

## ***Countdown Chapter 3***

# ***Citizenship, International, Careers, Leadership, and Communications***



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## **Citizenship, International, Careers, Leadership, and Communications**

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# Citizenship

## Citizenship Vocabulary

Circle these words arranged vertically, horizontally, diagonally, forwards, and backwards in the puzzle. Then with a partner discuss the meaning of each word and how it relates to developing citizenship.

citizen	election	contribute	flag
government	county	help	patriot
service	state	assist	responsible
vote	federal	involved	respect

## Word Search

**In this activity you will:**

- learn to identify sixteen concepts related to developing citizenship.
- circle sixteen words related to citizenship.
- discuss the meaning of these words with a partner.

A	Z	I	C	E	T	A	T	S	B	R	R
C	O	N	T	R	I	B	U	T	E	T	E
E	E	V	C	I	F	L	A	G	N	C	S
N	L	O	P	O	R	G	Z	E	E	E	P
H	E	L	P	S	U	L	M	N	Z	P	O
F	C	V	I	R	U	N	L	S	I	S	N
E	T	E	S	I	R	G	T	P	T	E	S
D	I	D	Q	E	Z	L	I	Y	I	R	I
E	O	H	V	O	T	E	H	L	C	P	B
R	N	O	P	A	T	R	I	O	T	K	L
A	G	M	K	S	E	R	V	I	C	E	E
L	A	T	S	I	S	S	A	G	O	S	N

*Developed by: Kathryn J. Cox, Extension 4-H Specialist, Youth Development; David Farrell, Extension Associate, 4-H Communications; Mary Lynn Thalheimer, Extension Associate, 4-H International Exchange Program*

# Citizenship

## Citizenship Vocabulary

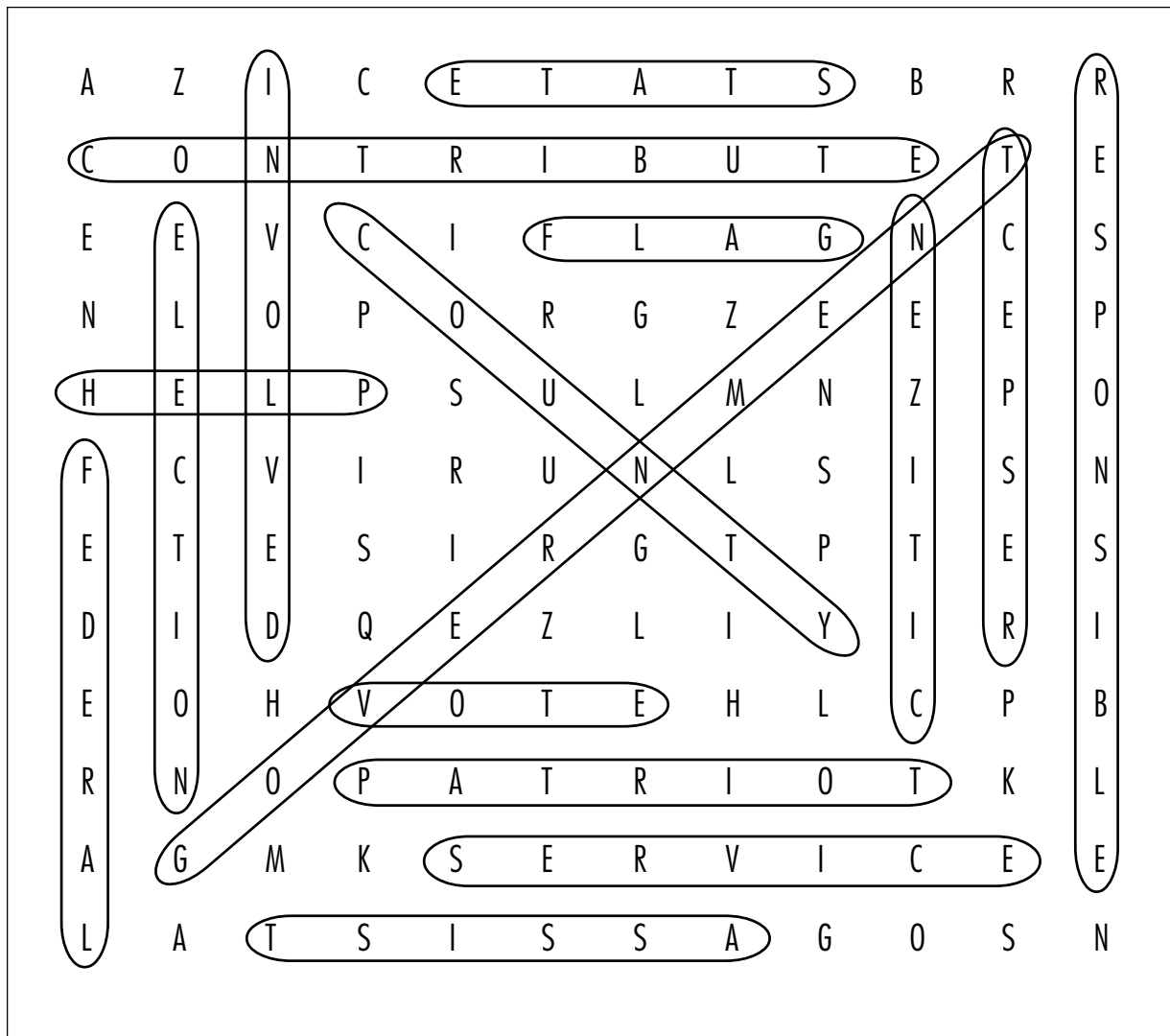
Circle these words arranged vertically, horizontally, diagonally, forwards, and backwards in the puzzle. Then with a partner discuss the meaning of each word and how it relates to developing citizenship.

citizen	election	contribute	flag
government	county	help	patriot
service	state	assist	responsible
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### Word Search—Key

**In this activity you will:**

- learn to identify sixteen concepts related to developing citizenship.
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# Citizenship

## Ohio County Names

Fill in the blanks with the name of an Ohio county.

1. \_\_\_\_\_ helps to make a successful farmer.
2. A president of the United States \_\_\_\_\_
3. A famous elm tree \_\_\_\_\_
4. Inventor of the steamboat \_\_\_\_\_
5. Three Indian tribes a) \_\_\_\_\_ b) \_\_\_\_\_  
c) \_\_\_\_\_
6. A fish \_\_\_\_\_
7. A railroad \_\_\_\_\_
8. Found in rich man's home \_\_\_\_\_
9. A candy bar \_\_\_\_\_
10. A breed of cattle \_\_\_\_\_
11. A breed of chickens \_\_\_\_\_
12. A body of water \_\_\_\_\_
13. To carry from one lake to another \_\_\_\_\_
14. Some children are afraid of the \_\_\_\_\_
15. What every child dislikes \_\_\_\_\_
16. A famous gelatin \_\_\_\_\_
17. An admiral of Great Lakes history \_\_\_\_\_
18. Who discovered electricity \_\_\_\_\_
19. A famous Greek city \_\_\_\_\_
20. A man's given name \_\_\_\_\_

Compare your answers with those of a partner, and discuss these questions:

1. Which of the counties have you visited? Describe what you did there.
2. Which of the counties do you know least about? How could you learn more?

### Fill in the Blanks

#### In this activity you will:

- learn to identify 25 different Ohio counties.
- assess current knowledge of Ohio counties, and identify counties about which more knowledge is needed.
- fill in the blanks with the names of Ohio counties.
- discuss your responses with a partner.

# Citizenship

## Ohio County Names

Fill in the blanks with the name of an Ohio county.

1. Richland helps to make a successful farmer.
2. A president of the United States Adams, Harding, Harrison, Jackson, Jefferson, Madison, Monroe, and Washington
3. A famous elm tree Logan
4. Inventor of the steamboat Fulton
5. Three Indian tribes a) Seneca b) Wyandot  
c) Tuscarawas
6. A fish Pike
7. A railroad Erie
8. Found in rich man's home Butler
9. A candy bar Clark
10. A breed of cattle Guernsey
11. A breed of chickens Wyandot
12. A body of water Lake
13. To carry from one lake to another Portage
14. Some children are afraid of the Darke
15. What every child dislikes Licking
16. A famous gelatin Knox
17. An admiral of Great Lakes history Perry
18. Who discovered electricity Franklin
19. A famous Greek city Athens
20. A man's given name Henry

Compare your answers with those of a partner, and discuss these questions:

1. Which of the counties have you visited? Describe what you did there.
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# Citizenship

## State Slogans

Here is a list of slogans found on some state automobile license plates. How many can you identify with the right state? Work with a partner and place the number of the slogan on the map below.

- |                        |                          |                         |
|------------------------|--------------------------|-------------------------|
| 1. Vacationland        | 9. Peace Garden State    | 16. Water Wonderland    |
| 2. The Wheat State     | 10. Heart of Dixie       | 17. Grand Canyon State  |
| 3. Scenic              | 11. Empire State         | 18. Famous Potatoes     |
| 4. Land of Opportunity | 12. Sportsman's Paradise | 19. Land of Enchantment |
| 5. Colorful            | 13. 10,000 Lakes         | 20. Peach State         |
| 6. Drive Safely        | 14. The Beef State       | 21. Land of Lincoln     |
| 7. America's Dairyland | 15. Sunshine State       |                         |
| 8. See                 |                          |                         |

## Map Skills

### In this activity you will:

- learn to identify state slogans.
- learn why organizations adopt slogans.
- match the slogans with the correct state.
- discuss with a partner why organizations adopt slogans.



Discuss these questions with a partner.

1. Which of the slogans and states were easy to match? Why?
2. Which were hard to match? Why?
3. Why do you think states use slogans?
4. How are slogans used in advertising other organizations? How many slogans can you think of that are used in commercials today? How do they compare with the state slogans?

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# Citizenship

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| 8. See                 |                          |                         |

## Map Skills—Key

### In this activity you will:

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Discuss these questions with a partner.

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# Citizenship

## Ohio Facts



### Identification—Key

#### In this activity you will:

- Work with a partner to answer these questions. See which team or group learns the most about Ohio!

1. What Ohio city was the rubber capital of the world? Akron
2. Six of the 100 largest U.S. cities are located in Ohio. Can you name them? Columbus, Cleveland, Cincinnati, Toledo, Akron, Dayton
3. What city boasts of the world's largest soap factory? Cincinnati
4. In what town was the McGuffey Reader originated? Cincinnati
5. What Ohio city is the world's largest coal shipping port? Toledo
6. What Ohio city produces the most lawn fertilizer? Marysville
7. What city fielded the first major league baseball team? What year? Cincinnati, 1869
8. Which president of the U.S. used the red carnation in his lapel? Garfield
9. What Ohio city boasts of the first concrete street? Bellefontaine
10. Can you name America's first billionaire? From what Ohio city? John D. Rockefeller, Cleveland
11. In what city was the song, "Down By The Old Mill Stream" written? Who wrote it? Findlay, Tell Taylor
12. At what elevation is the highest point in Ohio? 1,550 feet near Bellefontaine
13. Ohio's first capital was not in Columbus. Can you name the city? Chillicothe
14. What Ohio city housed the first Japanese auto plant to ship cars to Japan? Marysville

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# Citizenship

## Labels and Stereotypes

### Decision-Making

#### In this activity you will:

- learn to identify the pros and cons of labeling and stereotyping.
- choose gifts for imaginary people and discuss the reasons for your choices.

It's the week before the holidays and you are given the task of buying a present for each of the following people:

- \_\_\_\_\_ 1. Harry Skinner, a cab driver
- \_\_\_\_\_ 2. Marsha Truelove, a Red Cross volunteer
- \_\_\_\_\_ 3. Freddy Faster, a sixth grade "A" student
- \_\_\_\_\_ 4. Abigail Watson, a senior citizen

Which of the following gifts would you choose for each? Write the letter of the gift you would choose beside each person's name.

- A. a desk dictionary
- B. a rocking chair
- C. two tickets to the opera
- D. a pair of skis
- E. a leather jacket
- F. a make-up kit
- G. a Michael Bolton album
- H. a first-aid kit

Discuss the following questions with a partner:

1. Why did you choose these gifts?
2. Would you choose different gifts if you knew the following information? Why?

**Harry** is a voice student who drives a cab in his spare time. He has nothing against leather jackets, but he'd prefer opera tickets. He hopes to be an opera singer.

**Marsha** thinks Michael Bolton is "super" and listens to his records while doing volunteer work at the Red Cross canteen.

**Freddy** is working on a clown routine for the school talent show right now. A make-up kit would help his act a lot more than a dictionary would!

**Abigail**, born in Vermont, enjoys skiing on winter days. She would put new skis to good use and has no need for a rocking chair.

3. What, if any difference does it make if you stereotype people? Do you think stereotypes are a form of prejudice?

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# International

## Major Food Exporters

Circle the names of the countries that export more food out of their country than they import into their country.

After completing the word search, discuss these questions with a partner.

1. Were any of the six countries easy or hard to identify?
2. What are two or three reasons why people go hungry in some countries?
3. What do you think needs to be done to make sure all the children in the world get enough to eat?

### Word Search

#### In this activity you will:

- find the names of the six food exporting countries.
- identify factors which contribute to world hunger.
- consider possible ways to reduce world hunger.
- discuss alternatives to world hunger with a partner.

F	G	I	U	N	M	N	T	R	E	P	O	Z	T
P	O	D	N	A	L	A	E	Z	W	E	N	M	N
P	S	I	P	U	P	L	R	E	O	G	N	R	A
M	O	E	A	N	I	T	N	E	G	R	A	P	L
L	U	I	T	K	E	N	E	S	W	P	P	E	R
A	T	P	C	A	N	A	D	A	H	C	G	I	L
M	H	I	U	P	T	K	L	B	C	H	G	W	S
X	A	Y	I	A	U	S	T	R	A	L	I	A	A
A	F	E	L	I	J	K	D	F	N	B	V	R	I
O	R	L	K	E	I	M	N	E	G	U	J	O	E
H	I	M	Y	N	B	A	I	S	T	E	O	L	F
K	C	L	H	N	V	E	Y	T	S	I	O	J	X
C	A	H	T	J	K	U	K	F	I	O	N	B	R
H	G	E	R	I	L	O	N	J	R	Q	E	U	K
P	O	U	N	M	T	R	E	H	G	P	L	M	Y

Source: Minnesota 4-H Global Awareness

Developed by: Kathryn J. Cox, Extension 4-H Specialist, Youth Development; David Farrell, Extension Associate, 4-H Communications; Mary Lynn Thalheimer, Extension Associate, 4-H International Exchange Program

# International Major Food Exporters

Circle the names of the countries that export more food out of their country than they import into their country. **Only six countries export more food out of their countries than they buy from other countries. They are Argentina, the United States, South Africa, Australia, New Zealand, and Canada.**

After completing the word search, discuss these questions with a partner.

1. Were any of the six countries easy or hard to identify?
2. What are two or three reasons why people go hungry in some countries?
3. What do you think needs to be done to make sure all the children in the world get enough to eat?

## Word Search—Key

### In this activity you will:

- find the names of the six food exporting countries.
- identify factors which contribute to world hunger.
- consider possible ways to reduce world hunger.
- discuss alternatives to world hunger with a partner.

F	G	I	U	N	M	N	T	R	E	P	O	Z	T		
P	O	D N A L A E Z W E N											M	N	
P	S	I	P	U	P	L	R	E	O	G	N	R	A		
M	O	E	A N I T N E G R A											P	L
L	U	I	T	K	E	N	E	S	W	P	P	E	R		
A	T	P	C A N A D A					H	C	G	I	L			
M	H	I	U	P	T	K	L	B	C	H	G	W	S		
X	A	Y	I	A U S T R A L I A										A	
A	F	E	L	I	J	K	D	F	N	B	V	R	I		
O	R	L	K	E	I	M	N	E	G	U	J	O	E		
H	I	M	Y	N	B	A	I	S	T	E	O	L	F		
K	C	L	H	N	V	E	Y	T	S	I	O	J	X		
C	A	H	T	J	K	U	K	F	I	O	N	B	R		
H	G	E	R	I	L	O	N	J	R	Q	E	U	K		
P	O	U	N	M	T	R	E	H	G	P	L	M	Y		

Source: Minnesota 4-H Global Awareness

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# International Countries and Capitals

Match the countries with their capitals. Discuss the purpose of capitals with a partner.

<b>Country</b>	<b>Capital</b>
_____ 1. India	a. Buenos Aires
_____ 2. Thailand	b. Bangkok
_____ 3. Switzerland	c. Paris
_____ 4. Argentina	d. Warsaw
_____ 5. Sweden	e. Lisbon
_____ 6. Hungary	f. Vienna
_____ 7. Taiwan	g. Budapest
_____ 8. Spain	h. Lima
_____ 9. Turkey	i. Tehran
_____ 10. Austria	j. Taipei
_____ 11. Scotland	k. Washington, D.C.
_____ 12. Venezuela	l. Gaborone
_____ 13. Greece	m. Brussels
_____ 14. United States	n. Bern
_____ 15. Belgium	o. Dublin
_____ 16. Portugal	p. Ankara
_____ 17. Poland	q. Caracas
_____ 18. France	r. Madrid
_____ 19. Iran	s. Stockholm
_____ 20. Botswana	t. New Delhi
_____ 21. Philippines	u. Athens
_____ 22. Finland	v. Edinburgh
_____ 23. Ireland	w. Manila
_____ 24. Peru	x. Helsinki

## Matching

### In this activity you will:

- learn to identify the capitals of 24 countries.
- learn why nations make capitals.

Discuss these questions with a partner:

1. Which countries were easy to match with their capitals? Which were hard? Why?
2. Why do you think countries have capitals? What purpose do capitals serve?
3. Why do we have governments?
4. Do you think governments serve people, or do people serve governments? Why?

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<b>Country</b>	<b>Capital</b>
<b>t</b> 1. India	a. Buenos Aires
<b>b</b> 2. Thailand	b. Bangkok
<b>n</b> 3. Switzerland	c. Paris
<b>a</b> 4. Argentina	d. Warsaw
<b>s</b> 5. Sweden	e. Lisbon
<b>g</b> 6. Hungary	f. Vienna
<b>i</b> 7. Taiwan	g. Budapest
<b>r</b> 8. Spain	h. Lima
<b>p</b> 9. Turkey	i. Tehran
<b>f</b> 10. Austria	j. Taipei
<b>v</b> 11. Scotland	k. Washington, D.C.
<b>q</b> 12. Venezuela	l. Gaborone
<b>u</b> 13. Greece	m. Brussels
<b>k</b> 14. United States	n. Bern
<b>m</b> 15. Belgium	o. Dublin
<b>e</b> 16. Portugal	p. Ankara
<b>d</b> 17. Poland	q. Caracas
<b>c</b> 18. France	r. Madrid
<b>i</b> 19. Iran	s. Stockholm
<b>l</b> 20. Botswana	t. New Delhi
<b>w</b> 21. Philippines	u. Athens
<b>x</b> 22. Finland	v. Edinburgh
<b>o</b> 23. Ireland	w. Manila
<b>h</b> 24. Peru	x. Helsinki

## Matching—Key

### In this activity you will:

- learn to identify the capitals of 24 countries.
- learn why nations make capitals.

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# International

## International Issues: What Do You Think?

This is not a true/false test. Decide whether you agree (A) or disagree (D) with each statement. Circle your answer. Then compare your answers with those of a partner, and discuss why you agree and why you disagree about your responses.

### Decision-Making

#### In this activity you will:

- learn to identify your personal positions on major international issues.
- learn to develop understanding of others' values and perspectives.

#### Agree    Disagree

- |   |   |  |
|---|---|--|
| A | D | 1. The U.S. should be independent of foreign energy sources.   |
| A | D | 2. The U.S. should greatly reduce its foreign aid to those countries without effective birth control programs. |
| A | D | 3. The United Nations should control world rationing of energy and mineral resources.                          |
| A | D | 4. The U.S. should give food to needy nations to promote world peace.  |
| A | D | 5. The U.S. should play an active role in spreading our political and economic systems abroad.                 |
| A | D | 6. All exports of nuclear technology should be banned until importing nations agree to effective controls.     |
| A | D | 7. The ideal family consists of two children.  |

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# International

## Cross-Cultural Understanding: International Bingo

Move among the members of your group and have them write their names in the box for any of the 16 items that describe them. Then discuss how many people in your group match each of the descriptions. Discuss possible ways members of the group could participate in international experiences. If everyone is able to fill in all the boxes on their bingo card, play a game of international bingo by pulling members' names out of a box and seeing who gets four in a row first.

### Matching

#### In this activity you will:

- learn to develop cross-cultural understanding.
- learn about other people's international experiences.

Has used something made in another country.	Speaks two languages.	Knows a dance from another country.	A former 4-H exchange participant or host.
Has lived in another country.	Is wearing something made in another country.	Can name a game from another country.	Can cook an international food.
Has traveled in a foreign country.	Has received a letter from another country.	Was born in another country.	Writes to someone in another country.
Likes a food from another country.	Has traveled in Canada or Mexico.	Has eaten in a restaurant serving food from another country.	Can count to five in another language.

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# Careers

## Goal Setting and Values

### Decision-Making

#### In this activity you will:

- learn what you value.
- identify some of your values.
- identify personal and career goals for the next five years.

Complete the following sentences. Answer how you honestly feel at the moment.

1. I wish I could \_\_\_\_\_ .
2. I don't like \_\_\_\_\_ .
3. What is most important to me is \_\_\_\_\_ .
4. Going to school is \_\_\_\_\_ .
5. I'm happiest when \_\_\_\_\_ .
6. Working is \_\_\_\_\_ .
7. My friends think I'm \_\_\_\_\_ .
8. I admire \_\_\_\_\_ .

List your most important career or education goals:

- In one year \_\_\_\_\_
- In three years \_\_\_\_\_
- In five years \_\_\_\_\_

List your most important personal goals (family, recreational, organizational, etc.).

- In one year \_\_\_\_\_
- In three years \_\_\_\_\_
- In five years \_\_\_\_\_

Discuss your answers with a partner.

*Source: Rose Fisher Merkowitz, Highland County Extension Agent, "Developing Backbone for Career Choices"*

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# Careers

## Personal Values: Job Openings

There are five applicants for one job opening. Rank the candidates from 1st through 5th in the order you would hire them if you were the employer.

\_\_\_\_\_ A woman whose husband recently died. She has four young children, ages one to six, whom she now must support. She will be getting \$200 a month from insurance, but this is not enough to live on.

\_\_\_\_\_ A former drug addict who has kept away from drugs for eleven months. He is a very serious young man who is determined to do well. He has had trouble finding jobs because of his former addiction, and his psychologist and priest say there is a strong possibility he will return to drugs if he is not employed soon.

\_\_\_\_\_ A highly intelligent black man who lives in a slum. He needs the job to continue his college education and to help support his brothers and sisters. He wants to become a doctor and help the poor in his neighborhood.

\_\_\_\_\_ A young woman who left her parent's home to try to make it on her own. She has a strong interest in this type of work, and is the best qualified of all the applicants.

\_\_\_\_\_ A recent immigrant to this country who is the father of four. His knowledge of English is poor, and this will probably slow him down on the job at first. But he is a clever and confident person who learns quickly.

Discuss these questions with a partner.

1. Why did you rank the candidates in the order you did?
2. What personal or group values do your choices indicate?
3. As you make job decisions is it important to consider the requirements of the job task or the needs of the people involved?

*Adapted from: "Values: Developing Backbones for Career Choices," Kelly Manion, Clark County Extension Agent*

*Developed by: Kathryn J. Cox, Extension 4-H Specialist, Youth Development; David Farrell, Extension Associate, 4-H Communications; Mary Lynn Thalheimer, Extension Associate, 4-H International Exchange Program*

## Ranking

### In this activity you will:

- learn to become aware of your personal values and how they affect your opinions of others.
- rank five candidates for a job and discuss your responses with a partner.

*Developed by: Kathryn J. Cox, Extension 4-H Specialist, Youth Development; David Farrell, Extension Associate, 4-H Communications; Mary Lynn Thalheimer, Extension Associate, 4-H International Exchange Program*



# Careers

## Candy Bar Job Search

### Materials Needed

A candy bar with a list of ingredients on the wrapper for each participant.

With a partner, examine the wrapper of a candy bar and brainstorm the types of jobs and careers associated with producing candy bars for consumers. Then list the types of job skills and training required for each job/career you identify.

### Brainstorming

#### In this activity you will:

- learn the wide variety of jobs and careers associated with producing products.
- determine which types of jobs and careers may interest you.
- identify and discuss jobs and careers associated with producing candy bars.

<b>Job/Career</b> ex: advertiser	<b>Skill</b> professional	<b>Training</b> college (marketing or business)
ex: cocoa farmer	skilled and unskilled	tech school or college

Discuss these questions with a partner.

1. In which of these jobs would you be most interested, if you had to pick one? Why?
2. Which of these jobs are least interesting to you?
3. What types of work are you interested in doing as an adult? Why?
4. What training will you need?

*Adapted from: Career Education Resources by Fred Bruny, Extension 4-H Specialist, Emeritus and Becky Cropper, Brown County Extension Agent*

*Developed by: Kathryn J. Cox, Extension 4-H Specialist, Youth Development; David Farrell, Extension Associate, 4-H Communications; Mary Lynn Thalheimer, Extension Associate, 4-H International Exchange Program*

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# Careers

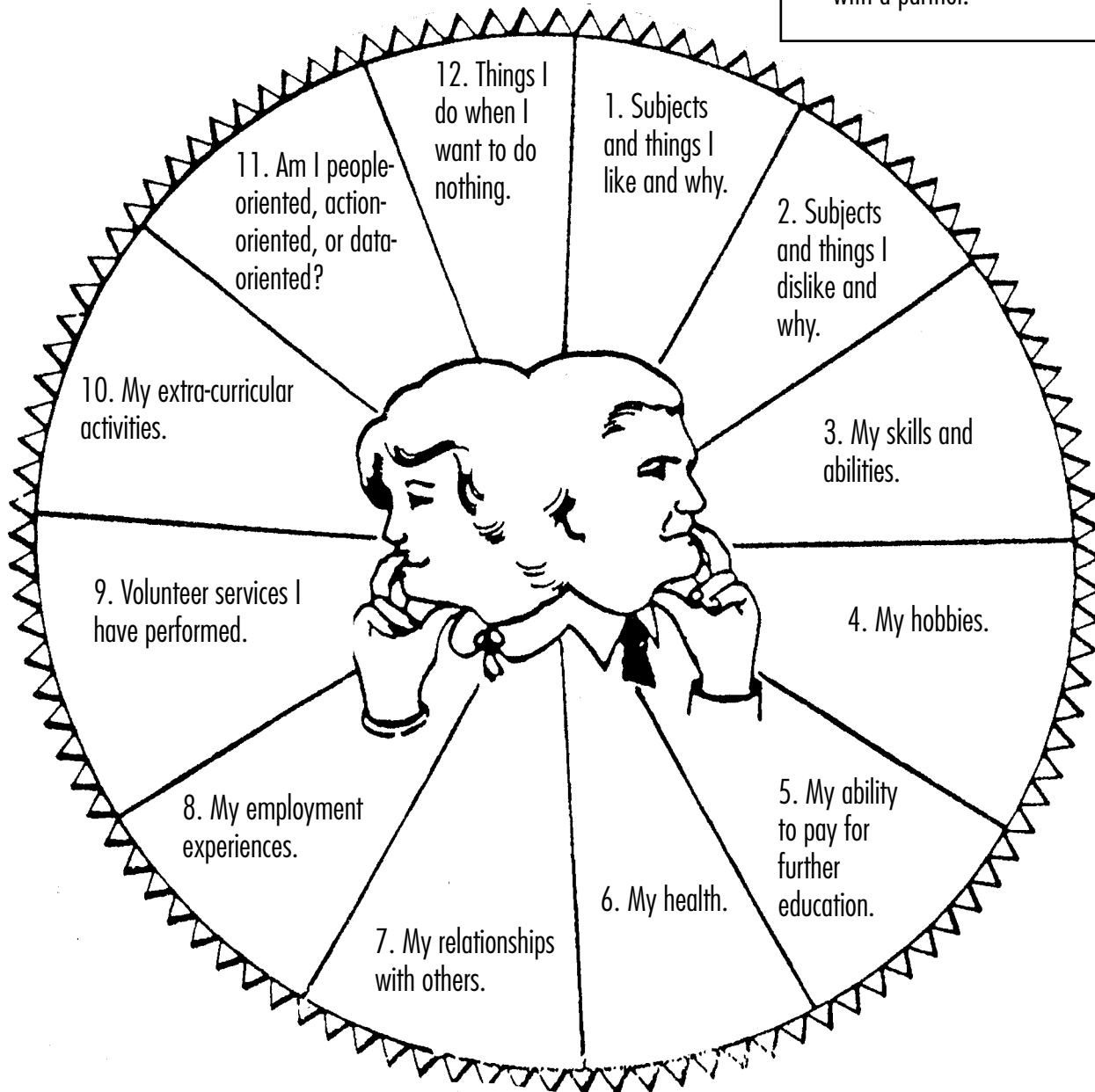
## Study Yourself Wheel

The Study Yourself Wheel has 12 different areas. Write short statements that describe how you feel about each area. There are no correct answers, only what is right for you. Then discuss your answers with a partner, and talk about what types of jobs or careers you think would be best for you.

### Writing

#### In this activity you will:

- learn your personal preferences and abilities which should be considered in making career decisions.
- identify your preferences, abilities, and experiences in 12 areas.
- discuss your answers and how they relate to your job and career decisions with a partner.



Adapted from: *Developing Backbones for Career Choices Interest Survey* by Becky Cropper, Brown County Extension Agent  
Developed by: Kathryn J. Cox, Extension 4-H Specialist, Youth Development; David Farrell, Extension Associate, 4-H Communications; Mary Lynn Thalheimer, Extension Associate, 4-H International Exchange Program

*Developed by: Kathryn J. Cox, Extension 4-H Specialist, Youth Development; David Farrell, Extension Associate, 4-H Communications; Mary Lynn Thalheimer, Extension Associate, 4-H International Exchange Program*

# Careers

## Recognizing Assertive vs. Aggressive Behavior

In each of these situations, check whether each response is assertive, non-assertive, or aggressive in each of these situations. Discuss your answers with a partner and describe what improvements you can make to develop positive assertiveness.

### Identification

#### In this activity you will:

- learn to recognize assertive, non-assertive, and aggressive behavior.
- develop habits of positive assertiveness which are needed for success in the workforce.

	Assertive	Non-Assertive	Aggressive
<b>Situation 1</b> A friend has just complimented you on your new suit. It's the first time you've worn it and you really like it. You say:			
1a. Thank you			
1b. This? It's nothing special.			
1c. Well...I picked it up at a sale...well...			
<b>Situation 2</b> You're out with a group of friends. You're all deciding which movie to see. One person has just mentioned a movie you don't want to see. You say:			
2a. You always pick movies I don't like. You only think about yourself. You're very selfish.			
2b. I don't want to see that one. How about a movie over at the Plaza Theater?			
2c. Well, I don't know much about the movie. But, I guess, if you want to, we can see it.			

*Adapted from: Developing Backbones for Career Choices by Nikki Eyre, Highland County Extension Agent*

*Developed by: Kathryn J. Cox, Extension 4-H Specialist, Youth Development; David Farrell, Extension Associate, 4-H Communications; Mary Lynn Thalheimer, Extension Associate, 4-H International Exchange Program*

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# Leadership

## Leadership Skills Vocabulary

Match each of these leadership skills with the correct definition.

### Leadership Skill

- \_\_\_ 1. envisioning
- \_\_\_ 2. consensus-building
- \_\_\_ 3. negotiation
- \_\_\_ 4. creating rewards
- \_\_\_ 5. creating an image
- \_\_\_ 6. gaining legitimacy
- \_\_\_ 7. advocacy
- \_\_\_ 8. coalition-building
- \_\_\_ 9. perspective-taking

### Definition

- a. skill in building acceptance and support
- b. skill in getting people to make decisions during conflict, usually involving give-and-take
- c. skill in getting people to have an image or mission for the future
- d. skill in uniting groups to achieve mutual goals
- e. skill in seeing situations from different points of view
- f. skill in getting people to make decisions which everyone accepts as the best solution
- g. skill in establishing credibility, and gaining respect and trust
- h. skill in meeting people's needs and helping them benefit from being involved
- i. skill in persuading people to support ideas and plans

## Matching

### In this activity you will:

- learn to identify and define nine leadership skills that work.
- match leadership skills with their correct definition.
- discuss which leadership skills are most important for your group.

Discuss these questions with a partner.

1. Which of these leadership skills are most important in our group right now?
  
  
  
  
  
  
  
  
  
  
2. Which are least important? Why?
  
  
  
  
  
  
  
  
  
  
3. Which of these skills are needed by 4-H advisors? Teen leaders? Committee chairs and members? Other 4-H leaders?

*Developed by: Kathryn J. Cox, Extension 4-H Specialist, Youth Development; David Farrell, Extension Associate, 4-H Communications; Mary Lynn Thalheimer, Extension Associate, 4-H International Exchange Program*

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## Matching—Key

### In this activity you will:

- learn to identify and define nine leadership skills that work.
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- discuss which leadership skills are most important for your group.

Discuss these questions with a partner.

1. Which of these leadership skills are most important in our group right now?
  
  
  
  
  
  
  
  
  
  
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*Developed by: Kathryn J. Cox, Extension 4-H Specialist, Youth Development; David Farrell, Extension Associate, 4-H Communications; Mary Lynn Thalheimer, Extension Associate, 4-H International Exchange Program*

# Leadership

## How I Make Decisions

Consider the ways you make seven types of decisions.

Place an "X" in the space that shows the way you make decisions, then compare your answers with a partner.

## Decision-Making

### In this activity you will:

- learn how you make decisions.
- learn what kinds of decisions require careful, thoughtful deliberations, and what kinds of decisions are easier for you to make.
- determine similarities and differences between the way you and your friends make personal decisions and as members and leaders within a group.

	I think it through carefully.	I give it some thought.	I don't stop to think.
1. Spending money on a bike			
2. Making friends			
3. Choosing hobbies			
4. Buying clothes			
5. Getting along with friends			
6. Joining clubs or teams			
7. What to eat for lunch			

Discuss these questions with a partner:

1. How do you usually make decisions?
2. What kinds of decisions do you carefully think about, and what kinds of decisions are easier to make?
3. Which kinds of decisions are most important to you? Which kinds of decisions are least important to you?
4. What are the similarities and differences between your answers and your partner's answers? Why do you differ, and why are you similar?
5. What are the differences and similarities in how you make personal decisions, and how you make decisions as a member or leader in a group?

Source: Adapted from "Leadership Skills You Never Outgrow," Kathryn J. Cox, 10/96

Developed by: Kathryn J. Cox, Extension 4-H Specialist, Youth Development; David Farrell, Extension Associate, 4-H Communications; Mary Lynn Thalheimer, Extension Associate, 4-H International Exchange Program

*Developed by: Kathryn J. Cox, Extension 4-H Specialist, Youth Development; David Farrell, Extension Associate, 4-H Communications; Mary Lynn Thalheimer, Extension Associate, 4-H International Exchange Program*

# Leadership

## Are You an "N" or an "S"?

Check which item in each of the following seven pairs you prefer:

- N1 \_\_\_\_\_ being called imaginative or intuitive, or  
S1 \_\_\_\_\_ being called factual and accurate?
- S2 \_\_\_\_\_ using methods you know well that get the job done, or  
N2 \_\_\_\_\_ trying to think of new methods of doing tasks?
- N3 \_\_\_\_\_ thinking about possibilities, or  
S3 \_\_\_\_\_ dealing with actualities and real life?
- S4 \_\_\_\_\_ concrete and real things, or  
N4 \_\_\_\_\_ ideas and theories?
- N5 \_\_\_\_\_ possible views of the whole, or  
S5 \_\_\_\_\_ the factual details available?
- S6 \_\_\_\_\_ facts, or  
N6 \_\_\_\_\_ ideas?
- N7 \_\_\_\_\_ designing plans without necessarily carrying them out, or  
S7 \_\_\_\_\_ carrying out carefully laid, detailed plans with precision?

Next, score your responses. Did you check more "N's" or "S's"?

If you checked more "N's" than "S's," you rely on intuition. "N" (intuitive) leaders prefer looking for possibilities and relationships rather than working with facts. You like solving new problems, dislike doing the same things over and over, enjoy learning new skills, work in bursts of energy, reach conclusions quickly, and are impatient with routine details.

If you checked more "S's" than "N's," you rely on your senses. "S" (sensory) leaders prefer working with facts rather than looking for possibilities and relationships. You dislike new problems unless there are standard ways to solve them. You like an established way of doing things, using old skills, seldom make errors, and are good at precise work.

Discuss with these questions with a partner.

How well does the description describe you? Are you similar or different?

Are there situations in which "N's" would be better leaders? How about "S's"?

## Decision-Making

### In this activity you will:

- learn whether you rely more on your intuition or your senses in making decisions.
- see strengths and weaknesses associated with your preferred leadership style.

*Developed by: Kathryn J. Cox, Extension 4-H Specialist, Youth Development; David Farrell, Extension Associate, 4-H Communications; Mary Lynn Thalheimer, Extension Associate, 4-H International Exchange Program*

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# Leadership

## Cone of Experience

Arrange the ten types of experience in order from least effective on the top to most effective on the bottom of this puzzle. Write the letter of each type of experience on the cone to show which experience should go in each of the ten blanks.

## Decision-Making

### In this activity you will:

- learn to select as a leader experience which maximize the development of people in groups you lead.
- arrange ten types of experiences in order of their effectiveness in helping people learn, and discuss your responses with a partner.

**least effective**

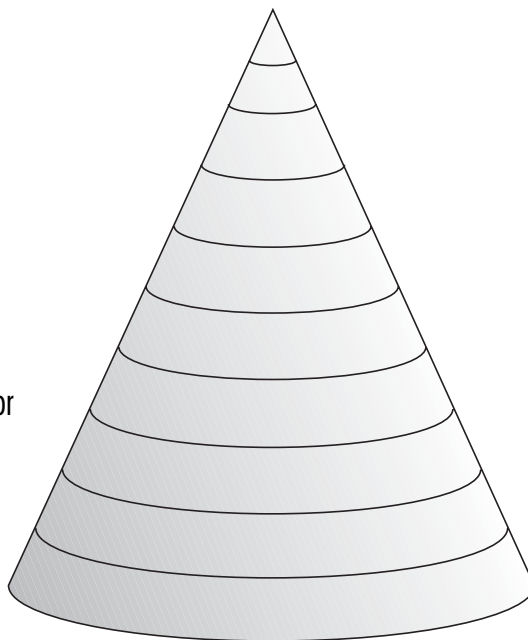
a. taking part in role playing

b. reading words

c. listening to recordings or looking at still slides or pictures

d. practicing with specimens, objects, or models

e. watching television or videos



f. taking part in field trips

g. actual hands-on "learn-by-doing" activities

h. viewing habits

i. observing demonstrations

j. looking at symbols

**most effective**

Compare your rankings with the correct ranking, and discuss these questions with a partner.

1. Why do you think the most effective method is better than the least effective method?
2. In what situations might a leader want to use a less effective method, rather than one of the most effective methods?
3. What factors do leaders need to consider in deciding which methods to use?

*Developed by: Kathryn J. Cox, Extension 4-H Specialist, Youth Development; David Farrell, Extension Associate, 4-H Communications; Mary Lynn Thalheimer, Extension Associate, 4-H International Exchange Program*

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### Decision-Making—Key

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- arrange ten types of experiences in order of their effectiveness in helping people learn, and discuss your responses with a partner.

**least effective**

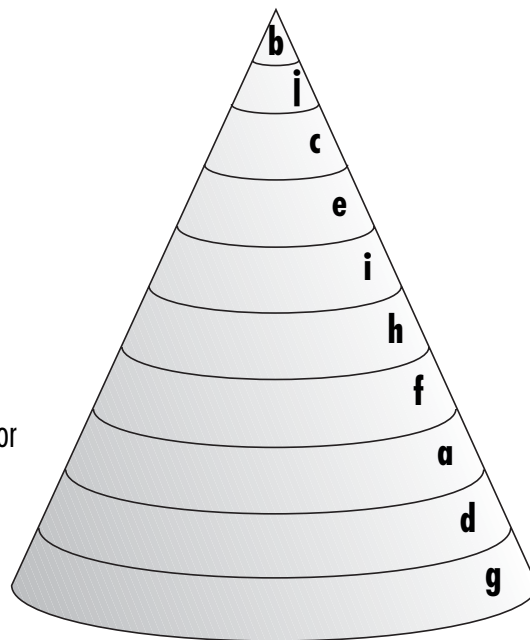
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*Developed by: Kathryn J. Cox, Extension 4-H Specialist, Youth Development; David Farrell, Extension Associate, 4-H Communications; Mary Lynn Thalheimer, Extension Associate, 4-H International Exchange Program*



# Communications


## Ways of Communication

### Writing/Drawing

#### In this activity you will:

- learn to examine different ways people communicate with each other.

1. Think of the many ways people communicate. In the box below, write (or draw a picture of) those methods. Consider how you communicate with other people and then think about how people with different backgrounds might communicate with and without words. For example, people might talk face-to-face or by drawing pictures, etc.



2. Compare your responses with a partner. Discuss reasons why people might choose to communicate in one way rather than another. For example, why might someone communicate with a smile when they like what you are doing rather than telling you with words?

*Developed by: David Farrell, Extension Associate, Communications*



# Communications

## Non-Verbal Communication

Before this activity, prepare at least eight slips of paper, each describing a way a participant might feel about the group or its activities. It can be a personal feeling or mood.

### Role Playing

#### In this activity you will:

- learn how people can communicate non-verbally.

1. In this activity, talk to the group about the importance of non-verbal messages. Point out that sometimes what you don't say vocally can send just as strong of a message as what is spoken out loud.
2. Give each person (or team) a slip of paper listing a specific feeling or mood.

### Suggested Feelings/Moods

anxious

unhappy

mad

happy

scared

unsure

worried

nice

mean

tired

sick

bored

stuck up

energetic

hungry

3. Give each person (or team) time to privately practice and discuss how to act out the feeling listed on the paper.
4. Without revealing what the feeling is, have each person (or team) use facial expressions and/or body language to try and show the group how he or she is feeling.
5. Have the group members guess what feeling is being portrayed. Talk about other ways people might express the emotion.



# Communications

## Body Language

### Role Playing

#### In this activity you will:

- learn how body postures (body language) communicate feeling and meaning.

1. Tell the group that this activity is a way of exploring how body postures can communicate feeling and meaning.
2. Ask group members to find partners. One partner will be a “statue builder” and the other will be the “statue material.” Ask the partners to decide who will play which role first.
3. Explain that when you call out a feeling or situation, the job of the “statue builder” is to move his or her partner (the “statue material”) into a posture that expresses the feeling. Show them appropriate ways they can move their partner’s arms, legs, and heads to express the word you give them.
4. Demonstrate the activity by using a volunteer to serve as “material” for you to “build” a statue expressing one of the words listed below. Then call out one of the other situations or feelings and give the pairs time to create their statues.

#### Situations

dancing  
waiting  
being very happy  
skating  
thinking

#### Feelings

tired	ignored
joyful	mocking
happy	tranquil
grieving	jealous
discouraged	bored
amused	giddy

5. When each builder has created a statue, invite group members to look around at what others have built. Statues can move their eyes, but not their bodies.
6. Have the partners switch roles. Call out different feelings to have the new builders create statues.
7. Have each pair secretly pick a feeling, create a “statue” to show the feeling, and then have a group try to guess what the statue expresses.
8. Discuss what members could learn from this activity.



# **Communications**

## **Cross-Cultural Communication**

### **Role Playing**

#### **In this activity you will:**

- learn to examine ways people from different countries might communicate.

1. Have everyone in the group form teams of two.
2. Pretend each team member is from a different country and speaks a language that the others cannot understand.
3. Using non-verbal signs only, have one member of the team ask one of the questions below and have the other member of the team answer the question non-verbally.
4. Afterwards, have the entire group discuss why communicating with someone who speaks a different language can be difficult. Also, discuss what seems to work when trying to communicate if you are unable to speak someone else's language.

## **Questions**

1. How old are you?
2. Are you hungry?
3. What is your name?
4. Where are you from?
5. Are you thirsty?
6. Are we friends?
7. Are you tired or sleepy?





# Communications

## Public Speaking Roll Call

Think of five different roll call responses your club could use at meetings and write them in the box below. These might be about subjects that each club member could respond to to show that he or she is present. Think of a subject everyone shares and that most people would find interesting. A good idea is "my favorite hobby." Discuss your ideas with the group and decide which roll call ideas would be appropriate. Use the roll call subjects at the rest of your meetings.

*Note: Be sensitive to the fact there might be topics that not all members of your group can respond to. Also, respect the fact that there might be some topics that club members would not want to answer.*

### Public Speaking

#### In this activity you will:

- create an opportunity to encourage speaking in front of a group.



# Communications

## Group Discussion

Have each person list their favorite activities (sports, free-time activities, hobbies, school activities, etc.) in the box below. After a few minutes have the group sit in a circle. Then have each person in the group stand up one at a time and share something they like to do and why. Discuss the activity and recognize participants for speaking in public.

### Public Speaking

#### In this activity you will:

- learn basic public speaking skills.



# Communications

## Performing Skits

### Role Playing

#### In this activity you will:

- learn how a skit can communicate a message.

1. Form teams of three to five people. Have each team pick one of the situations listed below and develop a skit to illustrate the situation. Each team member should have some acting role in the skit. Then have each team perform the skit in front of the whole group.
2. After the skits are finished, discuss what participants think makes a “good” skit compared with an “average” one. If participants were helping younger 4-H’ers plan a skit, what advice would they give them?

### Situations

1. Your group is sitting and waiting for the bus. Act out what kind of things you would do and what kind of things you would talk about while you wait.
2. Your group is doing warm-up exercises to get ready to go outside for gym class. Act out what kind of things you would do and what kind of things you would talk about while you warm up.
3. Your group is traveling to Grandma’s house in a car. Act out what kind of things you would do and what kind of things you would talk about while you are riding to Grandma’s.
4. Your group is part of a family getting ready to have their picture taken at a studio. Act out what kind of things you would do and what you would talk about while waiting to have your picture taken.
5. Your group is watching a television show. Act out what kind of things you would do and what you would talk about while you watch television.
6. Your group is eating breakfast. Act out what kind of things you would do and what you would talk about while you eat breakfast.
7. Your group is on a canoe trip. Act out what kind of things you would do and what you would talk about while you canoe.

*Note: If you or anyone in your group is interested in participating in a skit contest, ask your county OSU Extension office for more information.*



# Communications

## Show and Tell

### Public Speaking

#### In this activity you will:

- learn effective communication skills through giving a project talk.

Volunteer to “show and tell” something about your favorite project. Your subject may be something you made in the project, a tool you used, or a general activity you enjoy. Explain why you picked this project, what you learned, what you like best about it, and how to make or use the item you brought. For example, you could tell about a birdhouse made in woodworking or a picture taken in photography.

List some reasons why you picked this subject/item. \_\_\_\_\_

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What have you learned about this subject/item? \_\_\_\_\_

---

---

---

What do you like best about it? \_\_\_\_\_

---

---

---

What has been the most difficult thing about it? \_\_\_\_\_

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---

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Other things of interest about it: \_\_\_\_\_

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# Communications

## Illustrated Talk

### Public Speaking

#### In this activity you will:

- learn how to effectively give directions as part of an illustrated talk.

Before this activity, prepare ten to fifteen blank note cards. Write a simple task on each card. Some examples of tasks are: tying a shoe, sharpening a pencil, opening a carton of milk, unwrapping and chewing a stick of gum, zipping a jacket, or opening a can with a can opener.

1. Explain that this activity will provide experience in giving directions as part of an illustrated talk or demonstration.
2. Give each person (or team) one of the cards which contains a simple task.

### Suggested Tasks

Tying a shoe	Sharpening a pencil
Opening a carton of milk	Zippering a jacket
Making a peanut butter sandwich	Unwrapping and chewing a stick of gum
Opening a can with a can opener	Reading a book
Answering the telephone	Climbing up and going down a slide
Brushing your teeth	Painting a picture
Mailing a birthday card	Popping popcorn
Catching a fish in a pond	Climbing a ladder

3. Give each person (or team) time to privately practice giving verbal instructions on how to perform the task.
4. Without revealing what the task is, have each person (or team) give verbal directions to the group in his or her own words as if he or she were actually doing the task.
5. Have the group members guess what the task is. Then discuss what tips or pointers participants think are important when giving directions.

*Note: If you or anyone in your group is interested in participating in a Demonstration Contest, ask your county OSU Extension office for more information.*



# Communications

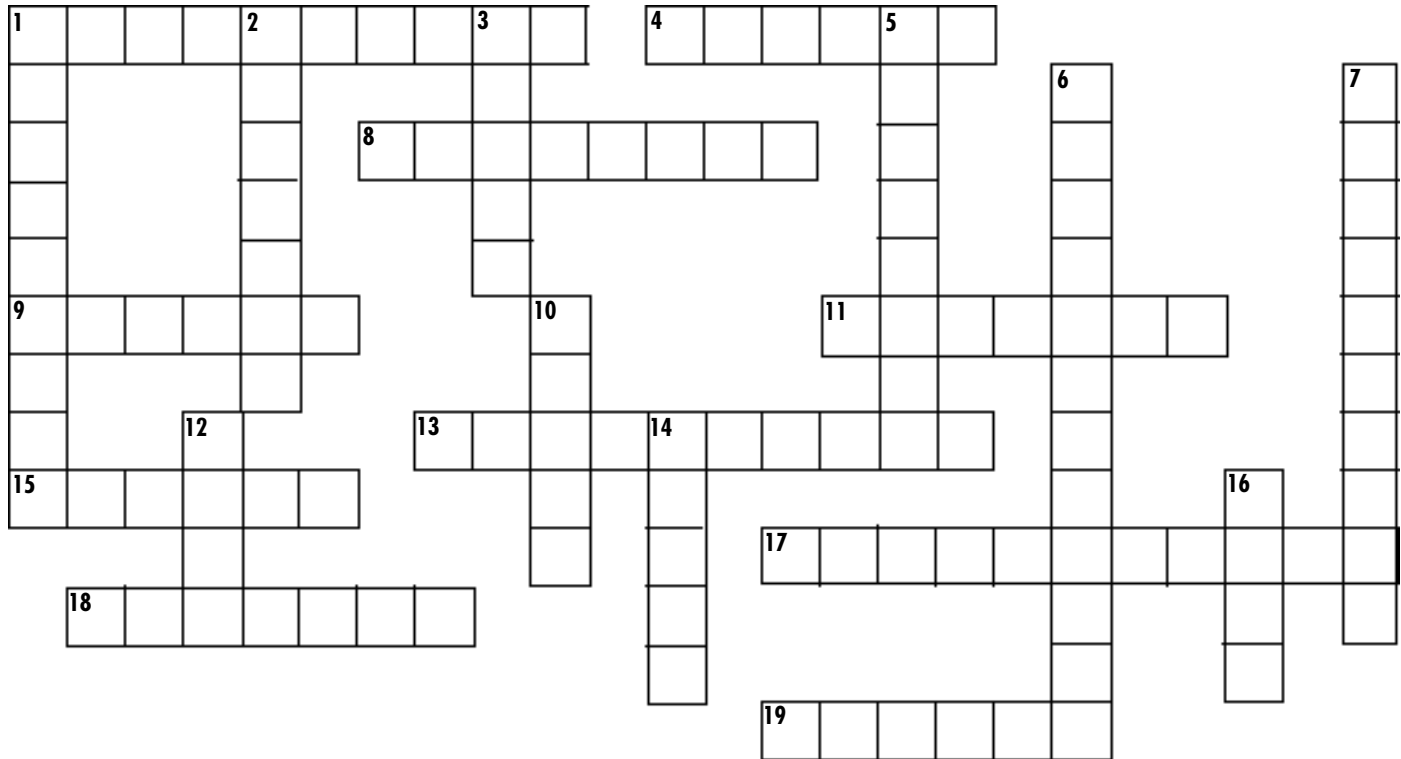
## Photography Vocabulary

Determine the correct answer to each statement. Place the letters of each answer in the correct squares of the crossword puzzle. When everyone has finished the puzzle, discuss the correct answers to each item.

### Crossword

#### In this activity you will:

- learn basic definitions and terms used in photography.



#### Down

1. An \_\_\_\_\_ camera adjusts itself.
2. A \_\_\_\_\_ controls the amount of time that the light reaches the film.
3. \_\_\_\_\_ is recorded on the film in the camera.
5. \_\_\_\_\_ is the amount of light that reaches the film when the shutter is released.
6. \_\_\_\_\_ occurs when too much light reaches the film.
7. \_\_\_\_\_ is necessary in order for the invisible image on the film to be a picture.
10. Film \_\_\_\_\_ is the sensitivity of the film to light.
12. The \_\_\_\_\_ collects light reflected from a subject to form an image on the film.
14. A \_\_\_\_\_ is used when lighting is inadequate.
16. The material that records the light which comes through the camera lens is \_\_\_\_\_.

#### Across

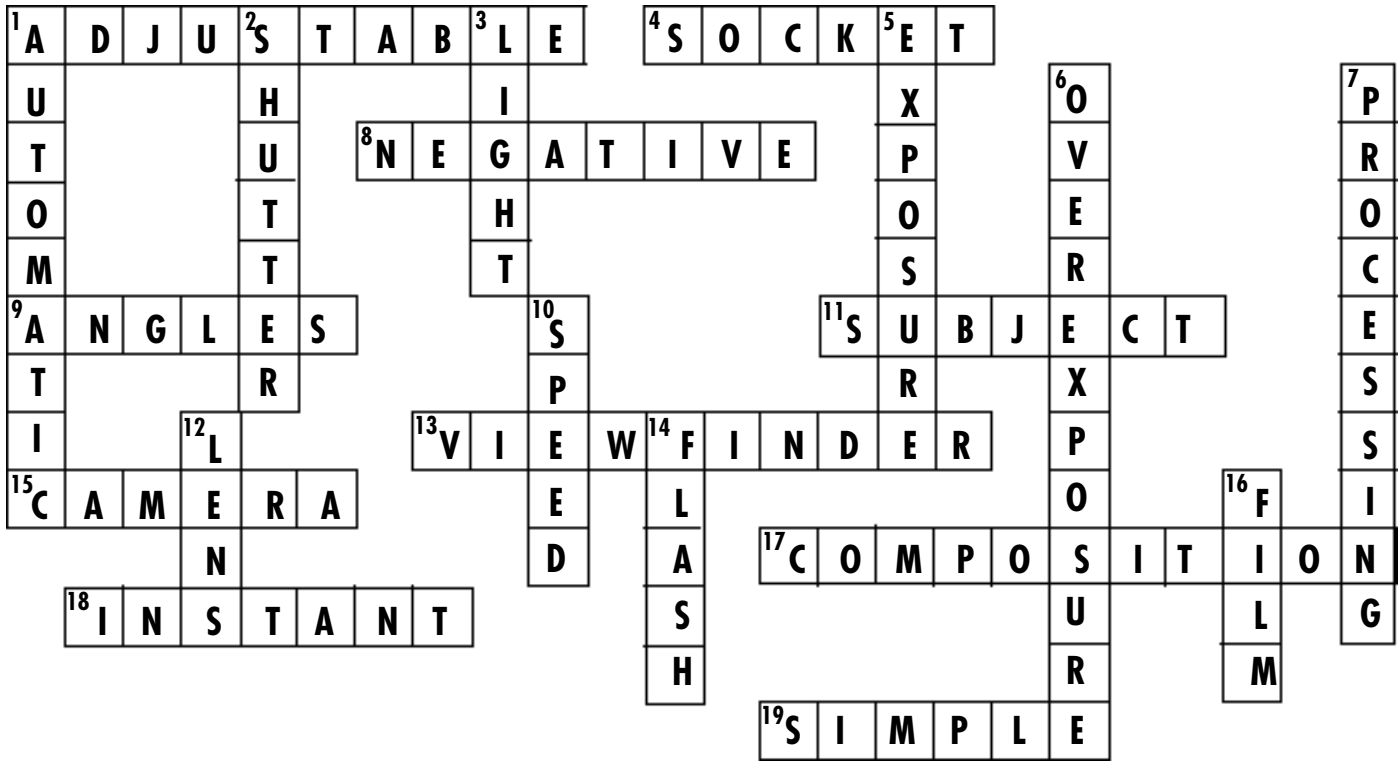
1. An \_\_\_\_\_ camera has controls so a person can make adjustments.
4. A \_\_\_\_\_ holds the flash in place on the camera.
8. The developed film that contains a reversed-tone image is a \_\_\_\_\_.
9. Camera \_\_\_\_\_ are various positions of the camera in relation to the subject.
11. What you take a picture of is your \_\_\_\_\_.
13. A \_\_\_\_\_ is used to frame the picture area.
15. Your \_\_\_\_\_ is a precision instrument.
17. The \_\_\_\_\_ is the arrangement of all elements in a picture.
18. An \_\_\_\_\_ camera produces a finished print soon after you take the picture.
19. A \_\_\_\_\_ camera has no adjustments.

Developed by: David Farrell, Extension Associate, Communications

# Communications

## Photography Vocabulary

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### Crossword—Key

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- A \_\_\_\_\_ is used when lighting is inadequate.
- The material that records the light which comes through the camera lens is \_\_\_\_\_.

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- A \_\_\_\_\_ is used to frame the picture area.
- Your \_\_\_\_\_ is a precision instrument.
- The \_\_\_\_\_ is the arrangement of all elements in a picture.
- An \_\_\_\_\_ camera produces a finished print soon after you take the picture.
- A \_\_\_\_\_ camera has no adjustments.

Developed by: David Farrell, Extension Associate, Communications

# Communications

## Photography Basics

Answer each question. If you are unsure about the correct response, ask others in your group for help.

### Research

#### In this activity you will:

- learn basic photography information.

1. Why is light essential to photography? \_\_\_\_\_  
\_\_\_\_\_
2. How should you clean the lens on your camera? \_\_\_\_\_  
\_\_\_\_\_
3. Why does the lens need to be cleaned? \_\_\_\_\_  
\_\_\_\_\_
4. What are two tips you should follow when using an eye-level viewfinder? \_\_\_\_\_  
\_\_\_\_\_
5. Explain the conditions that would be present when you use a fast-speed film, a medium-speed film, and a slow-speed film.  
\_\_\_\_\_  
\_\_\_\_\_
6. Explain the use of front-lighting, side-lighting, and back-lighting. \_\_\_\_\_  
\_\_\_\_\_
7. What are two tips for taking indoor flash pictures? \_\_\_\_\_  
\_\_\_\_\_
8. What occurs if your pictures are underexposed? \_\_\_\_\_  
\_\_\_\_\_
9. How should you clean the inside of your camera? \_\_\_\_\_  
\_\_\_\_\_
10. List three ways to add interest to a picture of your dog. \_\_\_\_\_  
\_\_\_\_\_

# Communications

## Photography Basics

Answer each question. If you are unsure about the correct response, ask others in your group for help.

### Research—Key

#### In this activity you will:

- learn basic photography information.

1. Why is light essential to photography? **Light is what is recorded on film.**
2. How should you clean the lens on your camera? **Blow away dust or grit on surface, breathe on lens surface, and gently wipe lens clean with lint-free cloth or lens-cleaning paper.**
3. Why does the lens need to be cleaned? **The lens acts as a window for the film; the film will see a blurry scene with a dirty lens.**
4. What are two tips you should follow when using an eye-level viewfinder? **Keep your eye close to the viewfinder; the bottom of the viewfinder should be level with the horizon.**
5. Explain the conditions that would be present when you use a fast-speed film, a medium-speed film, and a slow-speed film. **Fast-speed film—poor lighting conditions; Medium-speed film—used for most picture taking conditions on sunny or bright cloudy days; Slow-speed film—bright light conditions**
6. Explain the use of front-lighting, side-lighting, and back-lighting. **Front-lighting—the sun is at your back and shines on the side of your subject that is facing you; Side-lighting—the sun shines on the subject from one side; Back-lighting—the sun shines from behind your subject.**
7. What are two tips for taking indoor flash pictures? **Don't take any pictures if you're directly facing a mirror, window, or shiny surface. Use flash extension so people's or animal's eyes won't have red glow.**
8. What occurs if your pictures are underexposed? **Too little light reaches the film so the pictures are dark.**
9. How should you clean the inside of your camera? **Blow out any dirt with a rubber syringe or brush it out with a soft brush.**
10. List three ways to add interest to a picture of your dog. **Give the dog an object to play with, take an "action shot," and/or include a person in the picture.**

# Communications

## Evaluating Photographs

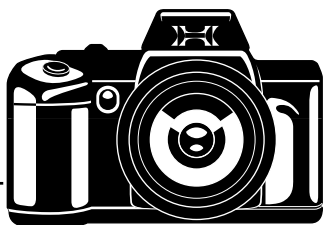
Look through a magazine and cut out a photograph that you think is a good picture. Paste the picture in the box below.

Discuss or list what things make a good photograph (such as lighting, colors, subject, distance, etc.).

### Discussion

#### In this activity you will:

- learn basic photography information.



*Developed by: David Farrell, Extension Associate, Communications*













# **Communications**

## **Evaluating News Stories**

Find a news story in a newspaper. Cut the story out of the paper and paste it in this box. Study the story and then read a few paragraphs out loud. Explain why it is news. What makes it newsworthy?

### **Discussion**

#### **In this activity you will:**

- study a news story.





