

LG 770



# 4-H Civic Engagement Skills Guide



# 4-H Civic Engagement Skills Guide

## What is Civic Engagement?

Civic Engagement is one of the original mission mandates from National 4-H Headquarters at USDA. 4-H Civic Engagement involves empowering young people to develop the combination of knowledge, skills, attitudes and motivation to make that difference. The four areas of civic engagement in 4-H are: leadership, civic education, service and community engagement (USDA, 2011).

## How does 4-H prepare youth for civic engagement?

4-H helps young people connect, learn, engage, lead, and impact their community and their world. Young people develop leadership skills, engage in civic education, form a sense of social responsibility, think critically through service-learning, and partner with adults helping to lead community change (USDA, 2011).

## Why this guide?

Every 4-H member deserves a basic understanding of civic knowledge and skills that support being an active citizen, and 4-H is a terrific place to learn hands-on. Packed in this guide are activities that teach skills and knowledge every 4-Her needs for civic engagement. Every youth should receive the same foundational knowledge and skills to represent themselves and 4-H at public events, with government leaders, and at county, state, and national 4-H conferences, events, and competitions. The activities can be a launching pad for 4-H demonstrations and individual or group projects related to civics.

Source: 4-H National Headquarters, USDA, 2011.

## Who can use this guide?

Activities in this guide can be led for youth by youth with adult guidance. Adult leaders should help team members learn and master civic skills so they lead younger members in learning them. Leading activities could be a part of a 4-H community club officer's monthly meeting duties, like a Vice President or Parliamentarian. The guide can be used by county 4-H councils or countywide leadership or civic engagement 4-H project groups. 4-H SPIN clubs on the topic of leadership or civic engagement will also find the activities within the guide to be fun and informative.

## Which of the four H's do the activities involve? All four!

- **Head:** through the civic knowledge and critical and analytical thinking.
- **Heart:** through generosity, caring about others, giving back and working for change.
- **Hands:** through civic skills youth use to leverage their voice and community actions.
- **Health:** because being active in a local club and community contributes to living a healthy life, making positive connections and experiencing greater well-being.

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# Lessons for your club meetings

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Level	Focus Area
CK = Clover Kids and up	LD = Leadership and Personal Development
NV = Novice and up	CI = Civic Education
IN = Intermediate and up	SV = Service
AD = Advanced	CE = Community Engagement
JL = Junior Leader	

## Your Civic Challenge

Each activity concludes with a civic challenge for 4-H members to complete before their next meeting. Before starting a new lesson, ask members to report on their previous civic challenge. Consider using different facilitation methods for reflection, such as asking members to stand if they completed the activity or asking for volunteers to share what they did. Keep it fun!

To dive even deeper into the challenge, choose from the following suggested reflection questions to ask youth participants:

- What did you learn? What will you remember about this activity?
- How do you feel about what you have learned?
- Why do you think it is important to know this?
- Where else in your life do you think you could use what you learned?
- How might you share with others what you have learned?
- How can you use this skill to represent yourself and 4-H in a positive way?
- How might knowing this help you make your club, community, country and world a better place?

# 4-H Thriving Model

In Missouri 4-H, we envision a world in which youth and adults learn, grow, and work together for positive change. Our mission is engaging youth as valued, contributing members of their communities in partnership with caring adults.

How we do that is through the 4-H Thriving program model, our approach to positive youth development. 4-H Thriving is built on the science of youth development, which shows that youth who participate in 4-H programs with a high quality developmental context will thrive, and thriving youth achieve key developmental outcomes (Arnold, 2018).

## 4-H programs done well help youth thrive by...

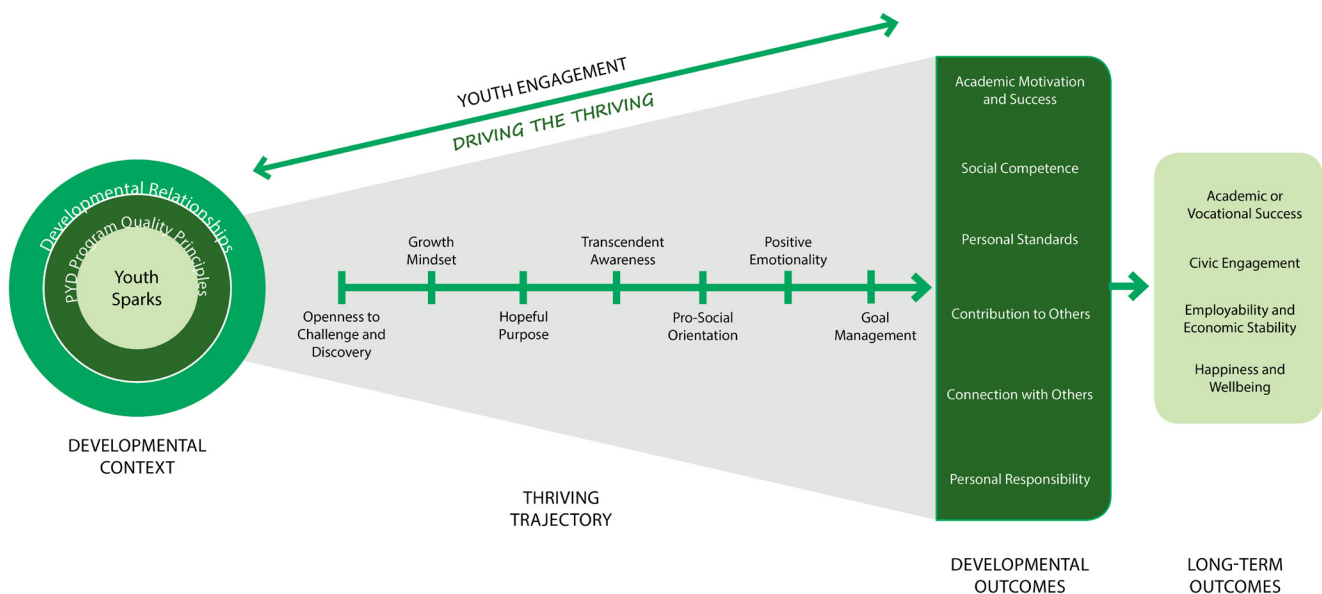
- **Sparks:** Providing a place for youth to explore their interests and passions – their sparks!
- **Youth program quality:** Offering programs that follow youth program quality principles with a focus on youth belonging
- **Youth-adult relationships:** Emphasizing developmental relationships with adults who are caring, challenge growth, and share power

## Youth who participate in 4-H thrive beyond their peers:

- **HEAD:** Academic or vocational success
- **HEART:** Contribution to others through civic engagement
- **HANDS:** Employability and economic stability
- **HEALTH:** Happiness and well being

A study by Tufts University found 4-H members are more likely than their peers to be involved in science programs beyond school hours, to be civically engaged, to make contributions to their communities, and to make healthier choices (Lerner, 2013).

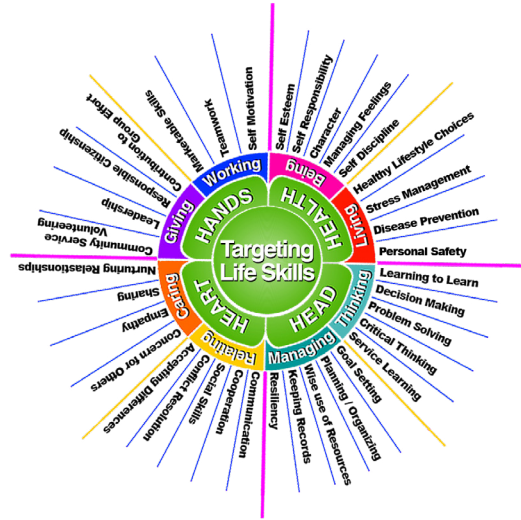
The 4-H Civic Engagement Skills Guide is intended as a tool for leaders to use with youth to explore sparks, offer quality programs, and strengthen developmental relationships that support youth thriving.



Source: Arnold, 2018

# Targeting Life Skills & Learning

4-H develops life skills that are useful for youth in their present lives, as well as in the future. Life skills help youth to be healthy and productive in their own lives, their families, and their communities. 4-H provides many experiences that teach or reinforce skills. Activities in this guide align with Missouri Learning Standards, while offering practice in the life skill areas listed in the table below.



Source: Hendricks, 1998.

Name of Activity (Learning Standard)	Targeted Life Skills
<b>Flag Etiquette</b> (SS K.PC.1.F.a)	Responsible citizenship, character
<b>Nametag and Lapel Placement</b>	Marketable skills, leadership
<b>Legislation and State Statutes</b>	Responsible citizenship, communication, critical thinking
<b>Writing to a Legislator</b> (ELA 3.W.1.A.a)	Communication, leadership, responsible citizenship, conflict resolution
<b>Parliamentary Procedure</b>	Planning/organizing, leadership, contributions to a group effort
<b>Writing a Thank You Note</b> (ELA 3.W.1.A.a)	Communication, empathy, character
<b>Levels of Local Government</b> (SS 2.GS.2.C.a)	Responsible citizenship, learning to learn
<b>Introductions and Handshakes</b>	Leadership, marketable skills
<b>Missouri State Symbols</b> (SS 3.PC.1.F.b)	Learning to learn
<b>Pillars of Character</b>	Character, leadership
<b>Diversity and Culture</b>	Social skills, managing feelings, communication, concern for others
<b>Community Assets and Opportunities</b>	Leadership, goal setting, wise use of resources
<b>Civility</b> (SS 1.RI.6.B.a)	Social skills, conflict resolution, managing feelings

# Practicing Flag Etiquette

(CI, CK & up)

Time Needed: 15–20 minutes

## Supplies Needed

United States flag, 4-H flag (or miniature/table top flags with stands that can be used in place of the full sized flags), podium, and Flag Etiquette handout.

## Situation

You are setting up for your 4-H club meeting and need to set up the United States and 4-H flags correctly.

## Task

Place and display each flag on the correct side of the podium.

## Directions

1. Ask a member or volunteer to come up and place the flags in the position they think is correct. The member can get help from the audience, asking how many think it goes on the left and how many on the right?
2. Share the correct response and explain the reasoning using the Flag Etiquette handout. (See tips to remember and photo on front cover of Skills Guide.)
3. Instruct members to break into small groups and write down their answers for each question on the Flag Etiquette handout. The team with the most correct answers could get a treat or door prize.
4. Share "Your Civic Challenge!"

## Discussion

1. What is etiquette? (Rules about how things are done)
2. Why are there correct and incorrect ways to set up and handle our flags? (Respect, patriotism, common values)
3. Where else do you see flag etiquette in use? How about other kinds of etiquette? (Food, table, etc.)
4. Where else might you use flag etiquette?



## Your Civic Challenge!

Keep track of the places you go (or see on TV) that have the American or State flag on display. Was correct flag etiquette followed? Describe what you saw at your next meeting.

This activity introduces the basics of flag set up for meetings (and flag etiquette generally).

### Tips to remember US Flag Etiquette

Picture yourself at the podium. Think "Speaker stage right."

- US flag goes on the speaker's right-hand side
- Right hand is symbol of power or government authority, like President or Governor
- Crowd sees US flag on left-hand side

To learn more, download "Flag Procedure Brochure" at [www.dav.org](http://www.dav.org).

Answers: 1T; 2T; 3F (Unless it is an "all-weather" flag, it should never be flown in the rain.); 4F (They should be illuminated by a light if flown at night.); 5T; 6T; 7F (A flag should never touch the ground.); 8T; 9T; 10T

# Practicing Flag Etiquette

Did you know that there are rules for displaying and handling the flag at your 4-H club meetings? Knowing these rules will help you demonstrate your patriotism and respect towards those who have sacrificed for our freedom. Some 4-H clubs elect a flag bearer. The flag bearer is responsible for the club's flags. This includes making sure the flags are at all club functions, that they are displayed correctly and that they are given proper respect. Take this true/false quiz to learn more.

## True or False?

- \_\_\_\_\_ 1. When the American flag and the 4-H flag are placed on a table at a club meeting, the American flag is always on the president's right and the 4-H flag on the left. Those facing the president see the American flag on their left.
  
- \_\_\_\_\_ 2. After the president calls the meeting to order, the first items on the agenda of a 4-H meeting should be the Pledge of Allegiance and the 4-H Pledge. Everyone should stand and face the flags for the pledges. When pledging allegiance, you should stand tall and face the flag with your right hand over your heart. When saying the 4-H pledge, members stand straight and tall with their arms at their sides. They raise their right hand to their forehead when they say, "I pledge my head to clearer thinking." They lower their right hand to their heart when saying, "my heart to greater loyalty." Their arms are slightly bent with palms up when saying, "my hands to larger service." They stand with their arms at their sides or raise hands in a circle over their heads for the conclusion of the pledge, "and my health to better living, for my club, my community, my country and my world."
  
- \_\_\_\_\_ 3. Flags can be flown in the rain.
  
- \_\_\_\_\_ 4. Flags should not be flown at night.
  
- \_\_\_\_\_ 5. The color guard, is the person (or group of people) responsible for raising, lowering, and folding the flag.
  
- \_\_\_\_\_ 6. When a flag is worn out or torn, it should be disposed of by burning in a dignified manner, which is called a flag retirement ceremony, conducted by your local American Legion.
  
- \_\_\_\_\_ 7. When a flag is lowered, it can touch the ground.
  
- \_\_\_\_\_ 8. The flag should be flown at half-mast only if a principle figure of the United States government, such as the President or a Governor, dies.
  
- \_\_\_\_\_ 9. When the flag is flown with other flags, the other flags cannot be larger than the American flag, and no flag can fly above the American flag. The American flag is the first to be raised and last to be lowered.
  
- \_\_\_\_\_ 10. If you are wearing a hat when the flag is being presented, raised, or lowered, then you need to remove your hat. You also remove your hat when reciting the Pledge.

Adapted from: *The Old Farmer's Almanac*, 2019.

# Wearing Name Tags and Lapel Pins (LD, CK & up)

**Time Needed:** 15–20 minutes

## Supplies Needed

Name tag, 4-H lapel pin, dress shirt, and name tag and lapel pin etiquette hand out.

## Situation

You are about to attend a 4-H scholarship banquet and need to know on which side of your jacket lapel or shirt to place your name tag and lapel pin.

## Task

Select the correct place to wear your name tag and lapel pin.

## Directions

1. Ask a member or volunteer to place the name tag and lapel pin on the correct side of their shirt. The member can get help from the audience:
  - How many think the lapel pin goes on the left and how many on the right?
  - Do name tags and lapel pins both go on the right, or is it one on either side?
  - Who decides? (Etiquette)
2. Challenge your members to think about why it is important to know the proper placement, what situations will this information be useful, and how it will impact their lives in the future.
3. Review the name tag and lapel pin etiquette hand out to check your work and learn more.
4. Share "Your Civic Challenge!"

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This activity introduces the correct placement of name tags and lapel pins, which 4-H members can use in public settings.

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## Your Civic Challenge!

Notice people wearing a lapel pin and/or name tag. Be ready to share an example with your club at your next meeting. Consider the different careers in which you would need to wear a name tag or lapel pin (banker, doctor, engineer, or teacher) Which of these careers interest you?

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# Wearing Name Tags and Lapel Pins

Many people speculate on which side of a shirt or jacket to place a name tag. Some say the name tag should be placed on the right side since you shake with your right hand and the direct line of sight leads straight to your name? Others follow the logic that you should wear the name tag on the left side since you shake with your right hand and tend to cover up your name tag as you shake. Which is correct?

## Name tags

In the United States, proper etiquette states the name tag should be worn above the pocket on the right side of your shirt, blouse, or blazer. The key to remember, as mentioned above, is you want people you are meeting to make direct eye contact with you and see your name as you shake hands.

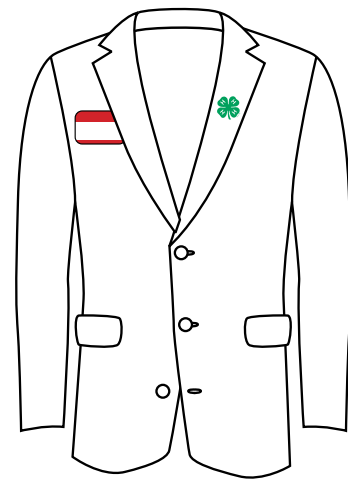
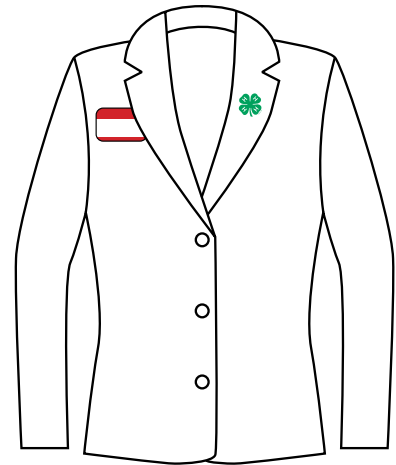
## Lapel pins

The correct location for a lapel pin is the left side of a jacket. Think of it as on the side nearest your 'heart' since it is likely the pin you are wearing is something 'near and dear' to your heart, like 4-H. The United States Flag Code Section 8(J) on wearing an American flag pin states, "The flag represents a living country and is itself considered a living thing. Therefore, the lapel flag pin being a replica, should be worn on the left lapel near the heart."

Keep in mind, however, some organizations have specific rules about when and where to wear a pin that might contradict the above statement. Generally speaking though, since most individuals wear pins that signify something important to them, they wear them on the left side near the heart.

If you are attending a meeting where etiquette is very important, it is best to stick to the rules. But if you are wearing an outfit that tends to flip over your name tag when you shake hands, wear the name tag on the left. People won't be able to remember your name if your name tag is flipped over!

Remember, the key to mastering all of these rules is to wear the name tag and pin in the location that is most practical!



## Tips to remember Name Tag and Lapel Pin Etiquette

- Lapel pin on the left, over your heart, since the pin represents loyalty to something you care deeply about
- Name tag on the right, so someone shaking your (right) hand can easily see your name.
- When you say the pledge of allegiance, you will put your hand over your heart and your lapel pin, but you won't cover up your name!

# Making Introductions and Handshakes (LD, NV & up)

**Time Needed:** 15–20 minutes

## Supplies Needed

A partner to practice with, and the Introductions and Handshakes handout (provided).

## Situation

You are at your first 4-H regional energizer or State Conference and have been put in a group of new 4-H members. The group needs to get to know each other. You decide to take the lead and make introductions and shake hands, but everyone is just standing around silently looking at one another.

## Task

Members take initiative to introduce and shake hands with another member in the group. Taking the initiative means you go first!

## Directions

1. Review the Tip Sheet on page 11 with the whole group, then ask members to pair up with a partner to practice.
2. Youth shake hands with another member, introduce themselves, and then have the partner introduce themselves.
3. Once pairs have done it correctly, invite them to make up a fun introduction or handshake. Consider sharing these with the group or having pairs introduce their new friends to everyone.
4. When the activity facilitator gives the signal, move members on to a new partner and do handshakes and introductions again.
5. Members continue until the facilitator says to stop.
6. Say, "Great work practicing handshakes and introductions! You're ready to meet new people and make a positive impression!"
7. Share "Your Civic Challenge!"

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This activity provides 4-Hers with practice in how to properly shake hands and introduce themselves to others they meet.

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## Discussion

- Review guidelines for personal and social interaction due to COVID-19 from the Centers for Disease Control and Prevention here: [www.cdc.gov/coronavirus](http://www.cdc.gov/coronavirus)
- Remind members it is important to wash hands frequently and to not shake hands with others until it is safe to do so again.
- Ask members how social distancing has changed how they greet and interact with others.
- Ask members for creative ideas they have for how to greet others (i.e., "air" hug, virtual handshake, etc.).



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## Your Civic Challenge!

Introduce yourself to someone when you go to school, work, the store, etc. Continue to practice this skill as you meet new people and keep count. Share your experiences of what went well and what you could do differently. What did other people do that made an impression on you?

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# Making Introductions and Handshakes

Introductions and handshakes are a vital skill to have when in leadership roles and in a career. You will meet and work with new people regularly and it is important to make a good first impression. Consider following the “Pause, Part, Punch” approach to introductions by Dale Carnegie (1981) – no, we are not going to harm anyone, but instead show confidence in our introductions! Take a look at the steps.

## Pause

When someone asks your name or it is the appropriate place in the interaction to introduce yourself, begin with, “My name is...” And then stop for a moment.

The pause keeps you from doing what so many people do: running the introduction into your first name.

## Part

Once you have paused, state your first name clearly and then stop again.

You want a clear “part” between your first and last name. This means waiting another moment before saying your last name. Placing a part between the first and last name means that they do not run together and that it is easier for other people to hear both. Make it easy for your audience. If you have a first or last name with multiple words, use a part between each one.

## Punch

Finally, be sure to punch out your last name. Most people tend to lower their energy and volume when they get to the end of their name. You can avoid this by making a conscious effort to punch out your last name. This does not mean you are going to yell, but you do want to emphasize your last name so people do not miss it.

## Handshakes

Shake hands when:

- You enter a room, with those you know and those you do not.
- You leave an event and want to make contact with someone you know or want to know.
- You congratulate someone who has won an award.
- You introduce yourself to a person.

## Handshaking Guide:

- A shoulder-to-shoulder stance proves to the person you are confident and eager to greet them.
- Your right hand should be free.
- Extend your hand with the thumb up and fingers out.
- Meet web-to-web (the web of your hand between your thumb and index finger should contact the web of the other person’s hand).
- Grip the other person’s handshake firmly, but do not squeeze it. (Avoid the “limp wrist” or “dead fish” handshake!)
- Make two smooth pumps from the elbow, not the wrist.

Source: Carnegie, 1981.

# Writing a Thank You Note

(SV, CK & up)

**Time Needed:** 15–20 minutes

## Supplies Needed

Paper, pens/pencils, thank you notes, envelopes, and the Thank You Note handout (provided).

## Situation

A member of your community has donated their time as a guest speaker at your 4-H club and you want to show your appreciation.

## Task

Compose and send by U.S. Mail a thank you letter to a 4-H guest speaker.

## Directions

1. A great way to say thank you to someone else is with a personalized thank you note or card.
2. Use the Thank You Note handout as a guide to compose a thank you note to send to a 4-H supporter.
3. Have an adult or older member proof read notes before they are sent.
4. Ask members to reflect on why it is important to express appreciation and discuss how they feel when others express appreciation.
5. Challenge other members to show their appreciation in writing to those who support the club!
6. Share “Your Civic Challenge!”

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In this activity you will learn the correct method for writing and sending a personalized thank you note. A personalized thank you note is the most appreciated way to thank someone for what they have done, such as leading a 4-H project, sponsoring a 4-H trip or donating funds for a 4-H scholarship.

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## Your Civic Challenge!

Look for ways to show appreciation. This could be a shout-out on a local radio station, a thank you ad in the newspaper, or a thoughtful post on social media. Keep count of how many ‘thank you notes’ you see and send a few yourself. Share what you have done at your next meeting.

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## Writing a Thank You Note

Here are six simple steps to crafting a terrific thank you note:

1. Greeting. Don't forget to make sure you are using the correct form and spelling of the person's name.
  - a. Dear Mr. and Mrs. Smith
2. Express your thanks.
  - a. Thank you so much for...
  - b. I'm so grateful you were there when...
3. Add specific details. Tell them how they contributed to the cause and how their work made an impact.
  - a. You made our community better by...
  - b. Your work added to...
4. Look ahead. Mention the next time you might see them again.
  - a. We look forward to working with you again.
  - b. We invite you to...
5. Restate your thanks. Add details to thank them in a different way.
  - a. Again, your contribution is greatly appreciated.
  - b. We are grateful for your support.
6. End with your regards, and sign your name (and 4-H group).
  - a. Sincerely,
  - b. With thanks

## Addressing an Envelope

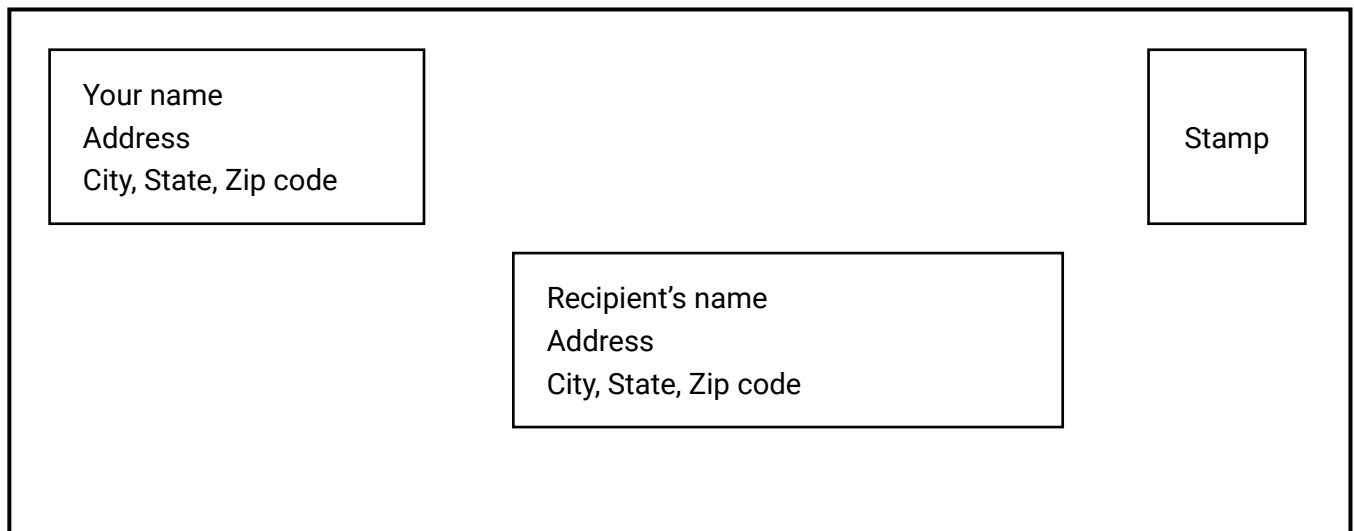
See below for how to correctly address an envelope to a home or business address.

Mailing to a home address: use recipient's **name, address, city/state/zip code**

Mailing to a business address: use business **name, c/o (recipient's name), address, city/state/zip code**, or **Attn: (recipient's name), company, address, city/state/zip code**.

c/o = care of

Attn = attention



# Writing to a Legislator

(CI, IN & up)

Putting your thoughts into words can be challenging, especially when writing formally. Use the following template and tips to construct a message to your legislators.

**Time Needed: 15–20 minutes**

## Supplies Needed

Copies of Writing to a Legislator handout (provided), computer with email access, or letter writing supplies, and stamps

## Situation

Your 4-H club fundraiser was attended by your State Representative. Your club would like to send a thank you to the legislator for attending, and ask about a new bill that he/she is proposing that would change school start/stop days.

## Task

Write a letter of thanks with a request for more information to your state legislator.

## Directions

1. Make copies of the handout, one per participant
2. Go through the tips and template with members
3. Support 4-Hers in using the Legislator Lookup and drafting letters to their legislators
4. Use the script to practice writing a letter to legislators
5. Share “Your Civic Challenge!”

Did you know that legislators (the elected officials who represent us) want to hear from you? Lawmakers are very interested in what people in their communities think, so they can make the best decisions and vote in ways that match the public’s wants and needs. As a 4-H member, you can write to your legislators too, and they will be happy to hear from you!

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This activity introduces young people to communicating with lawmakers, and how being an informed citizen and communicating with elected officials is important in a representative democracy.

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## Tips

- Get your parent/guardian's permission and help to proofread and send your message.
- Keep it simple – be clear and concise
- Use writing resources such as a dictionary, thesaurus, or grammar guide.
- Use fonts and styles that are professional and easy to read (Time New Roman, Calibri)
- Draft letters in first person, using “I” and “me”
- Use a polite, informative tone
- See [www.wikihow.com/Fold-and-Insert-a-Letter-Into-an-Envelope](http://www.wikihow.com/Fold-and-Insert-a-Letter-Into-an-Envelope) to properly send your letter.



## Your Civic Challenge

Look up your legislator, find out how to contact them, send them a message of appreciation for what they do and ask them at least one question about their job as a lawmaker, a bill they are working on, or a topic/issue you are interested in.

# Writing to a Legislator

## Template

(Your Name)

(Street Address)

(City, State, ZIP Code)

**Date:** (Month) (Day) (Year)

**The Honorable** (First name) (Last name),  
(Room Number), (State Capitol) (Zip Code)

**RE:** (State the topic or include the bill number, author and subject if you are writing to request information about a particular legislative bill.)

**Dear** (Representative/Senator) (Last name): **My name is** (your first and last name) **and I am a 4-H member who resides in your district.**

[State your appreciation for your legislator’s support of 4-H, how you are involved, and why you benefit from the program.]

[Ask a question about their job as a legislator, a bill they are working on, or a topic/issue on which you would like to hear their opinion.]\*

[Add a concluding thank you sentence.]

Sincerely,

Sign your name

Print your name

Email address

## Legislator Lookup

- [senate.mo.gov](http://senate.mo.gov)
- [house.mo.gov](http://house.mo.gov)

Use this template to prepare an email or letter to your legislator.

\* A 4-H member cannot lobby a government official on behalf of 4-H or as a 4-H member, but has the freedom to do so as a private citizen.

As a 4-H member, you can educate, inform, and inquire (ask questions) of your legislators. However, since 4-H is a publicly funded program, 4-Hers cannot ask legislators to vote a certain way on a bill or budget measure. This is prohibited.

# Using Parliamentary Procedure (CI, NV & up)

**Time Needed:** 15–20 minutes

## Supplies Needed

Copies of 4-H Business Meeting Motion Script (provided).

## Situation

You are at your first 4-H meeting and want to make a motion, but must follow the correct steps.

## Task

Make a motion to provide 4-H pins for club members.

## Directions

1. Share with members that *Robert's Rules of Order* is the standard for facilitating discussions and group decision-making. This standard is used by many organizations, not just 4-H.
2. Break into groups of 4 or 5 and practice making motions using the correct format.
3. Use the script as an example to practice making a basic motion.
4. Challenge your members to adapt the script to involve more parts of Roberts Rules (such as if a motion fails, or someone wants to amend the motion on the floor).
5. Share "Your Civic Challenge!"

## Discussion

- What is a motion?
- Who can make a motion?
- Who recognizes you as a 4-H member at a club meeting in order to make a motion?
- What is Parliamentary Procedure?
- What is *Robert's Rules of Order*?
- Who should know how to follow the basic process of parliamentary procedure?
- Why is this important for your club?
- Where else do you think you might be able to apply this?

---

In this activity you will learn how to make a motion during a 4-H Club meeting, using proper parliamentary procedure.

---

## Tips to learn more

- Ask a 4-Her to give a demo on parliamentary procedure
- Check out *Robert's Rules of Order* from the library or online.
- Ask a Junior Leader or State Council representative to give a presentation on parliamentary procedure
- Search "Parliamentary Procedure Motion Potion" or "Jeopardy game" for online tools.
- Practice failure of a motion and amendments to a motion on the floor.



## Your Civic Challenge!

Make a motion during the next meeting you attend. How did this experience go? In what other meetings besides 4-H can you use parliamentary procedure, such as a school chapter/club, community organization, or Extension council?

---

Adapted from: Robert et al, 2011.



# Using Parliamentary Procedure

## 4-H Business Meeting Motion Script

[Choose group members to role play President, Secretary, and Persons 1, 2 and 3. Then read through the parts together.]

Person #1: Stands and says. " Mr./Madam President."

President: "Yes, \_(insert the name of member)."

Person #1: "I move we buy 4-H pins at a cost of \$1.25 for each of the members who wish to have one"

President: "It has been moved that our club purchase 4-H pins for each member who would like one. Is there a second to that motion?"

Person #2: "I second that motion."

President: "It has been properly moved and seconded that we buy pins for club members who want one. Is there any discussion? (Pause while # 2 raises hand.)

Person #2: Raises hand and is recognized by the president

President: "Yes, \_." (Fill in the name of the person)."

Person #2: "I think that buying pins is a good idea. I would like to have one."

Person #3: (Raises hand.)

President: "Is there any other discussion?" Looks around and sees #3 has hand in the air.

Person #3: (This person is recognized by the president.)

Person #3: I agree, I have pins for each year I have been in 4-H. I think that this purchase is a good use of our funds."

President: "Any further discussion?" (Look around.) "Hearing none, I will ask the secretary to read back the motion."

Secretary: " \_(Person 1) moved that our club buy pins at the cost of \$1.25 for any member who would like a pin."

President: "At this time we will vote on the motion." All in favor of the motion say "aye."

Three members say "aye."

President: "All opposed say "nay."" (Brief pause to look at the vote.) "The motion is passed."

# Naming Levels of Government (CI, NV & up)

Time Needed: 15–20 minutes

## Supplies Needed

Pens/pencils, Levels of Government handout (provided).

## Situation

You are thinking about involving a local government leader in your next 4-H event, but you are not sure who exactly is considered 'local.'

## Task

Sort the government entities into local, state, and federal.

## Directions

1. Break into small groups of 2–3.
2. Start with discussion below, then review 3 levels on page 19, and pass out handout on page 20 to members.
3. Ask members to think about the role of each of the government positions listed on the handout and mark each as "L" for local government, "S" for state government, or "F" for federal government.
4. Ask members which level(s) of government provide public funding for 4-H. The answer is all three!
5. Share "Your Civic Challenge!"

## Discussion

Where are the three levels of government located?

<i>Local</i>	<i>State</i>	<i>Federal</i>
<i>(our city/county)</i>	<i>(Jefferson City)</i>	<i>(Washington, D.C.)</i>

Can you name and describe the three branches of government?

<i>Executive</i>	<i>Legislative</i>	<i>Judicial</i>
------------------	--------------------	-----------------

In this activity you will learn the three levels of government and how they relate to 4-H.

Did you know it takes all three levels of government to support the 4-H program and the club to which you belong?

### Federal

- National 4-H headquarters at the USDA in Kansas City, MO and Washington, D.C.
- Smith-Lever Act passed by US Congress provides federal dollars for 4-H in each state.

### State

- Missouri General Assembly passes Higher Education budget, which includes funds for the University of Missouri and the statewide 4-H program.

### County

- County Commission sets budget for MU Extension County Office, and County Extension Council provides oversight and fundraising for all Extension programs in the county, including 4-H clubs.



## Your Civic Challenge!

Learn the names of your local, state, and federal government officials. Identify a public official your 4-H group could invite to an event or meeting. What would you like to learn from them? Be ready to discuss at your next meeting!

# Naming Levels of Government

## Local Government (L)

- Includes city, municipal and county government
- Made up of local elected and appointed officials (like mayors, city administrators, city council members, and county commissioners) and their offices and staff members
- Level of government most Missourians interact with on a regular basis
- Oversees and provides services to the public, such as law enforcement, fire protection, water and sewer service, street maintenance, parks and recreation, health care and social services

## State Government (S)

- Made up of three branches: Legislative, Judicial, and Executive branch
- The Legislative branch creates and appeals state laws. The Missouri General Assembly includes the Senate and the House of Representatives, with members who run for office and are elected by voters in their districts.
- The Judicial branch interprets the law and is made up of the Missouri Supreme Court and the appellate courts. The Missouri Plan for selecting judges involves a non-partisan process (outside of political parties) and has been adopted by other states.
- The Executive branch is led by the Governor, who has the charge to execute and enforce the laws of the state. The Executive branch also includes six state elected officials, like the Lieutenant Governor and the Secretary of State, and sixteen executive departments, like the Missouri Department of Agriculture and the Missouri Department of Conservation

## Federal Government (F)

- The Federal government is the only level that can tax, spend, declare war, regulate trade, and set national policies for the country.
- Made up of three branches: Legislative, Judicial, and Executive branch
- The Legislative branch is the U.S. Congress, and includes the U.S. Senate (100 members, two from each state) and the U.S. House of Representatives (435 members based on state population size). Bills approved by Congress are signed or vetoed by the President.
- The Executive branch is the U.S. President and his or her advisors, along with many departments and agencies, all charged with enforcing laws made by Congress. The President also serves as the commander-in-chief of the U.S. Armed Forces.
- The Judicial branch is the Supreme Court, the highest court in the country, and assures all citizens receive equal justice under the law. Justices are nominated by the President, and confirmed by the Senate.
- The three branches of the Federal government are written into the U.S. Constitution with “checks and balances” to keep each other fair and accountable to the people

Key to naming levels of government, page 20:

1 - S	4 - S	7 - S	10 - F	13 - L	16 - S	19 - F
2 - L	5 - L	8 - S	11 - S	14 - L	17 - L	20 - L
3 - S	6 - F	9 - L	12 - S	15 - F	18 - L	

Adapted from: Adkins, 2010; State of Missouri, n.d.

# Naming Levels of Government

Break into small groups of 2–3. Place an “L” next to the areas of government that are local, a “S” to those that are state, and a “F” next to the parts of the federal government.

1. \_\_\_\_\_ Missouri House of Representatives
2. \_\_\_\_\_ County Commissioner
3. \_\_\_\_\_ Director of the Missouri Department of Agriculture
4. \_\_\_\_\_ Governor
5. \_\_\_\_\_ County Extension Council
6. \_\_\_\_\_ United States Senator
7. \_\_\_\_\_ Missouri Supreme Court Justice
8. \_\_\_\_\_ Secretary of State
9. \_\_\_\_\_ County Clerk
10. \_\_\_\_\_ Vice President
11. \_\_\_\_\_ Lieutenant Governor
12. \_\_\_\_\_ Director of the Missouri Department of Elementary and Secondary Education
13. \_\_\_\_\_ County Sheriff
14. \_\_\_\_\_ County Assessor
15. \_\_\_\_\_ U.S. Secretary of Agriculture
16. \_\_\_\_\_ State Treasurer
17. \_\_\_\_\_ City Fire Department
18. \_\_\_\_\_ Mayor
19. \_\_\_\_\_ President
20. \_\_\_\_\_ City Parks and Recreation Department



# Reading Legislation and State Statutes (CI, IN & up)

**Time Needed:** 15–20 minutes

## Supplies Needed

State Statute Handout (provided).

## Situation

You are planning to attend a 4-H activity at the Missouri State Fair, but your teachers will need to excuse your absence from class. You have heard that by law you can be excused by your school to attend 4-H activities, but it is up to you to find the state law that mentions this.

## Task

Read the handout and determine which lines of the State Statute give schools permission to excuse 4-H members from school for participation in 4-H programs like the Missouri State Fair.

## Directions

1. Have members break into small groups, read the State Statute handout and identify which lines best answer the question.
2. Ask 1–2 groups to interpret what the writing means.
3. Help members review and highlight the lines of the State Statutes that can allow students' absences to be excused for participation in 4-H events, if their school approves.
4. Challenge members to think about how laws issued by the state legislature affect their lives and participation in 4-H. Ask what new laws or bills members would like to propose to legislators.
5. Share "Your Civic Challenge!"

---

This activity introduces State Statutes (laws) and how to interpret laws that affect young people.

---

### Tip

Invite a local legislator to attend a meeting and comment on this statute and others that relate to schools and young people.

### Discussion

- What is a state statute?
- Who sets state statutes?
- Who are elected officials that represent your district (area) in the Missouri General Assembly?
- What two legislative bodies make up the Assembly, and where does the Assembly meet?
- If you could ask legislators about their jobs as lawmakers, what would you ask?
- Could parts of this statute be interpreted differently? In what ways?



---

## Your Civic Challenge!

Review bills listed on the Missouri House of Representatives and Missouri Senate websites. Can you find a bill that directly affects all young people under age 18? If you were a state legislator, would you support or oppose this bill and why? Share what you find at your next meeting!

---

# Reading Legislation and State Statutes

## Participation in sanctioned program activities, excused absences allowed—state aid, computation for such activities.

171.053.

1. The general assembly hereby finds and declares that:
  - (1) The Future Farmers of America Organization (FFA Organization), Family, Career, and Community Leaders of America (FCCLA) and 4-H programs in the state and the organized competitions held as a part of the Missouri State Fair involve an education and learning process that is not otherwise available in the regular curriculum of secondary education in Missouri;
  - (2) The principles and practices learned by students in such programs are highly beneficial to students;
  - (3) Participation in such programs should be encouraged; and
  - (4) One method of encouraging participation in such programs is to allow such participation to be counted as school attendance for the purpose of determining state school aid.
2. It is the purpose and intent of this section to assure that participation of students in sanctioned activities of such programs be allowed to such extent as may be determined appropriate by the school boards of the various school districts.
3. Any school district which allows an excused absence for athletics or any other extracurricular school activity shall allow, pursuant to its written policy and with the approval of the responsible sponsoring school employee, any student enrolled in the district to use such regularly scheduled instructional time as is reasonably necessary for such student to participate in an officially sanctioned activity of any such program; provided, if the program is not a part of the Missouri State Fair or 4-H, that such program has a local chapter which is officially recognized by the student's school.
4. For the purpose of distributing state school aid pursuant to section 163.031, a student who is participating in an officially sanctioned activity of any such program, as provided pursuant to subsection 3 of this section, shall be considered to be attending regularly scheduled instruction in the district and such hours of participation occurring during the regular school day shall be included in the district's calculation of average daily attendance, as defined in section 163.011.

Statute from: Missouri State Statute Ch. 171.053 (2004)

# Reading Legislation and State Statutes

## Answer Key

Participation in sanctioned program activities, excused absences allowed—state aid, computation for such activities.

171.053.

1. The general assembly hereby finds and declares that:

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(2) The principles and practices learned by students in such programs are highly beneficial to students;

(3) Participation in such programs should be encouraged; and

(4) One method of encouraging participation in such programs is to allow such participation to be counted as school attendance for the purpose of determining state school aid.

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Statute from: Missouri State Statute Ch. 171.053 (2004)

# Identifying Missouri State Symbols (CI, CK & up)

**Time Needed:** 15–20 minutes

## Supplies Needed

Pens/pencils, Missouri State Symbols sheet and handout (provided).

## Situation

Your club is hosting a group of 4-H members from another state. You want to help them learn about Missouri and what represents our state.

## Task

Identify the state symbols of Missouri.

## Directions

1. Copy the symbols sheet provided, cut out the state symbol strips and hide them around the room for members to find.
2. Either look around your meeting space for the actual symbols or hide images of each around the room.
3. Break into groups of 4 or 5 with an adult volunteer in each, and pass out copies of the handout.
4. Ask members to go on a scavenger hunt and try to find as many of the state symbols as they can.
5. Have each group report what symbols they found and where. Ask members to share with the group what else they may know about the symbols, or how to remember them.
6. Share “Your Civic Challenge!”

---

This activity helps 4-Hers learn and review the official state symbols of Missouri, which make our state so great!

---

## Discussion

- Ask which state symbols members already knew, and which ones they learned through the activity.
- Ask members where else in their lives they can use their new knowledge of Missouri state symbols.
- Identify where members can learn more about Missouri’s state symbols ([www.sos.mo.gov/symbols](http://www.sos.mo.gov/symbols)) and United States national symbols ([www.loc.gov](http://www.loc.gov)).
- Ask members why it is important to know Missouri state symbols and how this related to being a good citizen.
- Ask members why they think Missouri chose these as state symbols. If they could pick a new state symbol, what would they choose any why?










## Your Civic Challenge!








Find state symbols in your community. Take note if you see a Blue Bird or Dogwood tree in the park or catch a Channel Catfish or American Bullfrog at the lake. Keep track of symbols you find and share your discoveries at your next meeting.

---

# Identifying Missouri State Symbols

Print, copy and cut out these symbols and hide them around the meeting room in preparation for the Identifying State Symbols activity.

<b>State Seal</b>	
<b>State American Folk Dance: Square Dancing</b>	
<b>State Animal: Mule</b>	
<b>State Bird: Blue Bird</b>	
<b>State Flag</b>	
<b>State Floral Emblem: White Hawthorn</b>	
<b>State Fossil: Crinoid</b>	





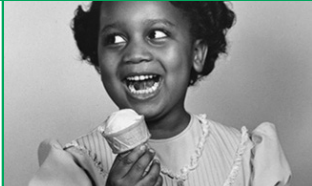

<b>State Insect: Honeybee</b>	
<b>State Mineral: Galena</b>	
<b>State Musical Instrument: Fiddle</b>	
<b>State Rock: Mozarkite</b>	
<b>State Tree: Dogwood</b>	
<b>State Tree Nut: Eastern Black Walnut</b>	
<b>State Aquatic Animal: Paddlefish</b>	



Leader resource (youth or adult leader)

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<b>State Fish: Channel Catfish</b>	
<b>State Song: Missouri Waltz</b>	
<b>State Horse: Missouri Fox Trotting Horse</b>	
<b>State Grape: Norton</b>	
<b>State Dinosaur: Hadrosaur</b>	
<b>State Amphibian: American Bullfrog</b>	

<b>State Game Bird: Bobwhite Quail</b>	
<b>State Grass: Big Bluestem</b>	
<b>State Invertebrate: Crayfish/Crawdada</b>	
<b>State Reptile: Three-toed Box Turtle</b>	
<b>State Dessert: Ice Cream Cone</b>	
<b>State Exercise: Jumping Jack</b>	

All State Symbol images courtesy of the Missouri State Secretary of State. Read about their history at <https://www.sos.mo.gov/symbols>.



# Identifying Missouri State Symbols

Did you know that each state has identified symbols that represent their state? Missouri has 26 different symbols that have been formally approved by the Missouri Legislature. Can you find them hidden around the room? What are they?

<b>State Seal</b>	
<b>State American Folk Dance</b>	
<b>State Animal</b>	
<b>State Bird</b>	
<b>State Flag</b>	
<b>State Floral Emblem</b>	
<b>State Fossil</b>	
<b>State Insect</b>	
<b>State Mineral</b>	
<b>State Musical Instrument</b>	
<b>State Rock</b>	
<b>State Tree</b>	
<b>State Tree Nut</b>	

<b>State Aquatic Animal</b>	
<b>State Fish</b>	
<b>State Song</b>	
<b>State Horse</b>	
<b>State Grape</b>	
<b>State Dinosaur</b>	
<b>State Amphibian</b>	
<b>State Game Bird</b>	
<b>State Grass</b>	
<b>State Invertebrate</b>	
<b>State Reptile</b>	
<b>State Dessert</b>	
<b>State Exercise</b>	

# Upholding Pillars of Character (LD, NV & up)

**Time Needed:** 15–20 minutes

## Supplies Needed

Pillars of Character Activity Sheet (provided), and materials as outlined by each activity.

## Situation

Your club wants to help all members become the best they can be by building and living out good character in their 4-H activities as well as all areas of their lives. This includes understanding the pillars of caring, citizenship, fairness, respect, responsibility, and trustworthiness, and how these help in interacting with others, reaching goals and achieving real success. (Sportsmanship may be added as a “seventh” pillar.)

## Task

Choose a Pillars of Character activity to complete from the samples provided.

## Directions

1. Read each of the activities and decide on one to complete as a group.
2. Gather supplies needed.
3. Introduce the Pillar of Character and provide a brief example.
4. Complete the activity and discuss why you chose it.
5. Share “Your Civic Challenge!”

For more information and activities on each of the Six Pillars of Character, visit [4h.missouri.edu](http://4h.missouri.edu) and search for “Show Me Character.”

---

This activity briefly introduces the pillars of character that help 4-H members lay a foundation for true leadership, and to know the “right thing” to do in situations they face.

---



## Your Civic Challenge

Choose one of the Six Pillars of Character. Try something new that involves you in putting that pillar into practice. Share at your next meeting. What activity did you choose to do and why?

# Upholding Pillars of Character

These activities are geared towards members ages 8 and up, but can be used with all ages in your 4-H club.

## Caring

### “How I Can Help” Activity

Give each member a piece of paper and pencil or crayon and help them draw a gingerbread type figure on the paper. Or have a member lie on a large piece of paper and trace the outline of their body around them.

- Have the group tell you five things they can do to help someone else. List those items on the figure’s fingers.
- Have them tell you five places they can go to help someone else. List those on the figure’s feet.
- Have them draw a shirt pocket on the figure and think of five things they can give to someone else to show they care. List those on the figure’s pocket.

## Citizenship

### “Who, What, When” Activity

Help your members to learn more about the community. Find out how it got its name and some of the early history that makes it a special and unique place to live and work. During your meeting, allow youth to use technology or resource books to find answers to how your community got its start. When you have completed the project, share it with others so they can learn what you found out about the community.

## Fairness

### “Fairness Relay” Activity

Help members understand the importance of taking turns by having a relay. Explain that it is important that everyone gets a turn and that we encourage others when they are doing something. Here are some relay suggestions:

- Blow a balloon or feather across the room.
- Carry a ping-pong ball in a large spoon across the room.
- Balance a feather on your head and walk across the room.

## Respect

### “R-E-S-P-E-C-T” Exercise

Using good manners is a way to show you respect yourself and others. Create a list of all the ways you can show respect. You may include holding the door for someone, saying thank you, waiting to eat until everyone is served, etc. See how many you can come up with and discuss where you use each of these manners.

## Responsibility

### “Seed Planting” Activity

Help members select flower or vegetable seeds. Using a Styrofoam cup or small pot filled with soil, help them plant the seeds. Explain that it is their responsibility to water the plant every day and place it somewhere that it gets adequate light.

## Trustworthiness

### “Blindfold Maze” Activity

Trust is necessary between followers and leaders and this trust can be built through clear communication. Practice communicating to build trust by going through a maze blindfolded with someone else leading you. Create a maze on the floor using tape, pool noodles, etc. Have members pair up – one being blindfolded (the maze runner) and the other not (the instructor). Have the leader give instructions to the runner so they complete the maze without hitting the edge of the course. Discuss what made this activity challenging. What methods worked best? How did this build trust among your club?

## Sportsmanship (a “seventh” pillar)

### “Sportsmanship” Activity

Find a book about an athlete, famous or not, and read it with the club. Discuss how the actions of the athlete show character and how you can reflect this person’s actions in your own life whether it is on the court or field, in the classroom, or at home.

# Engaging Diversity and Culture (LD, IN & up)

**Time Needed:** 15–20 minutes

## Supplies Needed

Pens/pencils, Connect the Dots handout (provided).

## Situation

You want to challenge your club to expand their way of thinking and to get out of their comfort zone.

## Task

Complete the Connect the Dots handout. Reflect on how this activity relates to diversity and culture.

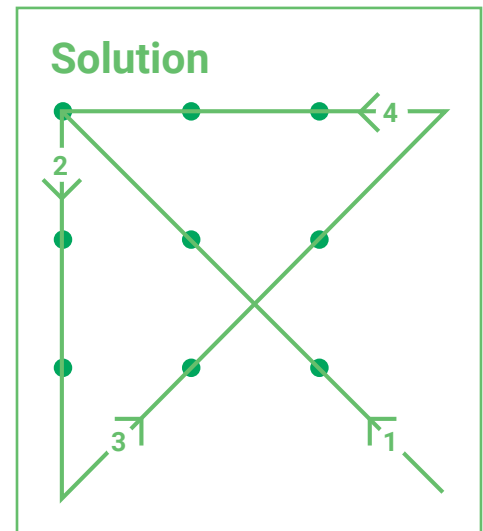
## Directions

1. Make copies of the Connect the Dots sheet for each member.
2. Split up the group to work in pairs or groups of 3–4. Encourage group members to share their ideas with one another and to work together to try and solve the puzzle.
3. The goal of this activity is to connect all the dots with four straight lines. Do not lift your pencil off the paper. Do not retrace any line. Lines may cross if necessary. Any questions? Ready, set, go!
4. After 10 minutes, invite any groups that solved the puzzle to share their solution, or demonstrate to all groups the solution in the diagram.
5. Invite a member to read the reflection statement aloud for the whole group. Discuss the three questions at the end as a whole group.
6. Share “Your Civic Challenge!”

---

This activity introduces a puzzle for group members to solve, to introduce different ways of thinking about and appreciating diversity.

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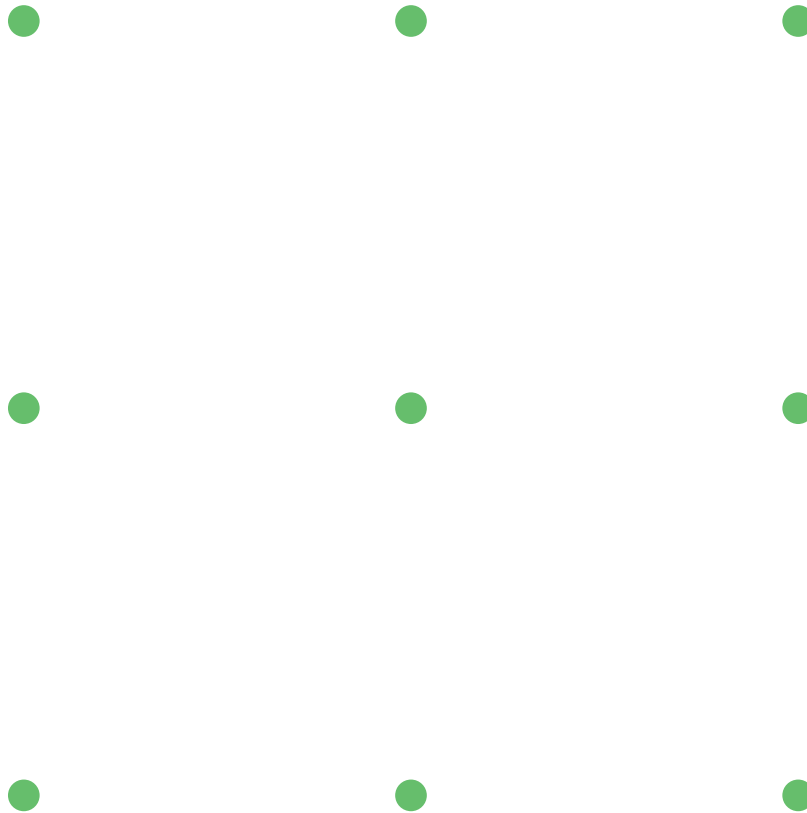
## Your Civic Challenge!

Learn about a new culture! Maybe it is youth who live across the world, or maybe just in the next town or down the street. Select youth who come from a very different background than yours. Find out their traditions, what makes their culture unique, and then relate it to your own. Share what you have learned at your next meeting!

# Engaging Diversity and Culture

## Connect the Dots

It's time to challenge your way of thinking. Connect all of the dots with four straight lines. Do not lift your pencil off the paper. Do not retrace any line. Lines may cross if necessary.



## Reflection

Why is it that most of us did not think of going outside the boundaries to solve the problem? To solve the problem, we had to get outside of our usual way of thinking— outside of the box we put ourselves in. We had to literally draw outside the lines. This is what is required of us when we interact with people who are different from us. We have to look at other ways of “thinking about thinking.” Drawing outside the lines is very difficult because we are so used to our own way of thinking and our own point of view that it is hard to see other points of view. To successfully interact with people from different backgrounds and different cultures, we must learn to look at the world from many points of view. Share examples of situations when finding a good solution to a problem required thinking “outside of the box.”

- How are we different?
- What challenges and opportunities do we face from our differences?
- How can differences be a strength for our group?

Adapted with permission: Ingram, P. D. (2008).

# Identifying Community Assets and Opportunities

(CE, IN & up)

**Time Needed:** 15–20 minutes

## Supplies Needed

Pens/pencils, Identifying Community Capitals handouts (provided).

## Situation

Your club wants to expand partnerships within the community, and is ready for a fresh look at who are potential partners.

## Task

Identify people, groups, organizations and businesses in your community that could support your local 4-H program.

## Directions

1. Divide members into groups of 3 or 4.
2. Make copies of the Identifying Community Capitals handouts for each group.
3. Review each of the 7 types of assets, or community capitals.
4. Ask each group to complete the handouts.
5. Reflect on who the club has partnered with in the past. How have these partnerships added to or enhanced any of the 7 community capitals?
6. Share “Your Civic Challenge!”

---

This activity helps 4-Hers discover their community, see how their 4-H projects and service-learning help build and enhance community assets, and where to look for new community partners in new places.

---

Answers (Match the Capitals, pg. 34):  
1B; 2E; 3F; 4G; 5D; 6A; 7C.

Answers (Make a Deposit, pg. 35): 1C;  
2G; 3D; 4E; 5A; 6B; 7F.



---

## Your Civic Challenge!

Identify one specific person, business, or organization in the community that 4-H could partner with on a project. What type of community assets/resources does this person or group represent? What type of community assets/resources does your 4-H club provide? Share your ideas and connections at your next meeting.

---



# Identifying Community Assets and Opportunities

What makes your community a good place to live? Every community has qualities that make it a place where people want to live. Some are visible and easy to find, like community gardens, libraries, cafes, and schools. Others are more hidden and less easy to see, like a century-old historic barn, a new youth scholarship program, or a maker/artist group that meets each month.

In 4-H, you have the opportunity to help build a stronger and more thriving community. But how? This activity introduces a tool you can use to see your involvement in 4-H in brand new ways, and realize the impact you are having on your community through 4-H projects and community service.

Social scientists who wanted to better understand what makes communities successful developed The Community Capitals Framework (Flora et al, 2004). Most successful communities work on building seven different types of assets, or community capitals. (Assets are resources communities have that grow other assets as they are invested or used over time). The seven types of 'community capital' include natural, cultural, human, social, political, financial and built capital:

- **Natural capital** includes natural resources and beauty that are specific to a place, like air and soil quality, farmland, forests, rivers and parks.
- **Cultural capital** refers to local values and expressions of culture, like festivals, traditions, music, food, dress, and language.
- **Human capital** includes knowledge, skills, abilities, health and well-being of people in the community.
- **Social capital** refers to connections among people and organizations that make things happen, leadership ties and social networks, neighbors doing favors and helping others out of trust.
- **Political capital** includes access to power, shared leadership, open participation, leaders who hear and respect voices, and responsive laws and policies.
- **Financial capital** refers to financial resources invested in the community, such as loan funds, bank accounts, donations, scholarships, and grants.
- **Built capital** includes buildings and infrastructure that support the community, like streets, parks, libraries, water and sewer systems, and broadband internet.

# Identifying Community Assets and Opportunities

**Match the Capitals:** draw a line from each of the 'community capitals' categories below to the list of community assets or resources that BEST match that category.

1. <b>Natural capital</b>	A. Savings, tax dollars, grants, loans, scholarships, philanthropy
2. <b>Cultural capital</b>	B. Farms, parks, landscapes, soil/air/water quality, biodiversity
3. <b>Human capital</b>	C. Houses, buildings, utilities, roads, bridges, broadband
4. <b>Social capital</b>	D. Good governance, shared power, public participation
5. <b>Political capital</b>	E. Civic pride, traditions, ethnic heritage, festivals, art/music
6. <b>Financial capital</b>	F. Education, skills, health, creativity, diversity
7. <b>Built capital</b>	G. Relationships, connections, networks, trust, cooperation

# Identifying Community Assets and Opportunities

**Make a Deposit:** 4-H service projects are like making a deposit in a 'community bank account.' Draw a line between each project below and the 'bank account' that project increases or benefits the MOST (refer to the definitions of the 7 community capitals on page 33).

1. <b>Natural capital</b>	A. Attending a <u>city council meeting</u> to propose a new youth center
2. <b>Cultural capital</b>	B. Selling Missouri Grown products as <u>fundraiser</u>
3. <b>Human capital</b>	C. Planting a 4-H Liberty <u>Tree</u> in the <u>park</u>
4. <b>Social capital</b>	D. <u>Teaching</u> elderly skills for cooking healthy meals
5. <b>Political capital</b>	E. <u>Bonding</u> with teens at a <u>leadership</u> lock-in
6. <b>Financial capital</b>	F. Making improvements to <u>4-H show barn</u> at fair grounds
7. <b>Built capital</b>	G. Helping plan/run community pumpkin <u>festival and concert</u>

**As you wrap up this activity, consider and discuss as a group:**

- What are some specific community assets/resources of each type you can name in your community?
- Which 'community bank accounts' has your 4-H club built up or enhanced through your projects and activities?

Way to go, asset builders!

# Practicing Civility (LD, IN & up)

**Time Needed:** 15–20 minutes

## Supplies Needed

Pens/pencils, Civility Exercise and Tips sheet (provided), and Smartphones or Internet-connected computer with audio to view Youtube videos.

## Situation

When conversations turn heated or conflicts become personal, it is a mark of leadership to practice civility in how we speak and act with respect toward others.

## Task

Help members understand what it means to be civil and to identify and practice these qualities for themselves.

## Directions

1. Make copies of the Civility Exercise and Tips sheet for each member.
2. Ask members to get into groups of 2 or 3.
3. Complete the Civility Exercise and Tips sheet with their buddy or group.
4. Watch the “Kid President” Youtube video
5. Ask several groups to share what they discussed and learned about civility, and their suggested action steps to show empathy and tolerance. Guide the whole group in reflecting on how they can practice civility in their own lives.
6. See “Discussion (Extra)” and “For More Info” to do more on civility at future meetings!
7. Share “Your Civic Challenge!”

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This activity introduces 4-Hers to civility, or how to speak and act with respect toward others, even when we disagree or have conflicts – a skill very needed in today’s world!

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## Discussion (Extra)

- Ask members about ways they see people handling conflicts.
- Ask members to describe or give an example of these conflict styles:
  - Compete/Fight
  - Accommodate
  - Avoid
  - Collaborate
  - Compromise
- What are the pros and cons of handling conflict these ways?
- How does civility relate to handling conflict?



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## Your Civic Challenge!

Pay attention to conversations around you or in the media and take note of the ways in which people are civil/uncivil. Watch this video on active listening and try it out! <http://bit.ly/ReallyListen>. At your next meeting, bring an example of how you used active listening to practice civility!

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# Practicing Civility

## Exercise and Tips

What is civility? Civility is the ability to disagree with others while respecting their sincerity and decency. The opposite of civility is incivility. Incivility can involve name-calling, using racial, religious or ethnic slurs, personal insults, bullying, or even making threats of physical harm.\*

### Pair up with a buddy or get into groups of 3 for a 5-minute conversation:

1. Name a topic/issue you see in the news/media that people tend to disagree on.
2. When people have differing opinions and it starts to heat up, what are signs they have lost respect for one another (social media posts or discussions)?
3. Is it possible to disagree or even debate while still showing respect?
4. What could people say or do in a heated situation to not cross the line?

Watch Kid President talk about how it is okay to disagree, without being mean or making other people feel terrible, in this video: <http://bit.ly/HowtoDisagree>

It can be hard to talk about things you care deeply about, especially if you feel personally attacked or your ideas are called into question. Your heart may beat fast, your breathing may become irregular, and your face or body may feel hot. These physical reactions can make it harder think clearly and remain civil. We don't have to change our opinions, beliefs, or values to disagree or to maintain respect for others. By practicing a few steps, we can show understanding, empathy, and tolerance.

\* Are you in a situation in which someone is being uncivil? Ask a trusted friend or adult to talk one-on-one at an appropriate time. Talking through conflicts can help us know others care and come up with a plan of what to say and do. Relying on others for problem-solving is a skill for practicing civility!

**Discuss as a whole group:**

1. What is an example of how someone handled a conflict or disagreement really well?
2. What did they say or do? How did things turn out, or how did that make a difference?
3. How can we respectfully disagree with someone while still sharing our perspective?
4. Why do you think this is important?

**Tips for leaders on practicing civility:**

- Remember to pause, take deep breaths, and respond kindly
- Talk about ideas without making it personal or using names or insults
- Use 'I' statements instead of 'you' statements
- Practice active listening to really hear and respond to what the other person is saying
- Agree to disagree

Civility is important, not only because we prefer to be treated with respect by others, but also because others want to be treated that way as well. In 4-H, school, community, or society as a whole, practicing civility is for our common good. Being uncivil divides, but we ALL benefit from civility.

**For More Info**

Did you like this topic? Want to do and learn more on civility? Be sure to tell your 4-H leader! Also go to this link for more civility resources: [nicd.arizona.edu](http://nicd.arizona.edu), and [nifi.org](http://nifi.org).

Source: [National Institute for Civil Discourse, 2017](#).



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