UNDERSTANDING SELF
1. At First Glance
2. My Favorite
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4. Things That Upset Me
5. A Special Place I Like To Go
6. Some of My Strengths
7. Special Happenings
8. Things I Wish For
9. Some of My Ideas
10. Yea, Me!

COMMUNICATING
11. Pen Pal
12. One Special Thing

GETTING ALONG WITH OTHERS
13. Getting to Know You

LEARNING TO LEARN
14. Field Trip
15. The Nicest Things Ever

MAKING DECISIONS
16. When I Make Decisions

MANAGING
17. Designing Your Own Clover
18. Things To Do

WORKING WITH GROUPS
19. Working Together
Leader Notes

Get some newsprint and designate an area where kids can write or draw anything they want. It will be their place to express themselves and be creative, during whatever time you choose. This would be nice to have available for the 4-Her’s at each meeting. Periodically place new paper over the old, so that new graffiti can be collected.

If you have access to a camera, take a picture of each child ahead of time and have the pictures ready for this activity, or ask children to bring pictures from home. If photos are not possible, children may draw a picture of themselves.

Allow time to complete activity.

At First Glance
Understanding Self Leadership, Level I

What Members Will Learn . . .

ABOUT THE PROJECT:
Self concept enhancement is possible through positive self esteem building activities.

ABOUT THEMSELVES:
The younger member will have a better understanding of himself/herself through looking, in depth, at the body and its functions.

Materials Needed:
Camera and film (Needed prior to activity)
Members “At First Glance” activity page
Members booklet cover (dedication page)
Newsprint
Crayons or markers
Person to help with activities

ACTIVITY TIME NEEDED: 10-15 MINUTES

ACTIVITY

Graffiti Board—Have you looked at photographs of yourself or looked at yourself in the mirror?

Sometimes, when you do this, you may see the physical image of a boy or girl with hair that is a particular color, skin that is a particular color, eyes, nose, and mouth that are particular sizes and shapes, and you may, for a moment, believe that this image is the whole picture of who you are.

But you also know that, while your body shape and size is part of the picture, it is only one piece. It is a piece you want to understand and enjoy, but it is only one part of who you are.

If you look into the eyes of the person in the mirror or the photograph, you will begin to see someone with ideas and feelings. You will also see someone with ways of showing and telling those ideas and feelings that are special and unique to you.

I’m going to give each of you the picture I took of you and the first page of your book. Paste the picture of yourself in the frame of this page. Now, I’m going to show you a fun way to find a partner.

When you are seated facing each other, show your partner your picture
and tell that partner the thing you have decided your body does for you that you enjoy.

It may be that you like the way you can move—run, walk, dance, play, lift, or pull things.

It may be that you like the clever way your hands and fingers work to allow you to make things, write, draw, or play musical instruments.

Perhaps you can hear things very well and enjoy all kinds of sounds—music, birds, and rhyming words.

Maybe you can see really well and enjoy the beauty of lines, shapes, and colors in the world around you.

Maybe you just like the shape of your nose or the color of your hair.

Think of something that your body does for you that you enjoy, and tell your partner about it.

This body, your body, is part of your story, so get acquainted with it and enjoy it as you would a good friend.

GOING FURTHER:

“PROUD OF” Bulletin Board — Create a large bulletin board in the meeting room for posting individual and group work, pictures, drawings, etc. The bulletin board should always be covered with the work of the members.

References:

“HELLO, BEAUTIFUL PERSON” materials authored by Marcia R. McFarland, Extension Specialist, 4-H Youth, KSU

Adapted by:
Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:
Errol G. Burns, Extension Specialist, 4-H Youth, KSU

Leader Notes

Pair children by helping them line up around the room in the chronological order of their birth, Jan. 1 through Dec. 31. Then divide the line by twos, starting with January. If you have an uneven number, you can have one group of three. Ask children to sit facing each other.

Complete lesson by helping the children add this first page to the cover of their books.
Dedication

This book is a very special book about a very special and unique subject . . .

“HELLO, BEAUTIFUL PERSON”
At First Glance...

"HELLO, BEAUTIFUL PERSON"

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4-Leadership, Level I, At First Glance
What Members Will Learn...

ABOUT THE PROJECT:
Self concept enhancement is possible through positive self esteem building activities.

ABOUT THEMSELVES:
To gain a better understanding of self, the younger members will discover various activities they enjoy and choose to do often.

Materials Needed:
Members “My Favorite” activity page
Markers

ACTIVITY TIME NEEDED: 30-40 MINUTES

<table>
<thead>
<tr>
<th>Leader Notes</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand out activity page before beginning lesson.</td>
<td>You can learn a lot about yourself by discovering the things you enjoy and choose to do often. Sometimes, these will be things you already do well, and, sometimes, they will be things that are fun even when you are still learning to do them. This page I handed out has places for you to draw a reminder of or write the words for some of your favorite activities.</td>
</tr>
<tr>
<td>Allow time to draw or write.</td>
<td>On the apple, draw a reminder of the food you like best to eat, or write the names of two of your favorite foods.</td>
</tr>
<tr>
<td>Allow time to draw or write.</td>
<td>On the game board, draw a reminder of a game you most often choose to play, or write the names of two games you like best.</td>
</tr>
<tr>
<td>Allow time to draw or write.</td>
<td>On the TV screen, draw a reminder or write the name of your favorite TV show and/or your favorite TV star. Don’t worry about spelling these names correctly. This book is for you, and you will know what you have written.</td>
</tr>
<tr>
<td>Allow time to draw or write.</td>
<td>On the audio tape, draw a reminder or write the name of a song you enjoy hearing, singing, or playing, or write the names of two of your favorite songs.</td>
</tr>
<tr>
<td>Allow time to draw or write.</td>
<td>Color balloon Number 1 the color you most like to see.</td>
</tr>
<tr>
<td>Allow time to draw or write.</td>
<td>Color Balloon Number 2 the color you most like to wear.</td>
</tr>
<tr>
<td>Allow time to draw or write.</td>
<td>On the softball, draw a picture of the sport you most enjoy playing or...</td>
</tr>
</tbody>
</table>
Okay, now, I’m going to divide the class into groups of four or five students.

When you are seated with your group in a small circle, take turns with the other members of your group telling about your page of favorite things. Be especially alert when the others in the group are talking, so you can remember what they have said about themselves. Because each of us is special, we will all have different stories to tell and different favorite activities. Your favorite things, very likely, will not be the same as others in your circle, and that is okay.

When all the people in your group have had a chance to tell about their page, put your pages face down under your chairs and see if you can tell at least one favorite thing for each person in your circle. Help each other out if someone gets “stuck” for an answer.

GOING FURTHER:
Conclude the lesson by helping children add this third page to their books.

REFERENCES:
“HELLO, BEAUTIFUL PERSON” materials authored by Marcia R. McFarland, Extension Specialist, 4-H Youth, KSU

Adapted by:
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Reviewed by:
Errol G. Burns, Extension Specialist, 4-H Youth, KSU

Allow time to draw or write.

**Prepare in advance enough sets of 4 or 5 slips of paper of the same color to allow one piece for each child. Place the slips in a manila folder. When ready to form groups, let children draw a slip from the folder. Children may then find those in the room whose pieces match in color. The number of colors and slips of paper will depend on the number of members you have in your group.

Allow time for group activity.
My Favorite . . .

“HELLO, BEAUTIFUL PERSON”

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3-Leadership, Level 1, My Favorite
Fantasy Trip—As a warm-up activity, tell the members, in story form, to imagine that a rich uncle has just died, leaving them $10,000 in his will, with the stipulation that they must give it away. “What would they do with the money?” Share as a total group.

Handout activity sheets before beginning the lesson.

What Members Will Learn...

ABOUT THE PROJECT:
Self concept enhancement is possible through positive self esteem building activities.

ABOUT THEMSELVES:
To gain a better understanding of self, the younger members will gain greater information concerning their senses and the enjoyment they can derive from their senses.

Materials Needed:
Members “Things I Like To” activity page
Markers/pencils

ACTIVITY TIME NEEDED: 15-20 MINUTES

You are able to take care of yourself and enjoy the world because you have ways of sensing what is happening around you. You get information every minute from your ability to smell, or touch, or taste, or hear, or see, or just know without being told (sensing). Some people are able to use all of the senses they have, and some have the use of only a few, but, whether you use six senses, or three, or one, you will have certain things you prefer to observe or detect with your senses.

ACTIVITY

For our activity today, you will need the activity sheet I’m handing out. Now, close your eyes and pretend that you are using just one of your senses, your sense of sight.

What is something you would like to see? (Pause)
When you have decided what you would like to see, open your eyes and draw a reminder of it on this page in the space with a picture of eyes.

Close your eyes again and pretend you are using only your sense of smell. What is something you enjoy smelling? (Pause) Open your eyes and draw a reminder of that in the space with a picture of a nose.

Close your eyes again and pretend that you are using only your sense of touch. What things feel wonderful to you when you touch them? (pause) Open your eyes and draw a reminder of one of them in the space with a picture of hands.
Close your eyes and pretend you are using only your sense of taste. What are your favorite things to taste? (pause) Draw a reminder of one of them in the space with a picture of a mouth.

Close your eyes and think of a time when you just knew something was true or something was going to happen, without someone telling you about it. Draw a reminder of that in the empty space.

Now, I’m going to show you a new way to find a partner.

When you have identified your partner, sit facing one another and tell each other all your favorite things to sense. If you don’t use all these senses, you can talk to your partner about that, too. The senses you use most, the way you use them, and the things you enjoy using them with are more pieces of who you are. They also are more parts of your story.

GOING FURTHER:
Conclude this lesson by helping children add this page to their books.

REFERENCES:
“HELLO, BEAUTIFUL PERSON” materials authored by Marcia R. McFarland, Extension Specialist, 4-H Youth, KSU.

Adapted by: Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:
Errol G. Burns, Extension Specialist, 4-H Youth, KSU
Things I Like To . . .

see

smell

taste

hear

touch

intuition

“HELLO, BEAUTIFUL PERSON”
Provide each member with 3 blank “feelings pages,” one each to depict how they look when they feel happy, sad, or angry. Allow enough time to draw on these 3 pages. Allow them to share their work with the group, if they so choose. Discuss briefly, if necessary.

**Things That Upset Me**

*Understanding Self*

*Leadership, Level I*

**What Members Will Learn...**

**ABOUT THE PROJECT:**
Self concept enhancement is possible through positive self esteem building activities.

**ABOUT THEMSELVES:**
To gain a better understanding of self, the younger members will get to know their feelings, how real they are; both fun and non-fun feelings.

**Materials Needed:**
Members “Things That Upset Me” activity page
Feelings pages—happy, sad, angry
Markers/pencils/crayons

**ACTIVITY TIME NEEDED:** 15 MINUTES

**ACTIVITY**

“Draw Your Feelings”—A big part of getting to know who you are is getting to know your feelings. Feelings are as real a part of you as your hands and feet and arms and legs. You may like some of your feelings more than others, and you may use some feelings more than others, but all of your feelings are a normal part of who you are.

To help us get started today, I’m giving you three blank sheets of paper. I want you to write the word “happy” at the top of one page, the word “sad” on another page, and the word “angry” on the last page. Now, draw a picture of how you look when you are happy, sad, or angry. Put the picture on the sheet with the name of that feeling written on it.

Because some feelings aren’t much fun, you will want to learn how to move out of them quickly. It is important to know, however, that they eventually go away, even when you don’t help them disappear. For instance, if you are crying, eventually you will stop crying, because it is impossible to cry forever, but, since it isn’t fun to cry or feel sad or angry or frightened, you can learn to shorten the length of time you experience those feelings.

There are two rules to follow when you are getting rid of “not-fun” feelings: 1. You must not hurt yourself. 2. You must not hurt any other living thing. If you follow these two rules, you will be successful in helping yourself deal with your feelings.
The first step in understanding your feelings is to figure out or identify the things that may cause certain feelings for you. Close your eyes and think of some times when you have felt upset or aggravated, not furiously angry, but really annoyed or bothered. What was happening that irritated you? (bothered)

This page has four spaces where you can draw “Things That Upset Me.” In each space, I want you to draw a reminder of one of the four times you felt irritated. Concentrate on WHAT happened rather than WHO did it.

Find the partner you had last and sit facing that person. Tell your partner the four things you have identified. Don’t use the names of people who might have been involved. Just tell about the situation.

Now, tell your partner how you reacted when you felt angry or irritated. Together you can decide whether your response hurt you or anyone or anything. If you think your response hurt you or someone else, see if you and your partner can think of other ways you could have dealt with your “not-fun” feeling.

GOING FURTHER:
Conclude the lesson by helping children add this page to their books.

REFERENCES:
“HELLO, BEAUTIFUL PERSON” materials authored by Marcia R. McFarland, Extension Specialist, 4-H Youth, KSU

Adapted by:
Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:
Errol G. Burns, Extension Specialist, 4-H Youth, KSU
"HELLO, BEAUTIFUL PERSON"

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3-Leadership, Level 1, Things That Upset Me
A Special Place I Like To Go
Understanding Self Leadership, Level I

What Members Will Learn...

ABOUT THE PROJECT:
Self concept enhancement is possible through positive self esteem building activities.

ABOUT THEMSELVES:
To gain a better understanding of self, the younger members will learn to identify a personal, safe place they like to be, through imaging.

Materials Needed:
Members “A Special Place I Like To Go” activity page
Markers/pencils

ACTIVITY TIME NEEDED: 10-15 MINUTES

ACTIVITY

All of us need a special place that feels safe and warm where we can go to be alone and think, or read, or draw, or write, or cry, or yell, or sing, or sleep, or dream.

For some of us, this place may be a room in our house, perhaps our bedroom.

For others, it may be a grassy spot in a yard, or by a creek, or the limb of a favorite tree, or a cozy space under a table or desk. For some, a safe, warm place may be in the middle of a large field or on the back of a horse. Sometimes, we may imagine a safe place for ourselves. We imagine the way it looks or the way it feels. Because we all have different ideas about what feels safe to us, we will also have different ideas about where to go to get that safe feeling or how to find the safe place in our hearts or minds. A special, safe place is important for each of us, if we are to be healthy and grow. We need a place where we can feel better when we are scared, mad, or sad. We need a place where we can think clearly when our minds seem fuzzy or overactive, rattling around in our heads. We need a place where we can dream ideas and create things, and we need to know where these places are for us. Close your eyes (pause) and think of a place where you go or a place where you would like to go to feel safe and wonderful. Do you see it, or can you think where or what it might be? Hold up your hand when you have identified a safe place for yourself.
Now, you can open your eyes. I’m going to give you another page for your Beautiful Person book.

I would like you to draw a picture in the space on this page of your own very special place. We won’t share this page with anyone today. When you are finished, you can add it to your book.

GOING FURTHER:
Help the members add this page to their books.

REFERENCES:
“HELLO, BEAUTIFUL PERSON” materials authored by Marcia R. McFarland, Extension Specialist, 4-H Youth, KSU

Adapted by:
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Reviewed by:
Errol G. Burns, Extension Specialist, 4-H Youth, KSU
A Special, Secret Place I Like To Go

“HELLO, BEAUTIFUL PERSON”
4-H’er of the Week/Month, etc.—Place the names of all your students in a box. Each week, month, etc., in front of the group, draw one of the names from the box. The member whose name is drawn becomes the 4-H’er of the Week/Month, etc. Ask the rest of the group to tell you or your helper the things they like about the chosen member. List the ideas on a sheet of newsprint. Be patient and encouraging; stress that everyone has many good qualities. You might also wish to tell the students that it is important to take this seriously, because they, too, will one day have a turn. Try to get six to ten concrete statements listed. It is also a good idea to try to keep the lists equal in length. Post the newsprint on the “Proud Of” bulletin board. Have the 4-H’er of the Week bring in a picture of himself/herself to put with the newsprint.

**Some Of My Strengths**

*Understanding Self
Leadership, Level I*

**What Members Will Learn. . .**

**ABOUT THE PROJECT:**
Self concept enhancement is possible through positive self esteem building activities.

**ABOUT THEMSELVES:**
To gain a better understanding of self, the younger members will learn to identify personal skills and strengths.

**Materials Needed:**
Members “Some Of My Strengths” activity page
Names of all members on separate slips of paper
Helper

**ACTIVITY TIME NEEDED:** 15-20 MINUTES

**ACTIVITY**
You have many things you can do. Some of them are things you’re just learning, and some are things you already do quite well. You may not do them as well as people who have been doing them longer, and you may not do them better than everyone you know, but you can do them well.

You are special in your talents and abilities. No one has the same combination of abilities you have, so no one can be exactly like you in the skills you bring to the world. Your skills may change as you grow. You may get better and better at things you are doing now, or you may decide to learn to do new things.

But right now, today, you already have skills that are important to you. They may be physical skills, such as running or playing ball. They may be artistic skills, such as drawing, or singing, or telling stories. They may be people skills, such as being a trustworthy friend or helping others to like themselves.
The person in the picture on this page has a physical skill. Can you tell me what it is?

Sometimes our skills, or the things we do well, are called strengths. They are called strengths because, when you are able to do some things well, you feel stronger about yourself. When you feel strong and know your own special skills, you are able to use these skills to help yourself and to help other people. That is why it is important to be able to say, “These are things I do well.” You may think you’re bragging if you say that, but you are bragging only when you say, “I can do this and you can’t.” Do you see the difference?

Now, I’ll hand each of you a copy of the “Some of My Strengths” sheet.

Close your eyes and think of three things you know you can do well. One way to identify them is to think of things you like to do. Usually we most enjoy the things we can do fairly well.

Now, draw a picture to represent one of those skills in each of the hand­weight pictures or write the skill.

Now, I’m going to put you in a small group, and, when I do, I would like you to sit in a circle on the floor, facing each other. Then, I would like you to tell the others in your circle one of the things you chose to put on the page that tells about your strengths. Remember, when you are the listener, you will want to help those who are telling about their strengths feel good about doing so, because telling others what you think you do well is sometimes a very hard thing to do.

GOING FURTHER:
Help members add this page to their books.

REFERENCES:
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Reviewed by:
Errol G. Burns, Extension Specialist, 4-H Youth, KSU

Leader Notes
Hold up “Some of My Strengths” sheet.

Hand out activity sheet.

Pause for response

Give time for drawing.

** Use the same method for grouping as you did with the colored slips of paper in “My Favorite” lesson. If they can’t remember their color, have them think of a number between 1 and 10. Have them tell you or your helper their numbers separately and privately. Then, match them up by number pairs, or devise a system of your own.
Some Of My Strengths . . .

(Things I Do Well)

"HELLO, BEAUTIFUL PERSON"

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**This lesson needs to be scheduled for a day and time of day that will allow 5 minutes alone with each child following the activity. This time for individual conferences is an important part of the lesson. Sit facing the child without a table or anything between you. A place at the back of the room where your conversation cannot be overheard by others is best.

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**Special Happenings:**

**Understanding Self Leadership, Level 1**

**What Members Will Learn . . .**

**ABOUT THE PROJECT:**
Self concept enhancement is possible through positive self esteem building activities.

**ABOUT THEMSELVES:**
To gain a better understanding of self, the younger members will identify 4 times in their lives that were especially important to them and why.

**Materials Needed:**
Members “Special Happenings” activity page
Markers
Person to help with activities

**ACTIVITY TIME NEEDED:** 30-45 MINUTES

**ACTIVITY**

Do Well: Your story starts with a very special happening—your birth. What a special day it was when you were born! It was so special, in fact, that every year your family and friends celebrate your birth day with you.

While you were born, you couldn’t take care of yourself. You needed a lot of help just to live. Since that time, you have learned to eat, to feed yourself, to sit up, stand alone, coordinate your arms and hands, legs and feet, crawl, walk, run, skip, talk, dress yourself, decide things for yourself, make your own bed, help around the house, go to school alone, write, read, calculate, work, and play with others.

Perhaps you got a new brother or sister, or several brothers and sisters. Perhaps you moved to another house or another town. Perhaps Grandma or Grandpa or an aunt, uncle, cousin, or friend came to live at your house.

Maybe you changed bedrooms.

Maybe you got a pet that you still love.

Maybe you took a special trip or made a special friend.

Maybe someone important to you got very sick or died or moved away.

---

1-Leadership, Level 1, Special Happenings
Maybe you learned to do something that you had worked a long time to
do. These things were things that happened in your life, things we would call“special happenings.”

Can you remember **four** times in your life that seem to be important to
you, things that you remember really well? In the four loops formed by
the lines of the boy’s path on the page I just gave you, draw something
that reminds you of each of those four times, putting one picture in each
loop, or write a sentence about each happening in the loops.

I have planned some time alone with you today to talk about the happen­
ings you have identified. Try to figure out **why** you believe these times
were important to you, so that I can understand your important times, too.

**Going Further:**
During the individual conference time, if a helper is available, have
members share items they have brought for the “Proud Of” bulletin
board.

Be sure to give lots of praise and support as members share their item.

**REFERENCES**
“HELLO, BEAUTIFUL PERSON” materials authored by Marcia R.
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WHAT MEMBERS WILL LEARN

ABOUT THE PROJECT:
Self concept enhancement is possible through positive self esteem building activities.

ABOUT THEMSELVES:
To gain a better understanding of self, the younger members will wish for things to gain a better understanding of what is important to them. Through knowing what is important to them, they will better know themselves and how to make effective decisions.

MATERIALS NEEDED:
Members “Things I Wish For” activity page

ACTIVITY TIME NEEDED: 10-15 MINUTES

ACTIVITY

Hand out activity page.

Today, we’re going to talk about wishes. I’m going to hand you each a sheet, so you can keep track of what we decide.

Can you remember the last time you made a wish?
Can you remember what it was?

Hold up “Things I Wish For” activity sheet

The person on this page is looking at a giant wishbone. Have you ever seen a wishbone? (Pause for response)

Why is it called that? (Pause for response)

Some people say if two people each hold a separate end of a wishbone and pull until it breaks, the one with the longest piece will get his or her wish. Did you ever do this? (pause for response)

Allow time for completing exercise. Then, go on.

Close your eyes, (pause) and pretend that you and someone you like a lot are making a wish on a wishbone, and that when it breaks, you are holding the longest piece. Now, open your eyes (pause). In the space formed by the wishbone, draw a picture or write about something that tells what you wished for.

Have you ever seen a shooting star? (Pause for response)

What did it look like? (Pause for response)
Some people say if you see a shooting star, you can make a wish and it will come true.

Close your eyes (pause) and pretend a shooting star is streaking across the sky. Make a wish on it. Now, open your eyes (Pause). In the space shaped like a star, draw a picture to represent or write about the wish you made.

What is your favorite kind of cake?

What is the difference between a regular cake and a birthday cake?

Some people say you can make a wish before you blow out the candles of your birthday cake, and if you blow out all the candles in one breath, your wish will come true.

Close your eyes and pretend you are holding a big cake in your favorite flavor with thick frosting all over it and your name in big sugar frosting letters across the top. Lighted candles are on the top of the cake, too. Make a wish and blow out all the candles (blow). Now, open your eyes.

In the space shaped like a birthday cake, draw a picture to represent or write about the wish you made.

Sometimes, the things we wish for can tell us a lot about ourselves, because they show us what is important to us at that time. Knowing what is important to us helps us know ourselves and make decisions that feel right. Just for fun, look at what you have put on your page, and see if you can tell what is important to you today. If you do this again a year from now, or even a month from now, you may find your ideas have changed. You also may find that some of the things important to you today are still important a year from now.

GOING FURTHER:
Conclude by adding page to book.

REFERENCES:
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3-Leadership, Level I, Things I Wish For
Some of My Ideas
Understanding Self
Leadership, Level I

What Members Will Learn...

ABOUT THE PROJECT:
Self concept enhancement is possible through positive self esteem building activities.

ABOUT THEMSELVES:
To gain a better understanding of self, the younger members will think of good ideas that they have had in the past, that they were proud of.

Materials Needed:
Members “Some of My Ideas” activity page
Markers/pencils

ACTIVITY TIME NEEDED: 10-15 MINUTES

ACTIVITY

Your wonderful brain can do so many things. It can remember and calculate and figure out and create. It can tell your body how to breathe and walk and talk and heal itself. It can tell you wonderful stories about yourself. All people use their brains in their own special way. We don’t all remember the same way or create or figure out the same way. But, once we have discovered our best way to use our brain, we can all do marvelous things with it.

You already know a lot of things. Some of the things you know are things people have told you, and a lot of what you know you have discovered for yourself.

Today, we are going to talk about the part of your brain that gives you ideas. Sometimes your imagination helps you get great ideas. A great idea feels like a happy light that fills the room and fills your body and feels right inside you. When this happens, you often want to tell it to someone or do something with it.

Do you remember the last time you had an idea like that? How did it feel to you? What did you do with it?

Today’s page has a picture of three light bulbs. Light bulbs can brighten a room with light, just as ideas can provide the light to brighten your world.

Close your eyes to see if you can recall some ideas you had recently that felt right. (pause)
When you have thought of several, draw a picture or write about one of your ideas in one of the light bulbs on this page. Try to recall at least three ideas and record them in each of these light bulb spaces.

Now that you have recorded some ideas, I would like you to find someone in the room who is wearing something the same color as something you have on and sit on the floor facing that person.

Now, I would like you to tell your partner one of your ideas. Remember, partner, your job is to admire the idea, not to judge it.

GOING FURTHER:
Conclude by adding page to book.

REFERENCES:
“HELLO, BEAUTIFUL PERSON” materials authored by Marcia R. McFarland, Extension Specialist, 4-H Youth, KSU

Adapted by:
Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:
Errol G. Burns, Extension Specialist, 4-H Youth, KSU

2-Leadership, Level I, Some of My Ideas
Some Of My Ideas...

"HELLO, BEAUTIFUL PERSON"

Cooperative Extension Service
Kansas State University
Manhattan

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3-Leadership, Level I, Some of My Ideas
**Yea, Me!**  
*Understanding Self  
Leadership, Level I*

**What Members Will Learn. . .**

ABOUT THE PROJECT:  
Self concept enhancement is possible through positive self esteem building activities.

ABOUT THEMSELVES:  
To gain a better understanding of self, the younger members will celebrate themselves as beautiful people.

**Materials Needed:**  
Members “Yea, ______” activity page

**ACTIVITY TIME NEEDED:** 10 MINUTES

---

**Leader Notes**

- Hand out activity page.
- Allow time to complete the name.
- Repeat Cheer.

**ACTIVITY**

You have been making a book about some of the many wonderful parts of you. Although this is the last page of this book, your story is just beginning. As you can see, the puzzle has not formed a whole person yet. There is still more of your story to discover.

I know you will have fun searching for more pieces now that you have started looking for them. It is fun to get to know more about yourself, because you are a fascinating, creative, beautiful person!

Please write your name on the blank space at the top of this last page.

What does that line say now? YEA, \___________\!  
\___________\ (name)

Let’s use that phrase in a cheer.

One-two-three-four  
This is me, and there’s more  
Yea, \__________________\!

Do it with me. Ready to cheer now?

1-Leadership, Level I, Yea, Me!
Let’s celebrate you in another way by coloring the parts of the puzzle that you have discovered with any color and in any way that makes you feel happy.

Have fun continuing to discover you, Beautiful Person!

GOING FURTHER:
Help them acknowledge their completed book when they add this final page.

REFERENCES:
“HELLO, BEAUTIFUL PERSON” materials authored by Marcia R. McFarland, Extension Specialist, 4-H Youth, KSU

Adapted by:
Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:
Errol G. Burns, Extension Specialist, 4-H Youth, KSU

** This activity is to be a celebration of the child as well as a celebration of the completion of the book.
“HELLO, BEAUTIFUL PERSON”
Pen Pal
Communicating Leadership, Level I

What Members Will Learn...

ABOUT THE PROJECT:
Communication skills will be improved through activities dealing with the various components of communication, for example, talking, listening and writing.

ABOUT THEMSELVES:
The younger members will gain a better understanding of written communication by expressing their personal thoughts and ideas through letter writing practices.

Materials Needed:
- Paper
- Pencils
- Butcher paper
- Marker

ACTIVITY TIME NEEDED: 15-20 MINUTES

Imaginary Friend—Have a child volunteer to participate for the drawing of the body outline. Have him/her lie down on the butcher paper and draw around the body with a marker. This outline will serve as the visiting imaginary friend for the PEN PAL activity.

GOING FURTHER:
Following the activity, add this page to their “Hello, Beautiful Person” booklet.

REFERENCES:
The above activity was adapted from the book titled “100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM,” by Jack Canfield and Harold C. Wells

Author:
Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:
Errol G. Burns, Extension Specialist, 4-H Youth, KSU
One Special Thing

Communicating
Leadership, Level I

What Members Will Learn...

ABOUT THE PROJECT:
Communication skills can be improved through activities dealing with the various components of communication; for example, talking, listening and writing.

ABOUT THEMSELVES:
The younger members will gain a better understanding of oral communication by expressing themselves verbally to a partner and then sharing verbally with the whole group.

Materials Needed:
Large piece of paper to fit on the “PROUD OF” bulletin board
Marker

ACTIVITY TIME NEEDED: 15-20 MINUTES

ACTIVITY

“GOSSIP”—This age-old game is representative of how communication happens many times. The members will have a lot of fun with the game, too. Play several times before you highlight the aspects of communication, both speaking and listening effectively. Then, try it again to see if communication improves. The messages can be both silly and serious. If you don’t know the game, check with a mother at least 40 years of age, and she can tell you. Otherwise, check with the Extension office.

GOING FURTHER:
Add one large sheet of paper to your “PROUD OF” bulletin board to record the special aspects of each member as his/her partner shares verbally with the group.

REFERENCES:
The above activity was adapted from the book titled “100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM,” by Jack Canfield and Harold C. Wells

Author:
Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:
Errol G. Burns, Extension Specialist, 4-H Youth, KSU

Leader Notes

Divide the group into pairs by the color of their eyes. Have each member find a partner who has the same color of eyes. Instruct the members to talk to each other for two minutes, each person telling the other as much as possible about himself. Ask the members to pick those things about themselves that they think are important to share. Ask members to take a minute to think about what they will say. Then, begin.

After two minutes, ask the class to come back together again as one large group (in a circle). Then, ask each member to introduce his/her partner by stating his/her partner’s name and the one special thing that impressed him/her as most important about that person (What is the easiest thing to remember?). You can end the discussion by asking the group to talk about what it was like to talk to the other person and what it was like to be talked about in the group.
Getting to Know You
Getting Along With Others
Leadership, Level I

What Members Will Learn...
ABOUT THE PROJECT:
Interpersonal skills or getting along with others is a vital life skill.
ABOUT THEMSELVES:
The younger members will improve their interpersonal skills by sharing
with a partner in an in-depth interview situation, practicing communica-
tion skills, such as listening and talking.

Materials Needed:
“Friendship Application” activity sheet
Pencils
Person to help with activites

ACTIVITY

“Friendship Application”—As the members begin to arrive for the
meeting, hand each of them a copy of the “Friendship Application”
activity sheet. Have them complete the sheet.
Getting to know another person can be an exciting adventure. One of
the most important aspects of getting to know another person is the exchange
of information. In fact, one of the causes of problems in a relationship is
the simple lack of information. When you don’t know something about
someone, you usually fill in the missing information with guesses and
hopes. As we begin to know another person, it is important to get some of
our “who” and “why” and “what” questions answered.

Listed below are some questions that can be used to help members get
acquainted. If numbers allow, put the group in two circles, an inner circle
and an outer circle. Chairs should be placed facing each other. Have
members answer the first 3 questions. Then, have the outer circle rotate
one seat to the right and members answer the next 3 questions. Continue
until the questions are all answered. This way each person gets to
know a little more about a lot of other people. You could also use these
questions in a small group of four to six members.
1. What was your favorite toy as a little child?
2. What is your favorite game to play?
3. What is your favorite animal?
4. What is your favorite pet?
5. What is your favorite sport to play?
6. What is your favorite sport to watch?
7. What do you like about swimming?
8. What do you like to do in the summer?
9. What do you like to do in the winter?
10. What do you like about school?

Leader Notes

Provide assistance if needed. Encourage
them to tell about themselves and why
they think they would make a good
friend to someone. Have them fold the
application in half.

Once everyone has completed the
application, have the members bring the
applications up and put them in the
middle of the group. Arbitrarily select
an application and read it to the group,
without revealing the name. Ask the
children to try and guess whose
application it is after listening to the
qualities of friendship they listed.
Reinforce positive qualities of friend­
ship: “This person certainly sounds like
a good friend” or “I would surely like to
have someone with these qualities as my
friend.”

If a child mentions sharing, perhaps you
could describe a particular instance when
you have observed this quality being
exhibited.
Put this application back into the pile and
now ask the members, one at a time, to
come up and pick out any application

1-Leadership, Level I, Getting to Know You
11. Where do you live?
12. What is your favorite TV show?
13. What is your favorite cartoon?
14. What is your favorite color?
15. What do you dress up as at Halloween?
16. What is the funniest thing that ever happened to you?
17. What is your favorite movie?
18. What is your favorite book?
19. What is the silliest thing you have ever done?
20. What is your best friend’s name?
21. How many people are in your family?
22. What kind of pets do you have?
23. What is something you would NOT want to lose?
24. What do you want to be when you grow up?

(Feel free to add or delete from this list of possible questions)

GOING FURTHER:
Ask members if they discovered things they have in common with others in the group.

REFERENCES
The above activity was adapted from the book titled “100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM” by Jack Canfield and Harold C. Wells

Author:
Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:
Errol G. Burns, Extension Specialist, 4-H Youth, KSU
My name is __________________________

I am ________ years old.

Three words that describe me are:

________________________________________________________________________

________________________________________________________________________

Some sports I like are:

________________________________________________________________________

________________________________________________________________________

Some pets I like are:

________________________________________________________________________

________________________________________________________________________

I WOULD BE A GOOD FRIEND FOR SOMEONE BECAUSE:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Field Trip
Learning to Learn Leadership, Level I

What Members Will Learn...

ABOUT THE PROJECT:
Learning, as a lifelong process, should be developed and promoted while a child is young. Youngsters should be given many opportunities to gain new knowledge and skills.

ABOUT THEMSELVES:
The younger members will gain new knowledge and/or skills particular to the type of field trip chosen.

Materials Needed:
Pencils and paper
Person to help with activities

ACTIVITY

Field Trip—A visit to learn about a place or what happens there is a “field trip.” Choose a place in the community that the members want to learn more about. Make sure to visit a place most of the members have never seen before. Before you take them, tell the members about the place you will visit. Have them make a list of three or more questions they would like to be able to answer on the field trip. Make final arrangements and ENJOY!

GOING FURTHER:
Ask the members questions about what they learned and enjoyed on the field trip.

REFERENCES
Project Leader Guide, Kansas Cooperative Extension Service, Section VI, Eldon R. Weaver

Author:
Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:
Errol G. Burns, Extension Specialist, 4-H Youth, KSU
The Nicest Things Ever

Learning to Learn
Leadership, Level I

What Members Will Learn...

ABOUT THE PROJECT:
Learning, as a lifelong process, should be developed and promoted while a child is young. Youngsters should be given many opportunities to gain new knowledge and skills.

ABOUT THEMSELVES:
The younger members will gain new knowledge by sharing a learning experience/activity with other members.

Materials Needed:
“Special Profile” activity sheet
Large pieces of heavy paper for the group book
Markers, crayons, pencils, etc.
Tape measure (sewing), for measuring wrists
Person to help with activities

ACTIVITY TIME NEEDED: 15-20 MINUTES

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Leader Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Special Profile”—As members arrive for the meeting, have them pair off in the following way: Have them find someone with the same size wrist. Pass out the “Special Profile” activity sheet, and ask partners to look at each other carefully from the side and notice hair, features, and shoulder line. Explain that everyone will draw a profile of his/her partner, using the activity sheet provided. They also need to ask questions to complete the three statements at the bottom of the page. Have partners introduce each other, using the profiles they have drawn and explaining the answers to the questions on the sheets.</td>
<td>The above individual entries will follow each person’s “Special Profile” sheet.</td>
</tr>
<tr>
<td>Explain that the group will be preparing a group book that will include the “Special Profile” sheets and several entries that are listed below.</td>
<td>NOTE: You may want to plan a “break” time this lesson, since there is a lot of writing.</td>
</tr>
<tr>
<td>Pass out three blank pages with writing utensils. Instruct the members to put the following headings on the pages.</td>
<td></td>
</tr>
<tr>
<td>1. “The Nicest Thing I Ever Did for Anyone.” (Ask them to explain what it was, why they did it, and how it made them feel.)</td>
<td></td>
</tr>
<tr>
<td>2. “The Nicest Thing Anyone Ever Did for Me.” (Ask them to describe it, why they think someone did it, and how it made a difference in what might have happened).</td>
<td></td>
</tr>
<tr>
<td>Allow time for writing and drawing.</td>
<td></td>
</tr>
<tr>
<td>Assemble book as a group.</td>
<td></td>
</tr>
</tbody>
</table>
Have the whole group write *The Nicest Things Ever* group book. Let each member write and illustrate three contributions. You may identify one or two members who are really interested in the activity to make a cover for the book.

**GOING FURTHER:**
Ask members what they learned about each other from the activity.

**REFERENCES**
The above activity was adapted from the book titled, “100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM” by Jack Canfield and Harold C. Wells

Author:
Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:
Errol G. Burns, Extension Specialist, 4-H Youth, KSU

*2-Leadership, Level I, The Nicest Things Ever*
I wish...

I laugh when...

I love to...

---

3-Leadership, Level I, The Nicest Things Ever
I wish...

I laugh when...

I love to...
When I Make Decisions
Making Decisions
Leadership, Level I

What Members Will Learn...
ABOUT THE PROJECT:
Decisions are an important part of life. Making decisions is something everyone must learn to do in a skillful way.

ABOUT THEMSELVES:
The 4-H’er will gain basic knowledge on the importance of decision making and the basic process involved with making decisions, both large and small.

Materials Needed:
Handout titled “When I Make Decisions”
Pencils
Person to help with activities

ACTIVITY TIME NEEDED: 15-20 MINUTES

ACTIVITY

Every day you make decisions, many little ones and a few big ones. A lot of these decisions are made without much thought. For example, when you want a sandwich, you have to decide if it will be peanut butter, jelly, or peanut butter and jelly. The choice you make probably won’t make much difference in your life or to anyone else.

Sometimes, you make much more important decisions. You may decide to save to buy a bike. Then, you look at the different kinds of bikes to see which one you like and are willing to save for. These decisions require much more thought. You look at a situation, decide things you might do, then decide what you will do.

How to make decisions is something everyone must learn to do. You think about what you want. Then, you set goals you can reach. You discover things that will help you reach your goals. The next activity can help you learn how to decide.

On the sheet I’m handing out are some decisions most of you have made. We’ll read each statement as a group. When we finish, put an “X” under the sentence that best describes how you make those decisions.

Pair-Up Time—Do this before you begin the lesson.
Take any kind of old calendar pictures or old greeting cards and cut them in half. Put all of the half pictures, cards, etc. in individual envelopes. Pass envelopes out to members as they arrive and have them find their matching partner. After they have found their partner, have them share with each other at least two decisions they had to make today.

Have the members get together in a circle and introduce their partners by telling the group the two decisions their partner had to make today.

Hand out pencils and worksheets. Discuss each question with the entire group. Have the 4-H’ers mark their response as you complete a question.

After everyone has completed the handout, have the 4-H’ers find a partner who has a birthday close to theirs.
DIALOG FOR CRITICAL THINKING:
1. How do you make decisions?
2. Most of the time are you a thoughtful decision maker?
3. What other decisions do you make each day?
4. Which decisions are important to you?
5. Which decisions are unimportant to you?

GOING FURTHER:
As the leader, share some of your daily decisions. Also, share which decisions are more important than others for you to make; likewise with unimportant decisions.

REFERENCES:
“LEADERSHIP—Skills You Never Outgrow” Leadership Project-Book I, Individual Skills for Younger Members. Cooperative Extension Service, University of Illinois at Urbana-Champaign

Author:
Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:
Errol G. Burns, Extension Specialist, 4-H Youth, KSU
## When I Make Decisions

Place an “X” in the space that shows the way you make decisions.

<table>
<thead>
<tr>
<th>Decision</th>
<th>I think about it for quite a while and ask other’s opinions</th>
<th>I think about it a little bit.</th>
<th>I don’t stop to think. I just do it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spending money on a bike</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choosing hobbies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buying clothes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting along with my family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joining clubs, teams, or activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What to eat for lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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_3-Leadership, Level I, When I Make Decisions_
Designing Your Own Clover

Managing Leadership, Level I

What Members Will Learn...

ABOUT THE PROJECT:
The ability to manage is an invaluable life skill that will enable persons to utilize their resources to reach their goals.

ABOUT THEMSELVES:
The members will become aware of the importance of planning as a part of the management process.

Materials Needed:
Handout entitled “Design Your Own Clover”
Markers/Pencils
Adult or older 4-H’er to help with activities

ACTIVITY TIME NEEDED: 15-20 MINUTES

ACTIVITY

Did you ever want something but didn’t know how to get it? Most of us have, and we usually get help from someone else to figure out how to get what we want. When we do that, we are doing what is called “managing.” Managing is using the things you have to get the things you want. You might have time, you might have money, you might have skills like the ones talked about in the lesson on strength, or you might have other people. All of these things you have are called “resources.” When you figure out how to use your resources to get what you want, you are planning. Planning helps you get the things you want by figuring out what to do, when to do it, and how to do it.

To practice how to plan, we are going to design our own clover to help us decide what to do in 4-H. I’m giving each one of you a “Design Your Own Clover” worksheet.

Let’s look at each section and have you fill it out as we go. The first leaf asks what you would like to learn in 4-H. That should be easy. (Pause for children to complete.) The next leaf asks you to list things you do that are not 4-H. (Pause) The third leaf wants you to think what you could do to help your community. (Pause) The fourth leaf asks what you could do just for fun. (Pause)

That was pretty hard; I’ll bet you learned a lot.

Leader Notes

Hand out “Design Your Own Clover” worksheets.

Have children complete each leaf before going onto the next one.
DIALOG FOR CRITICAL THINKING:
How can any of your answers help your club or your family with their planning?

REFERENCES

Author:
Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:
Errol G. Burns, Extension Specialist, 4-H Youth, KSU
Design Your Own Clover

I would like to learn:

My interest and hobbies are:

I could help my community by:

Just for fun, I could:

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3-Leadership, Level I, Designing Your Own Clover
Pass out pencils and paper. Instruct the members to make a list of the things they have to do each day. The list should be made at the beginning of the day or the end of the previous day. Have them divide the things on their list into three groups in order of importance.

A = MOST IMPORTANT
B = SECOND MOST IMPORTANT
C = THIRD MOST IMPORTANT

Go through a few individual examples with one or two members to show the process. Encourage the members to try this management activity several times before the next meeting.
DIALOG FOR CRITICAL THINKING:

1. How will you decide what letter each “thing to do” will receive?
2. How will you plan your next day’s list, if all of that day’s items are not completed for that day?

REFERENCES:


Author: Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:
Errol G. Burns, Extension specialist, 4-H Youth, KSU
What Members Will Learn...

ABOUT THE PROJECT:
The ability to function effectively as a member within a group is an essential life skill.

ABOUT THEMSELVES:
The members will go through the process of working cooperatively as group members to accomplish a group goal.

Materials Needed:
Balloons
String
Chart paper with markers

ACTIVITY TIME NEEDED: 15-20 MINUTES

ACTIVITY

Many of the things you do each day are done in a group. You play a game with a group of friends. You are part of a classroom group at school. Your 4-H club is a group, too.

People can do many more things when they work together than they can alone. People work together to reach goals. Successful groups work together as a team. Members cooperate with each other. You should know how to be an active part of a group. The activities that follow will let you explore how groups work and give you practice in working in a group.

Leader Notes

Divide the group into teams. Give each team member a balloon. Have each person blow up a balloon and tie it to his or her ankle with a piece of string. When you give the signal, team members try to break the other team’s balloons by stepping on them. Each person whose balloon is broken is done playing the game. The last team with an unbroken balloon is the winner.

Help members identify something in their community that needs to be done. Use a chart tablet with markers to brainstorm possible ideas for the entire group to discuss and decide on.

This could be helping a person or group of people who need help, or it could be doing something that would help the whole community. Some examples include doing yard work for a sick person, taking a recreation program to a nursing home, cleaning up a park, or collecting reusable cans or bottles and using the money for a worthy cause.
DIALOG FOR CRITICAL THINKING

1. Discuss how they will be able to complete the project together.
2. How well could the project be done if everyone did it alone as opposed to a group effort?
3. How will it possibly feel to work on the project as a group?
4. What things take more planning when a group works on a project together?
5. Can working together on a project help build stronger friendships?

GOING FURTHER:
Help the members carry out the activity they selected.

REFERENCES:


Author:
Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:
Errol G. Burns, Extension Specialist, 4-H Youth, KSU