for helping others.  
~ Audrey Hepburn ~



# Picture Perfect **YOUTH**

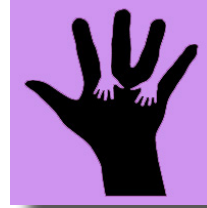
Oklahoma 4-H Personal Development Curriculum ~ Intermediate Level



## Teamwork: It's How You Look At It

### Here's the Angle...

- Develop an understanding of teamwork and how to be a good team member



### Life Skills:

Hands -- Teamwork;  
Contributions to  
Group Effort

### Let's Focus...

Teamwork is not a difficult thing to understand, but sometimes it might be difficult to do. Before you begin this lesson, take a few minutes to go to the link below and watch a short video called "A Matter Of Perspective." This video is linked under the section for the lesson, Teamwork: It's How You Look At It. <https://goo.gl/pc1G7>

Teamwork requires building relationships and working with other people. Sometimes it may be hard to work with someone you don't know very well. It takes time to get to know someone and build trust with them.

There are some skills and habits that are needed before a team can work well together. Do you know what some of those skills and habits might be? Take a look at the list of those things that are important for a team to be successful.

When teams work together to accomplish a goal, everyone benefits. Teams are not just limited to sports. Teams also happen at school when you work on projects together. Teamwork also is a part of 4-H. Examples of teamwork in 4-H might be club officers planning club meetings, 4-H committees planning an event and livestock judging practices or contests. No matter what we do in life, there will always be an opportunity to use teamwork.

### Successful Teamwork Strategies

- Working with all members of the team
- Identifying team goals and working together to accomplish them
- Working together to make group decisions
- Contributing to the group with your ideas, suggestions and effort
- Using good communication – both giving and receiving
- Having an attitude of responsibility to get the job done and work together
- Having a healthy respect for different opinions, customs and individual preferences

## Zoom Out...

### Teamwork Quotes

#### Materials List:

- Teamwork Quotes Handout -- cut apart and put each set in an envelope
- Envelopes
- Paper
- Pencil or pen

There are lots of great quotes that give us good advice on what it means to be a team member. Quotes may have different meaning to each of us, depending on our experiences, our successes and our failures.

Make a copy of the Teamwork Quotes handout (three pages) and cut apart. Place all the pieces for a quote in an envelope. Divide into teams of two or three to piece the quote together in the correct order. When your group thinks you have the words in the right order, raise your hand and ask the leader to check your work. If you are right, you will move on to part two. If wrong, keep working until you have the quote in the right order.

When your group completes the teamwork quote, discuss as a group what the quote means. Write down a list of the comments about the quote and be ready to share with the whole group.

## Zoom In...

### Teamwork Name Acrostic

Every person brings different strengths to the table when working as a team. What are your strengths that you can contribute? Think about all of the leadership and teamwork characteristics that you do well.

Using the letters of your name, create a Teamwork Name Acrostic. What is an acrostic?

It's simple! Take each letter of your name and come up with a teamwork or leadership characteristic that starts with each letter. For example, the name "MEGAN" might have an acrostic that showcases the characteristics of:

- M=Motivated
- E=Enthusiastic
- G=Goal-oriented
- A=Attentive
- N=Non-judgmental

Using the cardstock and markers or crayons, develop your Teamwork Name Acrostic and decorate it as you wish. Add your Teamwork Name Acrostic to your Personal Development notebook or post where you can see it to be reminded of your strengths when working with a team.

#### Materials List

- White cardstock
- Markers or crayons



## Framing Your Thoughts...

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

- How familiar were you with the quotes on teamwork?
- What did you like most about studying the teamwork quotes?
- Did people in your group have different ideas about what your quote meant?
- What process did you go through to piece your quote together?
- Were there any ideas shared about teamwork that you had not thought about before? If so, what were they?
- What are some things that you enjoy doing that involve teamwork?
- What are qualities of teamwork you feel are important to have when you are working with a group?
- How can you apply what you learned from the teamwork quotes in your life?
- When you see others who are not using good teamwork, how can you help them be a better team member?

## Panoramic View...

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



- Watch this video, The Power of Teamwork – Funny Animation (Length: 1:22)  
<http://www.youtube.com/watch?v=w9j3-ghRjBs>
- View the Movie Montage on Teamwork (Length: 3:17)  
[http://www.youtube.com/watch?v=OERgoDcJ3\\_o](http://www.youtube.com/watch?v=OERgoDcJ3_o)
- Watch this video, Good Teamwork and Bad Teamwork (Length: 3:20)  
[http://www.youtube.com/watch?v=fUXdr19ch\\_Q](http://www.youtube.com/watch?v=fUXdr19ch_Q)

TOUGH  
TIMES  
don't last  
TOUGH  
TEAMS  
DO

## Teamwork Quotes

**Instructions:** Cut apart one quote for each small group and place in an envelope. The instructor will need to keep a copy of the quotes handy during the activity to check the answers.

### QUOTE 1: HENRY FORD, PIONEER OF THE ASSEMBLY-LINE PRODUCTION METHOD

COMING TOGETHER	IS A BEGINNING.	KEEPING TOGETHER
IS PROGRESS.	WORKING TOGETHER	IS SUCCESS.

### QUOTE 2: GEORGE SHINN, FORMER OWNER OF NBA TEAM

THERE IS NO	SUCH THING AS A	SELF-MADE MAN.
YOU WILL REACH	YOUR GOALS ONLY	WITH THE HELP
OF OTHERS.		

### QUOTE 3: MICHAEL JORDAN, FORMER NBA STAR AND OWNER OF THE CHARLOTTE BOBCATS

TALENT WINS	GAMES, BUT	TEAMWORK AND
INTELLIGENCE	WINS	CHAMPIONSHIPS.

**QUOTE 4: HELEN KELLER, AMERICAN AUTHOR WHO WAS DEAF AND BLIND**

ALONE WE	CAN DO	SO LITTLE;
TOGETHER WE	CAN DO	SO MUCH.

**QUOTE 5: ANDREW CARNEGIE, SCOTTISH INDUSTRIALIST WHO LED THE EXPANSION OF THE STEEL INDUSTRY IN THE USA**

TEAMWORK IS THE	ABILITY TO WORK	TOGETHER TOWARD
A COMMON VISION.	IT IS THE FUEL	THAT ALLOWS
COMMON PEOPLE TO	ATTAIN UNCOMMON	RESULTS.

**QUOTE 6: ARISTOTLE, PHILOSOPHER**

WE ARE WHAT	WE REPEATEDLY	DO. EXCELLENCE
THEN IS NOT	AN ACT, BUT	A HABIT.

**QUOTE 7: AUTHOR UNKNOWN**

TEAMWORK	DIVIDES THE	TASK AND
MULTIPLIES	THE	SUCCESS.



**QUOTE 8: PATRICK LENCIONI, AUTHOR**

TRUST IS KNOWING	THAT WHEN	A TEAM MEMBER
DOES PUSH YOU,	THEY'RE DOING	IT BECAUSE
THEY CARE	ABOUT	THE TEAM.

**QUOTE 9: AUTHOR UNKNOWN**

IT IS	AMAZING HOW	MUCH YOU
CAN ACCOMPLISH	WHEN IT	DOESN'T
MATTER WHO	GETS THE	CREDIT.

**QUOTE 10: KAREEM ABDUL-JABBAR, NBA BASKETBALL PLAYER, RETIRED**

ONE MAN	CAN BE	A CRUCIAL
INGREDIENT	ON A	TEAM, BUT
ONE MAN	CANNOT MAKE	A TEAM.



# Picture Perfect YOUTH

Oklahoma 4-H Personal Development Curriculum ~ Intermediate Level



## Modeling Leadership

### Here's the Angle...

- Identify qualities of leadership
- Discuss positive role models and their qualities of leadership



### Life Skills:

Hands -- Leadership

### Let's Focus...

Leadership is a term that we hear all of the time. But how do we really define it? Webster's Dictionary defines leadership: a position as a leader of a group, organization, etc. or the power or ability to lead other people. Do you have any other words to describe leadership?

As a middle school student, you may not feel that you have many opportunities to be a leader, but you probably have more opportunities than you think! Let's brainstorm some ways you can be a leader. Write your ideas in the box to the right.

Some examples of leadership for youth might include:

- Holding an office in your class or a club
- Being a captain of your sports team
- Serving as a babysitter for younger siblings or other children
- Helping tutor younger students
- Assisting at an afterschool program

Leadership doesn't always require a person to be in the spotlight. A group may have more than one leader because each person may have strengths and can guide the group for a particular task while someone else may give leadership on the next task. Can you think of an example when leadership may be shared?

I can be a leader by...

# Zoom Out...

## The Model of Leadership

### Materials List:

- White cardstock
- Markers or pens

What does it mean to be a role model? A role model is someone you look up to and admire. Role models can be anyone such as a relative, a friend, a political figure, an athlete, or a business person. The sky is the limit!

Just as there are positive role models there also are bad role models. What qualities might a bad role model have? Things like lying, stealing, cheating, bad language, abusive to others, use drugs, or any number of other bad behaviors are examples of poor role model behavior.

We admire some people because of their ability to be a leader. Think about the role models you have in your life. Which one do you look to because of their leadership qualities?

Follow the instructions below to create your project.

- On your cardstock, trace both hands on one side.  
Write your role model's name above or below your hands.
- In each finger, write a leadership characteristic that you admire about your role model.
- Each person will share their leadership role model and the qualities they admire.
- If you can't think of leadership qualities to fill every finger, don't worry! The rest of the group may be able to help you or refer to the Leadership Qualities in the box for some additional terms you might use to describe your role model.

LEADERSHIP QUALITIES	
AMBITIOUS	HUMOR
APPRECIATIVE	INDIVIDUALITY
CARING	INITIATIVE
CLARITY	INTEGRITY
COLLABORATE	KINDNESS
COMMUNICATION	LAUGHTER
COMPASSION	LOYAL
COMPETITIVE	MATURE
COOPERATIVE	MOTIVATED
CONFIDENCE	MOTIVATIONAL
COURAGE	NURTURER
DESIRE	PASSION
DREAMER	PERSUASIVE
EFFORT	POSITIVE
EMPATHY	PERSONAL
EMPOWER	PERSONABLE
EXCITEMENT	REALISTIC
FEARLESS	RESPECT
FRIENDSHIP	SUPPORTIVE
FOCUSED	SYMPATHETIC
GENUINE	TEAMWORK
GOAL ORIENTED	TRUSTWORTHY
GRATEFUL	UNIQUE
HONEST	UNSELFISH
HUMILITY	VISION

## Zoom In...

# Leadership Banner

### Materials List:

- Poster board (14 X 22 inches)
- Markers or crayons
- Scissors
- Glue stick
- Magazines
- Quote books or internet
- Computer and printer (optional)



Now that we've identified some positive qualities of a leader, let's design a leadership banner. Choose one leadership quality from the list on the previous page and design a banner showcasing that quality. The banner must incorporate the following things:

- The word that is the theme of your poster
- The definition of the word
- Your own definition of the word
- Two quotes or sayings that include the word
- Pictures, drawings or cartoons depicting the word or showing the word in action

Use the internet or other books to do research and find the definition, quotes or other information to add to your poster. Use your creativity to make your poster fun and informative!

## 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.



- Leadership Lessons from the Dancing Guy (Length: 2:57) – this video would be a good resource to show during the discussion of the Group Activity: The Model of Leadership <http://sivers.org/ff>
- Practice your leadership skills by leading a group in a teambuilding activity. Do a search on the internet to find an activity.
- Expand on the Leadership Banner activity and create a display to showcase your leadership skills, leadership opportunities and more. Exhibit the display at your county fair, school or other events.
- Read this article from Harvard Business Review called “Leadership Lessons from 10 Wildly Successful People.” Look for qualities you admire in a leader. <https://hbr.org/2015/12/leadership-lessons-from-10-wildly-successful-people>

## Framing Your Thoughts...

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

- How do you define leadership in your own words?
- Which quality of leadership do you think is the most important for a leader to have?
- What leadership skill do you think you do well?
- What are ways in which you can use that leadership skill?
- Why is it important to have positive role models in your life?
- What advice would you give to someone who is not setting a good example for others?
- How can you teach others about being a good role model?
- Is there anything you learned about leadership today that you can use in 4-H?



## Developing the Picture...

The Leadership Banner activity provides the instructions for a fair category for Intermediate 4-H members ages 12-14. The fair exhibit will be a poster. Follow the instructions in the fair book for poster size, signing the back, etc. before entering in the fair.

**“If your actions  
inspire others  
to dream more,  
learn more, do  
more and become  
more, you are a  
leader.”**

John Quincy Adams



# Picture Perfect YOUTH

Oklahoma 4-H Personal Development Curriculum ~ Intermediate Level



## Targeting Citizenship

### Here's the Angle...

- Define citizenship
- Identify ways to be involved in citizenship throughout life



### Life Skills:

Hands -- Responsible Citizenship; Community Service/ Volunteering

## Let's Focus...

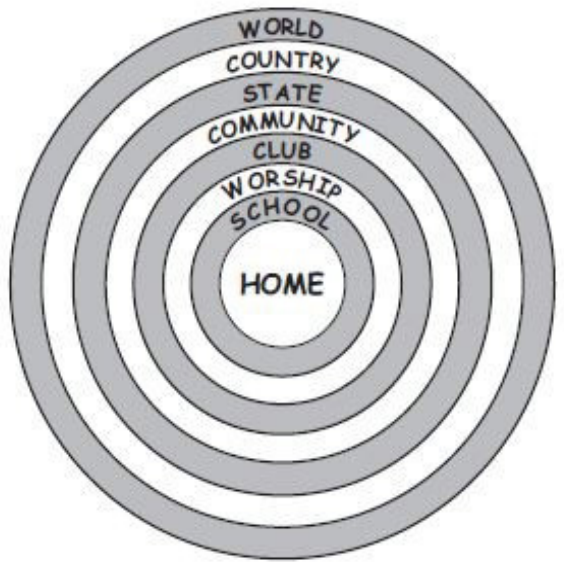
When you hear the word citizenship, what comes to your mind? Draw a picture on a piece of paper that represents citizenship to you.

According to Webster's Dictionary, citizenship is defined as the state of being given the rights, privileges and duties of a citizen. So what exactly is a citizen? A citizen is a native or naturalized member of a state or nation who owes allegiance to its government and is entitled to its protection.

When does citizenship begin? Citizenship begins when you are born! You are a citizen of the country in which you are born the instant you come into this world.

Are there other groups or ways you can be a citizen? Take a look at the target. Each ring is a group you belong to as a citizen. Your citizenship begins in your home with your family. It then works outward to different groups within your community such as school, church and 4-H club.

You also are a citizen in your community, county, state, the United States and the world. You are an important member in each of these groups. Within each ring, you may be involved in more than one community. For example, in the "club" ring, your groups might include 4-H, Scouts, STEM Club and Student Council. There is no limit to the number of groups in which you are a citizen.



## Zoom Out...

# Symbols of Citizenship Memory Match

### Materials List:

- Symbols of Citizenship Memory Match Cards -- one set for every 4-6 people
- Scissors
- Laminate cards (optional)

Create a deck of Symbols of Citizenship Memory Match Cards by copying the cards on pages 66-69 and cutting apart. If available, laminate the cards so they will last longer.

This game is just like the game Memory. Shuffle cards and lay them face down in a grid. Take turns turning over two cards. If the pictures are the same, you made a memory match and get to keep those cards. If not, turn cards back over and play rotates to the next person. After a match is made, discuss the symbol of citizenship. Consider answering one of these questions:

- What does the symbol mean to you?
- Why is it important we have symbols of citizenship?
- Is there a special memory you have of this symbol of citizenship?



After discussion, play will move to the next player. If there is a memory match no one understands or knows its symbolism, look it up on the internet or scan the QR Code to access a handout that describes each symbol. . After all matches have been made, count up how many matches each person earned and celebrate the winner.

## Zoom In...

# My Circles of Citizenship

### Materials List

- My Circles of Citizenship Handout
- Pencil or pen

Citizenship begins with our family and expands to different groups of involvement. This activity will give you a chance to think about what your circles of citizenship really are and write them down.

On the handout, My Circle of Citizenship, four different circles have been identified: local, county, state, national/global. Think about the activities and groups to which you belong. On the handout, write the groups for each ring of the circle in the appropriate space. If there is a level you don't currently have a connection, think about ways you can make a connection with a group on that level and put a star beside that group.

There's also space for you to reflect on what citizenship means to you. Use your creative writing skills to draw a picture of citizenship using your words.

## Framing Your Thoughts...

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

- What did you learn about the symbols of citizenship in this lesson?
- How does your involvement as a citizen make you feel?
- Why is it important to know about citizenship?
- What were some common themes the symbols of citizenship had as you discussed during the Symbols of Citizenship Memory Match Game?
- What would you do if your rights as a citizen were taken away?
- Are there some groups to which you would like to become a citizen now? Why?
- What are qualities of being a good citizen, regardless of the group?
- As you get older, what are some groups in which you should get involved that demonstrate good citizenship?
- In a couple of sentences, sum up how you feel about citizenship and why it is important to you.
- 

Never believe that a few caring people can't change the world. For, indeed, that's all who ever have.

Margaret Mead

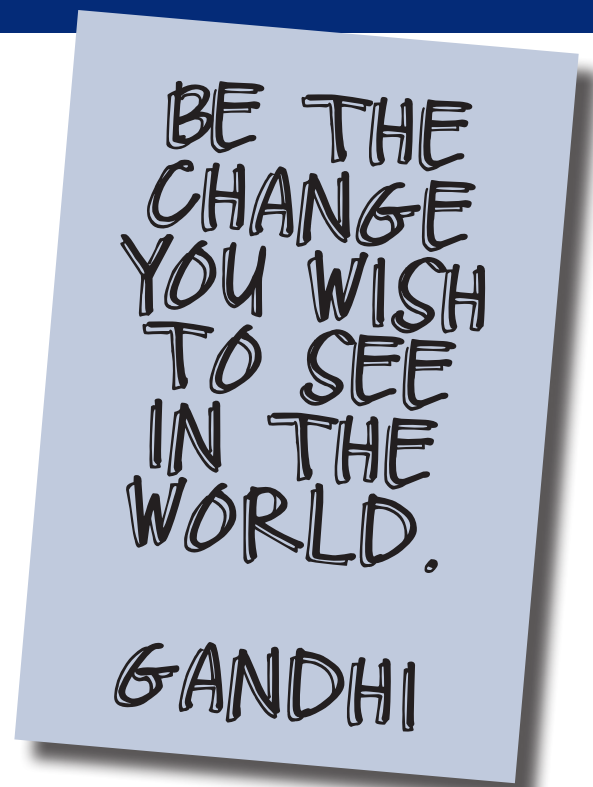


## Panoramic View...



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

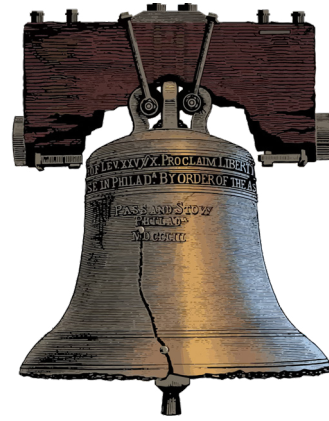
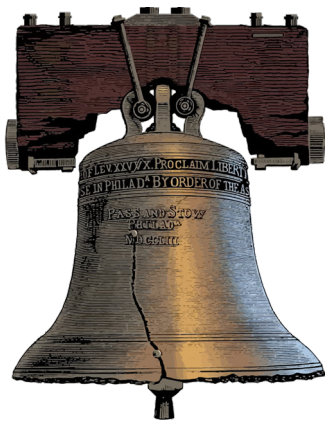
- What Does It Mean to be a Citizen? View this video by Points of Light on being acitizen. <https://www.youtube.com/watch?v=DhAV-Z7thbc>
- Bet You Didn't Know: Independence Day is a video posted on the History.com website. This is a good overview of some of the history about Independence Day. <http://www.history.com/topics/holidays/july-4th/videos/bet-you-didnt-know-independence-day>
- Jefferson Writes the Declaration of Independence Video by History.com -- This video would be good to show before or after playing the game, Symbols of Citizenship Memory Match. <http://www.history.com/topics/holidays/july-4th/videos/jefferson-writes-declaration-of-independence?m=528e394da93ae&s=undefined&f=1&free=false>
- 2014 US Citizenship Naturalization Test – this video is a practice test individuals can use to study for the US Citizenship Test. The answer in full is provided on each question. Some questions may state “name one ...” but there are four possible answers which will be provided. <https://www.youtube.com/watch?v=f-sZwYxBXOE>



# Symbols of Citizenship Memory Match Cards

**Instructions:** Make a copy of the memory match cards for each group of 4-6 youth. Cut apart with scissors and laminate if possible.







 I PLEDGE of the UNITED STATES  
 ALLEGIANCE OF AMERICA, and to  
 TO THE FLAG the republic for  
 which it stands, one nation, under  
**GOD, INDIVISIBLE,**   
 with liberty, and  
**JUSTICE FOR ALL**

 I PLEDGE of the UNITED STATES  
 ALLEGIANCE OF AMERICA, and to  
 TO THE FLAG the republic for  
 which it stands, one nation, under  
**GOD, INDIVISIBLE,**   
 with liberty, and  
**JUSTICE FOR ALL**

## The Star Spangled Banner

by Francis Scott Key



Oh, say can you see by the dawn's early light  
 What so proudly we hailed at the twilight's last gleaming?  
 Whose broad stripes and bright stars thru the perilous fight,  
 O'er the ramparts we watched were so gallantly streaming?  
 And the rocket's red glare, the bombs bursting in air,  
 Gave proof through the night that our flag was still there,  
 Oh, say does that star-spangled banner yet wave  
 O'er the land of the free and the home of the brave?

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Women's Suffrage

Women's Suffrage



# My Circles of Citizenship

**Instructions:** Think of the groups in which you are a citizen and write them on the proper level below. If you do not have any involvement in a level of citizenship, think of groups in which you might become involved in the future and put a star next to that group. If you run out of space on the front, add a piece of paper and list more!



## Local Citizenship Circles

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

## State Citizenship Circles

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

## What Citizenship Means To Me

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

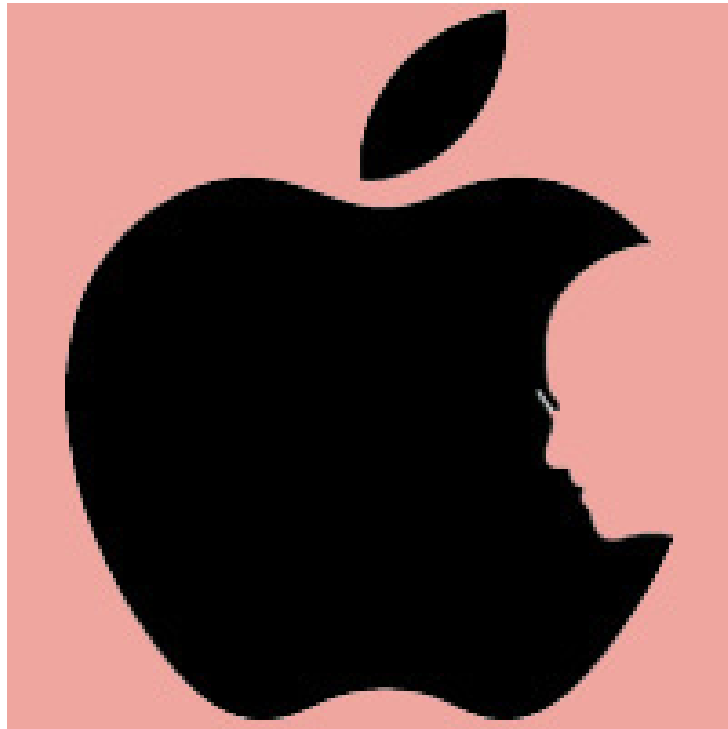
## County Citizenship Circles

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

## National/Global Citizenship Circles

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

I pledge my HEALTH  
to better living...





It is health that is  
real wealth and not gold and silver.

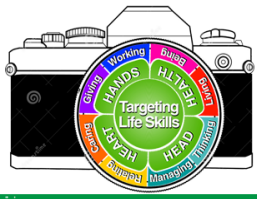
~ Mahatma Gandhi ~

## Do You Have Character?

**Instructions:** The qualities of a person with character are important to know and understand. Look up the words listed below and write down the definition of the word. Evaluate yourself on each quality and decide if you have what it takes to exemplify that trait (smiley face) or do you need to work on it (sad face).

Term and Definition		
Trustworthy		
Respectful		
Fairness		
Responsible		
Caring		
Citizenship		
Compassionate		
Tolerant		
Unselfish		





# Picture Perfect YOUTH

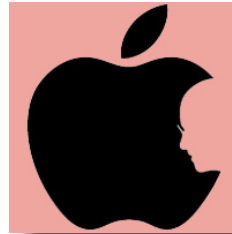
Oklahoma 4-H Personal Development Curriculum ~ Intermediate Level



## Success Begins with Me

### Here's the Angle...

- Learn to accept personal responsibilities
- Encourage increased responsibility for self to increase the level of personal freedom and independence



### Life Skills:

Health -- Self-Responsibility;  
Character

### Let's Focus...

Successful individuals are responsible. They take their responsibilities seriously. It is their job. No matter our age we should have certain jobs that help us prepare for a time when we are independent and on our own.

As you grow, you will have certain milestones (or accomplishments) where you will start out with simpler tasks and, as you grow, increase the difficulty of the task.

Take a look at the example of learning independence in the box. At each of these milestones the successful child has adults who are guiding and giving responsibilities that will help develop skills to manage the tasks as needed to grow into adulthood.

What is responsibility? The Josephson Institute defines responsibility as doing what you are supposed to do; planning ahead; persevering; keep on trying; always doing your best; using self-control; being self-disciplined; thinking before you act; being accountable for your words, actions and attitudes and setting a good example for others. Wow, that is a lot!

Looking at the depth of responsibility shows us taking baby steps will be the best way to learn this character trait. Consider our 4-H Ritual and how it relates to responsibility. Recite the 4-H Ritual on the next page. Assign part of Vice President to one person and the others will read the part for members.

#### Learning Independence

1. Learning to walk
2. learning to ride a bike
3. Walking or riding the bus to school alone
4. Learning to drive
5. Earning your drivers license
6. Getting your own car
7. Driving away from home to college

## 4-H Ritual



- Vice President: Stand Please.
- Members: [All members rise and stand erect.]
- Vice President: What is our 4-H Club motto?
- Members: (In unison): To make the best better.
- Vice President: We will repeat the 4-H Club pledge.
- Members: I pledge
- My head to clearer thinking, (raise right hand and touch side of head)
  - My heart to greater loyalty, (place hand over heart)
  - My hands to larger service, and (extend hands, palms up)
  - My health to better living, (place hands at side or behind back)
  - For my club, my community, my country and my world.”
- Vice President: We will now give the Pledge to the Flag. Attention. Salute. Pledge.
- Members: I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.
- [At attention facing the flag repeat together the pledge of allegiance. The right hand should be placed over the heart while giving the pledge of allegiance. Congress, made this change December 15, 1942, Section 7, Public Law 623.]*
- Vice President: We will now review the meaning of the club emblem. What is the national 4-H club emblem?
- Members: The National 4-H Club emblem is the four leaf clover with the letter “H” on each leaflet running parallel with the mid-rib of the leaflet.
- Vice President: What do the four H’s on the club emblem represent?
- Members: They represent the equal training of the head, heart, hands and health of every member.
- Vice President: For what is the head trained?
- Members: To think, to plan, to reason.
- Vice President: For what is the heart trained?
- Members: To be kind, to be true, to be sympathetic.
- Vice President: For what are the hands trained?
- Members: To be useful, to be helpful, to be skillful.
- Vice President: For what is the health trained?
- Members: To resist disease, to enjoy life, to make for efficiency.
- Vice President: In the All-Star Emblem, what does the Fifth H represent?
- Members: The Home.
- Vice President: In what way can we be of help in our home life?
- Members: By striving to train for a home life that represents true character, comfort and contentment.
- Vice President: Be seated, please.

# Zoom Out...

## Who's Job?



### Materials List:

- 3 x 5 inch index cards, 4 per participant
- Pencils
- Four sheets of flip chart paper
- Black and green markers

### Preparation:

Label the 4 sheets of flipchart paper with these headings, one on each sheet. Place sheets on the wall in different areas of the room. Place a black and green marker with each sheet.

- Jobs at Home
- Jobs at School
- Jobs in my 4-H Club
- Jobs in my Community

### Instructions:

Today we will refer to your responsibilities as “your jobs.” Think about the “jobs” you have at home, at school or in your 4-H club and in your community. Review the instructions below and complete the activity, Who’s Job?

1. Label each of your 4 cards like the sheets posted around the room.
2. On each card write down a job you have at that location. Try not to use the same job you know others will consider. Write down unique jobs only you might have.
3. When you finish, take your cards to the leader to be sorted into the four categories.
4. Divide into four teams. Each team will be assigned one of the categories.
5. As a group review the cards for the category and group similar jobs together. Write the list of jobs on the flip chart paper in black. Jobs only need to be listed once. If more than one person wrote down a job, just put the number out to the side of that job on the list.
6. Teams will share the list of jobs on their list with the whole group. As each team reports, brainstorm other jobs not on the list that could be added. Record the new jobs using the green marker.

While discussing, consider these questions:

- Why is learning this job (responsibility) important?
- How will accepting this job (responsibility) help my family, school, club or community?
- How will it help me in the future?



## Zoom In...

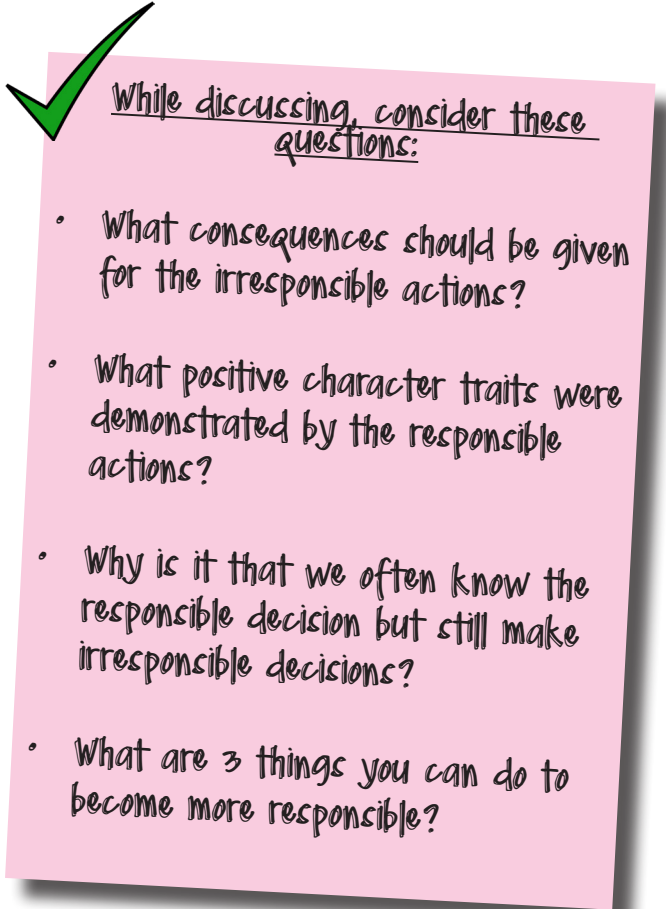
### The 4-H Dilemma

#### Materials List:

- The 4-H Dilemma handout
- Pencil or pen

Responsibility is a big job and can start now! You don't have to wait until you are an adult to be responsible. The 4-H program starts teaching responsibility from the very beginning in many different ways: offering many projects to choose from, providing leadership opportunities for you to pursue, and encouraging you to look for ways you can do community service, just to name a few.

The 4-H Dilemma is a creative writing activity. Read the short story on the handout, The 4-H Dilemma. The story is not finished. It is your job to write two different endings: one showing irresponsible actions and one showing responsible actions. When finished, think about the questions listed in the box on the right.



While discussing, consider these questions:

- What consequences should be given for the irresponsible actions?
- What positive character traits were demonstrated by the responsible actions?
- Why is it that we often know the responsible decision but still make irresponsible decisions?
- What are 3 things you can do to become more responsible?

## 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.



- Make a list of famous people you admire. Choose one from your list to research on the web to find positive articles or information that back up the reasons you admire them.
- Find a quote about responsibility you like. Create a poster with the quote and place it in your room where you can be reminded of it daily.
- Explore the blog, Youth Frontiers Character Movement, to learn more about character, morals, responsibility and more. Look at the list of “tags” on the right side and choose words like “courage, character and respect. <http://www.youthfrontiers.org/blog/thecharactermovement/>
- Develop an educational display promoting a leadership opportunity you have had in 4-H. Showcase the life skills you used to carry out your leadership duties. Incorporate pictures of you demonstrating your leadership.

## Framing Your Thoughts...

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

- How did you feel about your ability to stand on your own before this activity? After the activity?
- What did you learn about your personal responsibility?
- Why is it important to take personal responsibility?
- Why is learning with others sometimes more fun than learning alone?
- What did you learn about your own skill in decision making?
- What did you learn about your own skill in communicating your ideas?
- How will you use your new skills at home?
- Describe a time when you demonstrated responsibility without being asked.

Accept responsibility for your actions.

Be accountable for  
your results.

Take ownership of your mistakes.

[LightboxLeadership.com](http://LightboxLeadership.com)

## The 4-H Dilemma



**Instructions:** Read the story below. Write a responsible ending and an irresponsible ending in the space provided below.

*The Helping Hands 4-H Club is planning its Fall Chili Supper. Each club member was given an envelope with 10 tickets to sell at \$10.00 each. The club president, Samuel, states at the meeting: “We have one month to sell tickets and members will turn in the money and unsold tickets at our next meeting. If we each sell 10 tickets, and there are 50 members, we can make \$5,000 for the club. All of the food and paper goods have been donated.”*

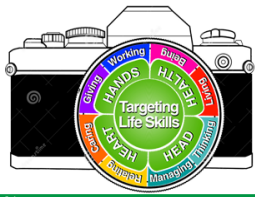
*Michelle has sold seven of her tickets (\$70.00) but forgot to give the tickets to two people who paid and they are still in her envelope with unsold tickets. What should Michelle do?*

Responsible Ending:



Irresponsible Ending:





# Picture Perfect Youth

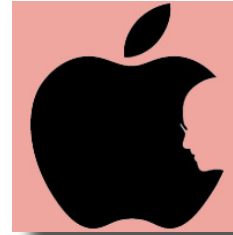
Oklahoma 4-H Personal Development Curriculum ~ Intermediate Level



## I.D. Good Character

### Here's the Angle...

- Understand the actions of individuals of good character
- Define the terms trustworthy, respectful, responsible, fair and caring



### Life Skills:

Health -- Character;  
Self-Esteem;  
Self-Responsibility

### Let's Focus...

What is Character? Character is the moral substance of a person that identifies him or her as a good person. The choices made and the actions taken define a person's character. Character can be seen or not seen in the actions we take each day.

Character is also defined by some as "what you do when no one else is looking." While this is true we must also consider that character is how we react in a bad situation. A person of good character is not perfect but they will take a step back to consider these things: How can I make this right? What have I learned?

What are some qualities of a person of good character? Write those words in the box provided. Some qualities most often used to describe a person of character include:

- Trustworthy – honest; do the right thing; have courage; be loyal
- Respectful – treat others nicely; be tolerant and accepting of differences; use good manners
- Responsible – Plan ahead; do what you are supposed to do; be self-disciplined; be accountable for your words, actions and attitudes; set a good example for others
- Fair – play by the rules; be open-minded; listen to others; don't blame others or take advantage of others
- Caring – be kind; be compassionate to others; express gratitude; forgive; help others in need

A PERSON OF  
CHARACTER IS...

Which of these characteristics do you practice and which do you need to improve?

## Zoom Out...

## Chart It!

### Materials List:

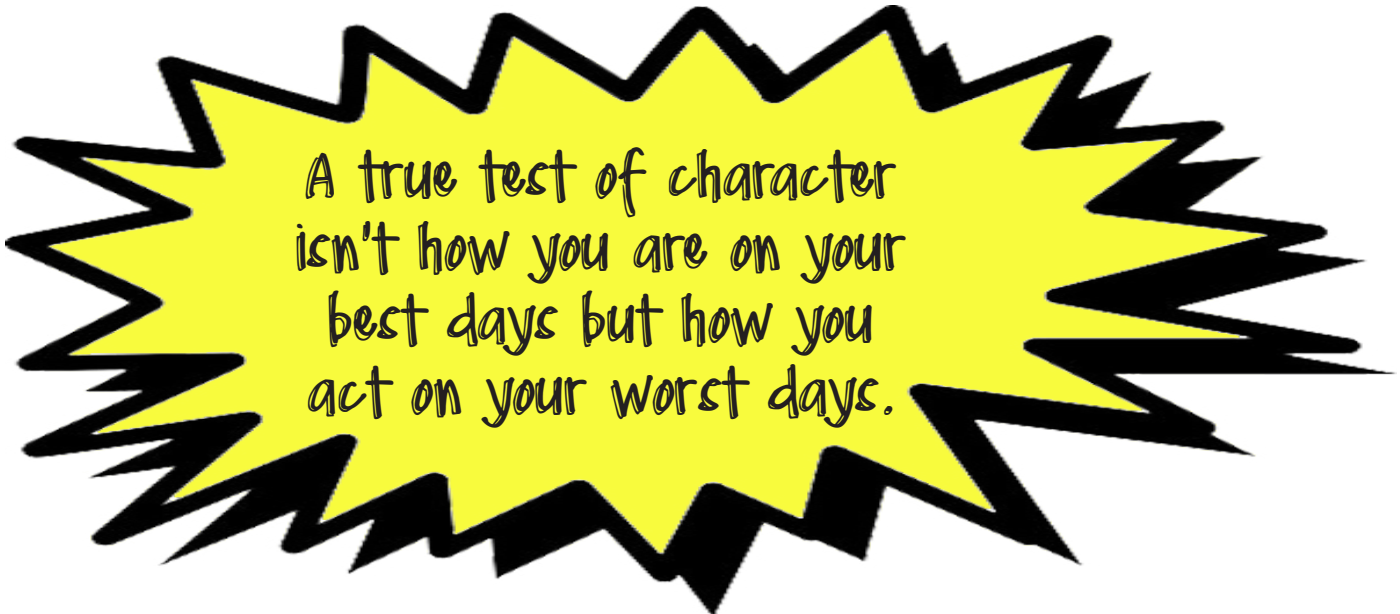
- Four full sheets of poster board or flip chart paper
- Markers

This activity will challenge you to dissect character and describe it in a variety of ways. On the four sheets of poster board or flip chart paper, write one statement provided below on each sheet. Also include the instructions in parenthesis so groups know what task to do at each station.

1. A person of good character is... (write or draw adjectives to describe a person of character)
2. A persons of good character does... (describe or draw actions of a person of character)
3. A person of good character says... (list words used by a person of character)
4. A person of good character thinks... (list attitudes or thoughts of a person of character)

Place the four posters in different areas of the room. Divide the group into 4 teams and provide each person with a marker. Teams will remain at each station for 3-5 minutes. The teams will brainstorm and discuss things to add to each poster. Be sure to pay attention to the instructions of what to include on each poster.

When all teams have had a chance to rotate to each poster, review all of the comments listed on each one. Look for common things that were listed on more than one poster. Why are those characteristics so important to good character?



A true test of character  
isn't how you are on your  
best days but how you  
act on your worst days.



## Zoom In...

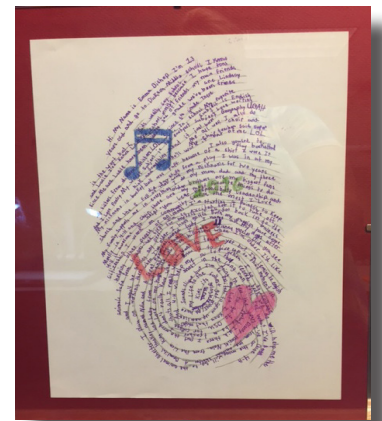
# My Thumbprint of Character

Your thumbprint is unique to you. There is not another one exactly like yours. The same is true for the qualities of character you possess. In this activity you will be completing an art project using your thumbprint as the design. The end result will be a piece of art showcasing the characteristics of character that are important to you and why they are important. Here are the steps to creating your thumbprint of character.

### Materials List:

- Black stamp pad
- White copy paper
- Black fine or ultra fine marker
- Markers or colored pencils
- Photocopier to enlarge thumbprint into 11 X 17 inches
- Poster board -- 14 X 22 inches

1. Collect a thumbprint by using the black ink pad. Place your thumb on the ink pad and then stamp your thumb in the center of a white piece of paper. The imprint needs to be clear and crisp. If it is blurry, it will not enlarge well on the photocopier.
2. Enlarge your thumbprint using a photocopier. If 11" X 17" paper is available, enlarge as much as possible to fill most of the paper. The thumbprint will be a little fuzzy, but that's okay.
3. Trace over the lines of the thumbprint with a black sharpie marker. It is best to use a fine or ultra fine marker so that your lines are not too big.
4. Take a clean sheet of 11" X 17" paper and lay it over the top of the enlarged thumbprint. Tape both pages to the table if needed to keep them from moving. Trace the lines with a pencil to create guide lines to write on. You might want to make a few copies of the pencil drawing in case you mess up and need to start over!
5. Make a list on a separate sheet of paper of the characteristics of character that you feel are important. Include reasons why you feel they are important.
6. Use the information you have compiled to begin creating your thumbprint of character. Starting at the top of your thumbprint, use the lines of your thumbprint to write the information out in a manner that it can be read easily by others. Colored pencils or fine tipped markers work best.
7. Add other art in your thumbprint as you wish!
8. Mount your thumbprint of character on the poster board. Add a title, "My Thumbprint of Character." You may also add other information or art to your poster related to good character.



## Developing the Picture...

- "My Thumbprint of Character" Poster activity is a fair category for Intermediate 4-H members ages 12-14. 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.

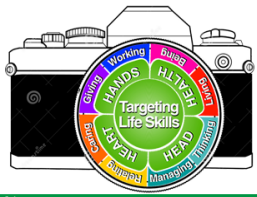
- Which view of good character was hardest to determine: Is, Does, Says or Thinks?
- What kind of characteristics of good character did you discover?
- Do you think working as a group will help you to develop your own mini poster that describes your character?
- Why is it important to know and understand good character traits?
- What did you learn about your character?
- What did you learn by working with the group?
- In what ways do people help us learn about ourselves?
- What can we do to continue to develop good character?
- Would you share this activity with a friend or another group?

## Panoramic View...

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



- Review the list of character traits in the handout found at the link below. Put a check mark beside positive character traits that help you to be a person of good character. Put an X next to character traits that are negative. [http://www.readwritethink.org/files/resources/lesson\\_images/lesson175/traits.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson175/traits.pdf)
- View this video that showcases kindness. How can you show kindness to others and spread it? <https://www.youtube.com/watch?v=PT-HB12TVtI>
- Sequoia Middle School developed a video on the Six Pillars of Character. View it and think about ways you can promote the pillars. <https://www.youtube.com/watch?v=yzGzVQuFkOI>
- This video called “Got Character” showcases movie clips demonstrating character traits. [https://www.youtube.com/watch?v=iu\\_BhKQRsxY](https://www.youtube.com/watch?v=iu_BhKQRsxY)



# Picture Perfect YOUTH

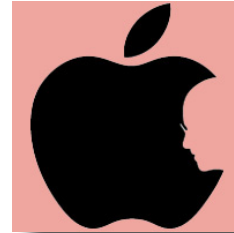
Oklahoma 4-H Personal Development Curriculum ~ Intermediate Level



## Living Under Pressure

### Here's the Angle...

- Learn to manage stress brought about by peer pressure
- Practice ways to resist negative peer pressure
- Learn to use positive peer pressure



### Life Skills:

Health -- Stress Management;  
Self-Esteem;  
Managing Feelings

### Let's Focus...

Have you ever been deep sea diving? This activity requires some special equipment including a wet suit and mask, oxygen tank and flippers. There's some important science that happens when diving and one thing in particular that makes diving a challenge: pressure.

Pressure is the force applied to a specific area. The amount of pressure is different at sea level than it is below or above sea level. About 14.7 pounds of per square inch (or psi) is applied at sea level. This means that each square inch of your body has about 14.7 pounds of force pressing on it.

When you dive into the water with your scuba gear, things begin to change because water is more dense than air and applies more force to your body. With proper training, you can dive as deep as 130 feet. Beyond that, the pressure on your body would be too great and can cause your lungs and ribcage to collapse and even lead to death. Plan on hiring a submarine if you want to see what's deeper than 130 feet!

Now switch gears and think about peer pressure. How is peer pressure like the pressure under the sea? As you get older, peer pressure can place additional stress on you. Before we "dive" deeper, let's define a couple of terms. What are peers? Peers are people your own age. How would you describe peer pressure? Write your answer below.

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Peer pressure is trying to talk someone else into doing something. Sometimes peer pressure can be positive and sometimes it can be negative.

Peer pressure can be very difficult to resist because most likely the pressure is being applied by friends or people we want to impress and to like us. The human spirit needs acceptance from others -- family, friends, teachers, 4-H leaders and sometimes even strangers. Pressures from the outside

world influence our decisions and actions. Poor decisions can lead to stress. Learning to deal with negative peer pressure will help you learn other stress management skills. What can we do to resist negative pressure that often persuades us to make bad decisions? How can we be a person who exerts a positive pressure that inspires others to do great things? Take a look at the information in the box on dealing with negative peer pressure.

### Tips for Dealing with Negative Peer Pressure

- Learn how to say "NO!"
- Pay attention to your own feelings and beliefs and stand up for what you feel is right.
- Walk away. If someone is trying to get you to go somewhere or do something that's wrong, remove yourself from the situation.
- Change your friends. If there are friends who are doing negative things, do not hang out with them.
- Talk to someone you trust about the peer pressure you are experiencing. A parent, teacher or another adult can listen and give advice to help you make a better decision next time or support you in your choice to not give in to peer pressure.
- Use positive peer pressure to encourage others to make good decisions.



Check out this great example of positive peer pressure! Scan the QR code or go to this link:

<http://www.values.com/inspirational-stories-tv-spots/115-peer-pressure>

## Zoom Out...

### Pressure's Up

#### Materials List:

- Pressure's Up Scenarios -- cut apart
- Scissors
- Paper
- Pencils or pens
- Variety of simple props or use items youth have with them such as books, hats, jackets, phones, etc.

Let's test your ability to deal with peer pressure. Divide into groups of four or five people. Each group will be given a "Pressure's Up Scenario." Read the scenario and develop a skit that includes a solution to the problem. Each group will present their skit. Following each skit, discuss as a group the questions in the box.

After completing each Pressure's Up Scenario Skit, discuss these questions:

- Who was being pressured?
- Who was doing the pressuring?
- What form was the pressure? Words, actions, body language...
- Was the pressure positive or negative?
- How does or could the pressure effect other people in the group?

## Zoom In...

### Peer Pressure Quiz

#### Materials List:

- Peer Pressure Quiz handout
- Pencil or pen

Sometimes we may not realize we are giving into negative peer pressure or are placing negative peer pressure on others. Read each question of the Peer Pressure Quiz and answer honestly. If you answer yes to any of the questions, rethink how you could have turned a negative situation into a positive one.



Don't change so people will like you.  
Be yourself and the right people will love the real you.

## Framing Your Thoughts...

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

- What is peer pressure?
- What are some ways that we can combat peer pressure?
- In the peer pressure scenarios, did you learn new ways to deal with peer pressure? If so, what were they?
- Are there ways to combat peer pressure that you can use to avoid awkward situations?
- Why is it important to learn and practice positive peer pressure?
- Where can you go for help if you need help with peer pressure?
- How can you help others to stand up to negative peer pressure?
- What would you say to a friend who has a hard time dealing with peer pressure?

## Panoramic View...

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



- View the Pass It On video from Values.com. This is a great example of positive peer pressure.  
<http://www.values.com/inspirational-stories-tv-spots/115-Peer-Pressure>
- Explore the website Your Life Counts. Check out the 20 ways to avoid peer pressure.  
<http://www.yourlifecounts.org/blog/20-ways-avoid-peer-pressure>
- Take the quiz, How Are You Doing?, on the Above The Influence Website.  
<http://abovetheinfluence.com/how-are-you-doing/>
- The Behavioral Science Guys – One Simple Skill to Overcome Peer Pressure video  
<https://www.youtube.com/watch?v=1-U6QTRTZSc>

# Pressure's Up Scenarios

## Scenario 1

Su and Sarah were hanging out with their friends at an event where others were present. One of members of the group, Joanna, had an on and off feud with a person outside of the tight circle of friends named Kari. When she saw Kari a short distance away, she began making fun of her and being really rude. Eventually the entire group joined in except Su and Sarah. As the behavior continued, Kari began to cry.

**What should Su and Sarah do?**

## Scenario 2

Joe is taking a test in his most difficult subject. His best friend Tim comes to him with a copy of the test, Joe refuses to take it to help him. Tim tells Joe he has already given the copy to the entire football team. Joe hesitates but refuses; he feels he can study hard enough to pass. But on the day of the test he is sitting behind Tim at the back of the room. Tim has the copy completed and is using it to fill in his test. Joe has studied but is struggling, when Tim is finished he passes Joe a message "there is a copy for you in the back of your notebook."

**What should Joe do?**

## Scenario 3

Malik and Gus are new best friends. Malik feels good because Gus has been so nice to him since he first moved to town. Malik's mother has expressed her concern that his new friend seems to have a negative influence on him and he has been very short tempered and mean to his brothers and sisters. She made a rule that he could only go over to Gus's house when his parents were home and not during the school week. On Thursday afterschool Gus begged Malik to come over. He had something really important to show him, so Malik agreed. When they arrived Malik noticed Gus's mom's car was not in the garage. When he asked if his dad was home Gus says "no."

**What should Jimmy do?**

## Scenario 4

Morgan and Megan are twins. Morgan has a problem with her speech which causes her to stutter. The twins were invited to join the Debate Club at school and the advisor has been working with Morgan to build her confidence by speaking in public. She has made great strides and her speech is getting better. Another Debate Club member, Donna, was hanging out with her friend, Kylie, when Morgan and Megan walked by. Donna started immitating Morgan's stuttering.

**What should Kylie do?**

## Scenario 5:

Weston has joined the 4-H Horse Project Club. He joined because he really wants a horse but his parents feel he has not shown responsible behavior in the past and will not buy him a horse until he can show that he is responsible. Weston has been working hard at the Smith's small ranch caring for the horses when they are gone and learning how to ride. Over the weekend Weston is going to visit two of his friends who are not 4-H members to spend the night. They live near Smith Ranch. Weston is taking his bike so he can ride down the road to the Smith's house to feed the horses because the family has been called away. But when it is time for Weston to go to work, his friends put pressure on him to stay. After all, those horses aren't going anywhere.

**What should Weston do?**

## Scenario 6:

Kendall and Riley have been friends since kindergarten and now live in the same neighborhood. They are in different classes at Dover Junior High so they don't see each other much at school but spend a lot of time together outside of school. One day at school, Riley saw Kendall with a group of girls. Kendall was crying. Riley made a point to find Kendall at lunch and find out what was wrong. Kendall said the girls were trying to talk her into skipping school the next day and going to one of the girl's house while her parents were gone and break into the liquor cabinet.

**What should Riley do?**

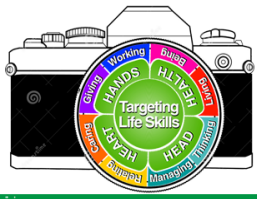
## Peer Pressure Quiz



**Instructions:** Answer each question honestly. If you answer yes to any of the questions, write a response of how you can turn a negative situation into a positive one.

1. Have you ever done something that made you feel bad about yourself just because others were urging you to do it?      Yes                              No
2. Have you ever done something that you knew was physically risky or dangerous just because others were urging you to do it?      Yes                              No
3. Have you ever done something that seemed harmless at the time only to learn later it hurt another person and did you then regret what you had done?      Yes                              No
4. Have you ever been caught up in a moment and known what you were doing was wrong or harmful yet been unable to make yourself stop?      Yes                              No
5. Have you ever tried drugs or alcohol just because your friends were doing it?      Yes                              No
6. Have you ever vandalized property while out with a group of friends?      Yes                              No
7. Have you ever shoplifted while out with a group of friends?      Yes                              No
8. Have you ever lied to your parents at the urging of your friends?      Yes                              No
9. Have you ever been a part of a bullying incident with your friends?      Yes                              No
10. Have you ever signed up for an activity, club or team just because a friend or friends were doing it?  
Yes                              No





# Picture Perfect Youth

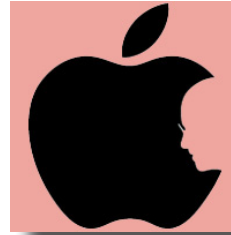
Oklahoma 4-H Personal Development Curriculum ~ Intermediate Level



## Cyber Space: Keep It Safe

### Here's the Angle...

- Understand importance of using internet safety
- Develop critical thinking skills to keep youth and their identity safe



### Life Skills:

Health -- Personal Safety;  
Character;  
Critical Thinking;  
Decision Making

### Let's Focus...

Kids are taught from a very young age to not talk to strangers and not to open the door of their homes to strangers. We must take this a step further today as kids use the internet to play games, visit with friends and research homework.

The Safe Surfing Kids website describes “going on the internet is like going out on Halloween.” Masks are used as a disguise to conceal the identity of each person. Unless your friends have shared what costume they will be wearing you will not be able to identify them. Any stranger can pretend to be a friend on the internet and, because they wear the mask of the computer, we have no way of knowing who they are or what their true intentions could be.

Other things to consider when sharing information and pictures on the internet is:

- How long will it be there?
- How many people will view my personal information?
- Once it is posted it is virtually there forever.

Remember, if your parents put restrictions on your internet use, there is probably a good chance they are doing so because of they want to keep you safe from harm. Follow your parent's rules so you don't find yourself in a dangerous situation. There are some



## 10 Rules for Kid's Online Safety



### Zoom Out...

### Draw This Person!

#### Materials List:

- Cut and mount 3 pictures of adults from a magazine and give each a number to identify them
- Paper for youth to draw
- Markers, crayons or colored pencils

Sometimes we make assumptions about other people we do not know and have not met. This activity showcases the fact that on the internet people may not be who they say they are.

There are three pictures of an adult and each one is numbered. These pictures will be shown to you after the activity. Each person will need three pieces of paper and markers, crayons or colored pencils to draw.

Descriptions are provided below (or write your own) for each picture. The instructor will read the description for Picture 1. Allow about five minutes for youth to complete their drawing based on the description. Students will show their drawings to the group and the instructor will reveal the actual picture that matches the drawing. Did anyone's drawing match the actual picture? Why did you picture the person that way?

Continue with picture 2 and 3 as time allows.

**Picture 1:** I really enjoy watching ball. I have been to several Major League Baseball games and have caught a fly ball.

**Picture 2:** My family and I go camping at the lake in the summer. I love to fish and go hiking with my kids.

**Picture 3:** My best friend is my dog Nala. Nala is a German Shepherd. We play at the park every weekend.

Always be cautious of who people you meet online. There are adults who disguise themselves to do harm to others.

1. Do not give your personal information such as address, telephone number or parent's work address/telephone number without permission.
2. Tell your parents immediately if you come across something that makes you feel uncomfortable.
3. Never agree to get together with someone you meet online.
4. Talk with your parents about posting pictures of yourself online and do not post pictures that your parents consider to be inappropriate.
5. Do not respond to messages that are mean or in any way make you feel uncomfortable. Always let an adult know about the message.
6. Talk with your parents about setting up rules for online and mobile phone use. Decide on rules for being online as well as times, limits and sites. Once rules are in place, be trustworthy and always follow them. Check out <http://www.four-h.purdue.edu/cpu/resources/NoSignsonCyberDrive.pdf>
7. Do not give your passwords to anyone (not even best friends) except your parents.
8. Check with your parents before downloading or installing software or doing anything that could possibly hurt your computer or mobile device or jeopardize your family's privacy.
9. Be a good online citizen and do not do anything that hurts other people or is against the law.
10. Help your parents understand how to have fun and learn things online as you share things with them you are learning.

## Zoom In...

### Safety Quiz



#### Materials List:

- Internet Safety Quiz handout
- Pencil or pen
- Poster board -- 14 x 22 inches
- Markers, magazines, pictures printed from internet, etc.

Take the internet safety quiz. Grade your quiz using the correct answer key at the bottom of the quiz.

Design an internet safety poster and share what you learned with your 4-H club or classmates.

If you would like to learn more about internet safety, explore the grade level activities at <https://sos.fbi.gov/>. These activities will help you with your internet safety poster.

### Framing Your Thoughts...

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

- Why is a computer like a mask?
- What is personal information?
- Who can help you make decisions about using the internet?
- Why is using good judgment when you are on the internet important?
- Why is it important keep personal information from strangers?
- Were you surprised when your group leader revealed the real picture in the “Draw This Person” activity?
- What other situations would require you to be careful of giving out personal information?
- How can you help pass the word about internet safety?

## Panoramic View...



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

- Review the handout, “There No Signs On Cyber Drive” to learn more about making smart decisions about internet use. <http://www.four-h.purdue.edu/cpu/resources/NoSignsonCyberDrive.pdf>
- Review the video, The CyberWise Guide to Digital Citizenship. [https://www.youtube.com/watch?v=oCkTmZ0bF5Q&list=PLvzOwE5IWqhRhUa0Zet5\\_9yfLX8NRvb3&index=1](https://www.youtube.com/watch?v=oCkTmZ0bF5Q&list=PLvzOwE5IWqhRhUa0Zet5_9yfLX8NRvb3&index=1)
- Explore the NetSmartz website for teens to learn more about internet safety. <http://www.netsmartz.org/Teens>
- View the videos provided by NSTeens website. <http://www.nsteens.org/Videos>

# Fact or Fiction

**Instructions:** Choose your answers wisely! Circle true or false for each question.

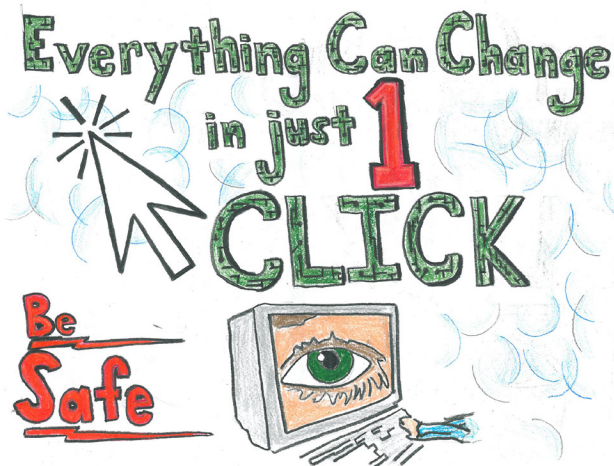
- True False 1. Sharing personal information on a blog or social networking site is always a safe practice.
- True False 2. Don't say anything online that you are not willing to say to someone in person.
- True False 3. If you are physically threatened by someone online, you should report it to your parents.
- True False 4. If someone says something mean to you in a chat room, you should always respond immediately and set them straight.
- True False 5. It is okay to chat with people you do not know on the internet.
- True False 6. Never agree to meet in person someone you met online.

Answer Key:  
1. False 2. True 3. True 4. True 5. False 6. True

## Developing the Picture...



- The Cyber Space: Keep It Safe lesson has many tips on cyber safety. Using the information in the lesson and other reliable sources, **develop a board game for intermediate age youth (12-14) to teach cyber space safety.** Below are requirements to develop your game to enter a fair exhibit in the Intermediate age division.
1. Create a name for your game. Use your creativity. Make sure the name is on the board game and the box/container.
  2. The box/container should be similar to other board games. Consider recycling an old board game box and re-decorating it for your game. Two piece gift boxes will also work well. The box should be no larger than 12 x 18 x 4 inches.
  3. The game board should be no larger than 22 x 28 inches (posterboard size). The game board needs to fold to fit in a box/container. If using posterboard, laminating the game board is recommended. Cardboard or foam board may also be used.
  4. The board game must incorporate questions players must answer. Questions can be on cards or printed on the game board. Add other creative things to game play as well.
  5. Any loose pieces such as dice, cards, player pieces, etc. should be stored in clear plastic bags. Labeling the plastic bags would be helpful.
  6. Written instructions on how to play the game are to be included in the game box. Laminating the instructions is recommended.
  7. Be sure to sign and date the bottom of your game box/container.



# Internet Safety Quiz

**Instructions:** Answer each question by circling your chosen answer. Check your answers with the answer key provided on page 96.

1. Which is okay to give out over the internet?
  - A. My last name
  - B. My school name
  - C. My teacher's name
  - D. My favorite television show
  - E. My address
  
2. While surfing the internet, you see a website that makes you feel uncomfortable. What should you do?
  - A. Write down the name and don't go there again
  - B. Tell your friends, so they can avoid it, too
  - C. Go tell a parent, guardian or teacher
  - D. Unplug the computer
  
3. If someone online tells you she is in 6th grade and their name is Katie, she is probably how old?
  - A. 12
  - B. 13
  - C. 35
  - D. There's no way to tell
  
4. If you have been talking on the internet to a person for a long time, and they want to meet, which is okay to do?
  - A. Meet them, as long as you bring a friend
  - B. Meet in a public place
  - C. Tell someone where you are going before you go
  - D. Tell your parent someone asked to meet you and discontinue communication with this person.
  
5. If someone online sends you a message that is mean or makes you feel uncomfortable, you should:
  - A. Erase them from your friends list
  - B. Delete the message
  - C. Insult them back
  - D. Tell a responsible adult
  
6. You are talking to someone online, and they know some of the same people you know. Since they have many of the same friends as you, is it ok to give them your phone number if they ask?
  - A. Yes
  - B. No
  
7. It is okay to send someone online your picture when:
  - A. They send you theirs first
  - B. You send them an old picture
  - C. As long as you don't send them your address, too
  - D. Only if a parent or guardian is with you and says it is okay



*Answer key can be found on page 96*

# Appendix



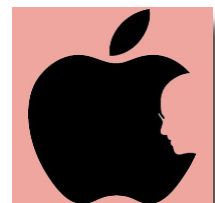
Head



Heart



Hands



Health

To Make The  
Best Better!

# Answer Keys to Activity Pages

## Just for Fun...Solve these brain teasers! – Page 20

Move the frogs in the following order: 2, 4, 6, 5, 3, 1 (repeat these moves in the same order twice more), 2, 4, 6. This is a solution in twenty-one moves—the fewest possible.

How many squares? 40

## Wuzzles Answer Key Page 50

1. Head in the sand
2. Identical twins
3. Piggy back ride
4. Fish in the sea
5. Laptop computer
6. Man overboard
7. Merry-go-round
8. I before E except after C
9. Quarterback
10. Side by side
11. Wheel of fortune
12. X marks the spot

## Internet Safety Quiz Answer Key Page 94

1. D -- My favorite television show
2. C -- Tell your friends, so they can avoid it, too
3. D -- There's no way to tell
4. D -- Ask your parent or guardian first and have them go with you
5. D -- Tell a responsible adult
6. B -- No
7. D -- Tell your parent someone asked to meet you and discontinue communication with this person.



# 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 feet away)			
Exhibit size/instructions were followed (poster size, exhibit size, signature/year, specific class requirements)			
Overall Appearance and Effectiveness of Exhibit			
<b>COMMENTS:</b>			
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			
<b>COMMENTS:</b>			

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