Take 10 for Leadership

Leadership and Civic Engagement
Lessons for Youth.
Introduction

A component of leadership is about how we belong to a society. The intent of this curriculum is to pro-
vide 4-H youth with lessons about their role as a leader and citizen through these well thought out and
designed lessons. Ten lessons were designed to take 10 to 15 minutes each so they could be used at club
meetings as short lessons and activities that work as ice breakers, fillers, or main lessons.

How to use this resource

The lessons in this resource were designed to be used as a single lesson, a part of a lesson or as a series of
lessons. The lessons are connected by the theme of leadership and civic engagement and cover fact based
topics such as parliamentary procedure or flag folding with activities that engage youth to examine
 principals and ideas. All lessons use a standard design and were created using the experiential learning
model. This model focuses on first experiencing the activity followed by reflection and then understanding
how to apply this lesson to other areas of life. A helpful guide to this model published by the University of
Minnesota Extension Service describes experiential learning as taking:

“ .... place when youth are involved in a project or activity ..... and encourages thinking, working harder and
ultimately learning more thoroughly than just showing or telling.”

To learn more about the experiential learning model or these lessons contact one of the team members
below, your local county agent or the NDSU Center for 4-H Youth Development.

This curriculum guide was created by North Dakota State University Extension Staff:

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Contents

Lesson 1: Citizenship Chain—Introduction to what it means to be a good citizen.

Lesson 2: Digital Citizenship—Explore citizenship through technology.

Lesson 3: Flag Etiquette—Acquire knowledge on rules for working flags.

Lesson 4: Flag Retirement—Learn how to respectfully dispose of flags.

Lesson 5: Global Civic Engagement—Take a look at citizenship beyond your community.

Lesson 6: Parliamentary Procedure Basics—Play a fun game to learn the basics of running a meeting.

Lesson 7: Parliamentary Procedure Gavel Taps—Become an expert on how and why to use a gavel to run meetings.

Lesson 8: Patriotic Activities—Engage in fun citizenship stations and lessons to learn about the flag, our pledge and more.

Lesson 9: Rights and Responsibilities—Spin the bottle and learn how rights and responsibilities are connected.

Lesson 10: Unconscious Bias: Our Mysterious Mind—Discover how biases affect decision making.
Citizenship Chain

Introduction to the Activity:
The purpose of this activity is to introduce the concept of citizenship and what being a good citizen means.

Practicing good citizenship as Americans is our duty and obligation. Character, knowledge of government, community service and engagement in local issues all are part of civic engagement. Examples of practicing good citizenship are:

- Following the rules and laws
- Being honest and trustworthy
- Volunteering to be active in your community
- Respecting the rights of others
- Respecting the property of others
- Being informed about the world around you
- Learning about candidates running for public office

Citizenship is important because it helps make our communities (4-H clubs, neighborhoods, schools, cities, etc.) be better.

Supplies:
- Construction paper
- Stapler
- Markers or pens

Prep for the Activity:
Cut construction paper into strips of paper that can be looped together to form a paper chain.

Do the Activity:
Tell 4-H’ers that today we are going to be discussing citizenship. The Merriam-Webster definition of citizenship for kids is: “1) the state of being a citizen and 2) the behavior expected of a person as a member of a community.”

Ask the 4-H’ers what they think citizenship means. Probing questions could include what does it mean to be a good citizen in different communities (schools, 4-H clubs, church, city, etc.)

Pass out strips of paper. Have each 4-H’er write or draw his/her own idea of good citizenship. Examples could be picking up trash from the street, volunteering to help at a food bank or following a law.

Have each 4-H’er explain his/her link of the chain. Staple the pieces of paper and connect them to form a long paper chain.

Reflect:
After the paper chain has been formed, explain to the 4-H’ers that in a community, we are all connected. We must all practice good citizenship to make the community a good place to live.

Apply:
Challenge the 4-H’ers to do something this week to practice good citizenship in their community.

Resources:
- Civic Engagement After-School Activities for Citizenship, Leadership and Service
- Charlotte-Mecklenburg Schools Citizenship lesson: schools.cms.k12.nc.us/beverlywoodses

Lesson by:
Alicia Harstad, Extension Agent, Agriculture and Natural Resources
2017
Dear Participant:

You have been given this survey because you have participated in a 4-H program or project and 4-H would like to learn about you and your experiences in 4-H.

Your answers are important and they will be kept private. But, if you don’t want to fill out the survey, you don’t have to or if there is a question you don’t want to answer, you can leave it blank.

There are no right or wrong answers, so please answer all questions honestly.

Thank you for your help!

1. Do you like helping people in your community?
   □ Yes
   □ Usually
   □ Not really
   □ No

2. Because of 4-H, did you meet leaders in your community?
   □ Yes
   □ Sort of
   □ No

3. Have you ever done a community service project?
   □ Yes
   □ No

4. Have you ever helped plan a community service project?
   □ Yes
   □ Sort of
   □ No

5. Have you ever led a community service project?
   □ Yes
   □ Sort of
   □ No

6. When you learn about a problem in the community, do you look for ways to help?
   □ Yes
   □ Usually
   □ Not really
   □ No

7. When you learn about a problem across the country, do you look for ways to help?
   □ Yes
   □ Usually
   □ Not really
   □ No
8. When you learn about a problem around the world, do you look for ways to help?
   □ Yes
   □ Usually
   □ Not really
   □ No

9. Do you like helping people?
   □ Yes
   □ Usually
   □ Not really
   □ No

10. How much has 4-H inspired you to volunteer in your community?
    □ A lot
    □ A little
    □ Not at all

11. Do you understand what it means to be a good citizen?
    □ Yes
    □ Sort of
    □ No

12. Do you plan to practice being a good citizen by doing something good for your community?
    □ Yes
    □ Maybe
    □ Not really
    □ No

14. What grade are you in? If it is summer break, which grade will you be starting in the fall?
    □ grade

15. Which of the following best describes your gender?
    □ Male (boy)
    □ Female (girl)
    □ I don’t want to say

16. Which of the following best describes your race?
    □ Asian
    □ Black or African American
    □ Hispanic or Latino
    □ Native American
    □ Native Hawaiian/Other Pacific Islander
    □ White or Caucasian
    □ More than one race
    □ I don’t know

17. How many hours do you typically spend on 4-H activities each week?
    □ Less than 1 hour
    □ 1 hour
    □ 2 hours
    □ 3 hours
    □ 4 hours
    □ 5 or more hours

Thank you very much!
Please return this to:
NDSU Center for 4-H
Dept. 7280, PO Box 6050
Fargo, ND 58108-6050
Digital Citizenship

**Introduction to the Activity:**
Digital citizenship is learning about appropriate and inappropriate behaviors for responsible technology use. Digital citizenship prepares our youth for a lifetime with technology. This lesson has youth thinking about digital citizenship through the lens of the 4-H pledge.

**Supplies:**
- Paper
- Markers

**Prep for the Activity:**
Digital citizenship covers many things, such as safety, bullying, understanding our digital footprint, our online relationships, and even how we are affected by the law. This lesson would be an introduction to digital citizenship and a way to get youth to start thinking about how this affects them.

To prepare for the lesson, you might want to do your own research on what this concept is all about. Here are some great websites to get you started:
- www.commonsensemedia.org
- www.childnet.com

**Do the Activity:**
Have youth line up by age, then count off by four to divide into four groups Your groups will have a variety of ages in them. Have youth gather in their groups by the number they called off.

Ask youth to list characteristics of a good citizen. After ideas have been generated, tell them that being a good citizen with technology also is important.

**Do the Activity Continued:**
This is called digital citizenship, or the set of rules or ethics around how one should use technology (depending on the age of the groups, you also might want to define ethics). Have youth make a list of all the technology they use in one week (the list might include: cellphone, television, computer, Snapchat, Instagram, Facebook, Netflix, iPad).

Assign each group a part of the 4-H pledge: Head, Heart, Health, and Hands. The group is to take several minutes to brainstorm ways that we can be respectful, thoughtful and good digital citizens with our head, heart, health or hands when using technology. (some examples of this might be: head – think before posting; heart – how would I feel if someone sent this message to me; health – set guidelines for ourselves to balance technology with other healthy activities; hands – handle our devices respectfully so they last).

On the paper, they should make a diagram that represents their part of the pledge and the activities they thought about. Have each group report back to the larger group.

**Reflect:**
What are some of your experiences using technology? How do you feel when others are not being good citizens with technology? How does that affect you?

**Apply:**
Ask youth to list one way they will become better digital citizens.

**Resources:**
- Common Sense Media:
  - www.commonsensemedia.org
- Child Net: www.childnet.com
- Images from Clipartfest.com

Lesson by:
Sue Quamme, 4-H Youth Development Specialist
2017
Dear Participant:

You have been given this survey because you have participated in a 4-H program or project and 4-H would like to learn about you and your experiences in 4-H.

Your answers are important and they will be kept private. But, if you don’t want to fill out the survey, you don’t have to or if there is a question you don’t want to answer, you can leave it blank.

There are no right or wrong answers, so please answer all questions honestly.

Thank you for your help!

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### Your Interest in Community Service & Giving Back

1. Do you like helping people in your community?
   - Yes
   - Usually
   - Not really
   - No

2. Because of 4-H, did you meet leaders in your community?
   - Yes
   - Sort of
   - No

3. Have you ever done a community service project?
   - Yes
   - No

4. Have you ever helped plan a community service project?
   - Yes
   - Sort of
   - No

5. Have you ever led a community service project?
   - Yes
   - Sort of
   - No

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### Community Awareness

6. When you learn about a problem in the community, do you look for ways to help?
   - Yes
   - Usually
   - Not really
   - No

7. When you learn about a problem across the country, do you look for ways to help?
   - Yes
   - Usually
   - Not really
   - No
8. When you learn about a problem around the world, do you look for ways to help?
   - Yes
   - Usually
   - Not really
   - No

9. Do you like helping people?
   - Yes
   - Usually
   - Not really
   - No

10. How much has 4-H inspired you to volunteer in your community?
    - A lot
    - A little
    - Not at all

11. Can you explain what digital citizenship means?
    - Yes
    - Sort of
    - No

12. Can you make a plan to practice good digital citizenship?
    - Yes
    - Maybe
    - Not really
    - No

14. What grade are you in? If it is summer break, which grade will you be starting in the fall?
    - [ ] grade

15. Which of the following best describes your gender?
    - Male (boy)
    - Female (girl)
    - I don’t want to say

16. Which of the following best describes your race?
    - Asian
    - Black or African American
    - Hispanic or Latino
    - Native American
    - Native Hawaiian/Other Pacific Islander
    - White or Caucasian
    - More than one race
    - I don’t know

17. How many hours do you typically spend on 4-H activities each week?
    - Less than 1 hour
    - 1 hour
    - 2 hours
    - 3 hours
    - 4 hours
    - 5 or more hours

Thank you very much!
Please return this to:

NDSU Center for 4-H
Dept. 7280, PO Box 6050
Fargo, ND 58108-6050
Flag Etiquette

Introduction to the Activity:
What is flag etiquette? Did you know we have rules for displaying and handling the flag? These rules are called the “Flag Code.” Knowing these rules will help you demonstrate your patriotism and respect toward those who have sacrificed for our freedom.

Supplies:
- American flag
- Optional: Safety pins and seed beads for patriotic pins

Prep for the activity:
Unless a flag is an “all-weather” flag, it never should be flown in the rain. Flags should not be flown at night unless illuminated by a light. The color guard is the person (or group of people) responsible for raising, lowering, and folding the flag. 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. When a flag is lowered, it never should touch the ground. The flag should be flown at half-staff only if an important person (such as the president of the U.S.) dies. 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. If you are wearing a hat when the flag is being presented, raised or lowered, then you need to remove your hat. You also should remove your hat when reciting the Pledge of Allegiance.

Note: The rules of flag respect have some exceptions. If a person is not a U.S. citizen, he/she is not expected to salute our flag but can stand silently during a flag ceremony or pledge. Also, some religions do not allow their members to pledge to a flag. Therefore, they simply can sit or stand silently while everyone else participates.

Do the Activity:
Flag Folding Fun - 4-H youth are often called upon to help with flag ceremonies at 4-H club meetings, camp, or school. Have youth practice folding the flag correctly. You can use old flags, or even blankets, to practice folding. Check out the flag folding diagram at www.usflag.org/foldflag.html

Flag Pin Activity - Follow the included directions page for how to make a fun patriotic pin.

Reflect:
What was the hardest part of this activity?
Why is showing respect for our flag important?
Does showing respect for the flag matter? Why or why not?
What types of situations in life require you to know about flag etiquette?

Apply:
How can we apply what we learned about flag etiquette in our daily lives?
How do you think you will feel when you see a flag handled incorrectly?

Resources:
- www.ushistory.org/betsy/more/flagfolding.htm
- www.collinsflags.com/blog/flag-etiquette/13-flag-folds-mean?
- http://www.usflag.org/foldflag.html
- Images from Clipartfest.com

Lesson by:
Dena Kemmet, Family and Consumer Sciences Extension Agent
2017
1. Begin by holding the flag waist high with another person so that its surface is parallel to the ground. The other two people will stand on the sides of the flag to ensure it remains tight as it is folded. The flagbearer will hold the Union (stars) in his/her left hand. The flag is "tabled" (shaken up and down) twice before folding.

2. Fold the lower half of the stripe section lengthwise over the field of stars, holding the bottom and top edges securely.

3. Fold the flag again lengthwise with the blue field on the outside.

4. Make a triangular fold by bringing the striped corner of the folded edge to meet the open (top) edge of the flag. The folding is done from the folder's right to left on the initial fold.

5. Turn the outer (end) point inward, parallel to the open edge, to form a second triangle.

6. The triangular folding is continued until the entire length of the flag is folded in this manner.

7. When the flag is completely folded, only a triangular blue field of stars should be visible.

Do this activity while a member or members read the following:

The first fold is a symbol of life.

The second fold is for our belief in eternal life.

The third fold is made in honor and remembrance of the veteran departing rank, who gave a portion of his or her life for the defense of our country to attain peace throughout the world.

The fourth fold stands for our weaker nature; as American citizens trusting in God, it’s to Him we turn to in times of peace as well as war for his divine guidance.

The fifth fold is a tribute to America. In the words of Stephen Decatur, “Our country, in dealing with other countries, may she always be right, but it is still our country, right or wrong.”

The sixth fold is where our heart lies. It’s with our flag that we pledge allegiance to the flag and the republic it stands for.

The seventh fold is a tribute to our armed forces. For it is the armed forces that protect our country and flag against enemies, whether they be domestic or foreign.

The eighth fold is a tribute to the one who entered into the valley of the shadow of death, that we might see the light of day, and to honor our mother, for whom it flies on Mother’s Day.

The ninth fold is a tribute to womanhood, for it is through their faith, love, loyalty and devotion that the character of the men and women who have made this country great have been molded.

The tenth fold is a tribute to father, for He has given his sons and daughters for the defense of our country since he or she was first born.

The eleventh fold, in the eyes of Hebrew citizens, represents the lower portion of the seal of King David and King Solomon and glorifies, in their eyes, the God of Abraham, Isaac and Jacob.

The twelfth fold, in the eyes of a Christian citizen, represents an emblem of eternity and glorifies, in their eyes, God the Father, the Son and Holy Ghost.

When the flag is completely folded, which some consider the thirteenth fold, the stars are uppermost, reminding us of our national motto, “In God We Trust.”
Flag Etiquette — Flag Pin Activity

Materials Needed to Make 1 Flag Pin:

- 14 1 1/16-inch safety pins
- 1 2-inch safety pin
- Seed beads (30 blue, 49 red, 42 white)

Instructions: The supply list for this project is pretty simple. All you need are safety pins and seed beads. Having needle-nose pliers and a small, flat-head screwdriver is helpful but not necessary.

Open a 1 1/16-inch safety pin. Refer to the flag diagram to know how many beads and what color to thread onto the pin. Each number column represents a pin; for example, your first pin will have five blue, one white, one red, one white and then one red bead on it. Your second pin will have the same.

Once all beads are in place, close the safety pin. You may want to use the needle-nose pliers to pinch the end of the safety pin so it will not pop open later. Repeat this step until all the safety pins are beaded.

Now you are ready to put all the beaded pins onto a larger safety pin. Open the large safety pin (the size you need will be stated in the pattern). Use the flat-head screwdriver to slightly pry apart the coils at the end of the large pin. When you thread these beaded pins onto your larger pin, start with pin No. 1.

Slip the loop of the first beaded safety pin onto the large one. Pull it down to the loop at the base of the large pin. Pull it around the loop and up the back side of the pin. Repeat this for each beaded safety pin.

Once all your beaded safety pins are on your larger pin, use the pliers and squeeze the loop to close it. You now can pin your new safety pin jewelry onto your shirt, hat, shoelaces, etc.

Note: This flag design is intended for representational purposes and no claim to technical accuracy is made.
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Thank you for your help!

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**Your Interest in Community Service & Giving Back**

1. Do you like helping people in your community?
   - Yes
   - Usually
   - Not really
   - No

2. Because of 4-H, did you meet leaders in your community?
   - Yes
   - Sort of
   - No

3. Have you ever done a community service project?
   - Yes
   - No

4. Have you ever helped plan a community service project?
   - Yes
   - Sort of
   - No

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**Community Awareness**

5. Have you ever led a community service project?
   - Yes
   - Sort of
   - No

6. When you learn about a problem in the community, do you look for ways to help?
   - Yes
   - Usually
   - Not really
   - No

7. When you learn about a problem across the country, do you look for ways to help?
   - Yes
   - Usually
   - Not really
   - No
8. When you learn about a problem around the world, do you look for ways to help?
   ☐ Yes
   ☐ Usually
   ☐ Not really
   ☐ No

9. Do you like helping people?
   ☐ Yes
   ☐ Usually
   ☐ Not really
   ☐ No

10. How much has 4-H inspired you to volunteer in your community?
    ☐ A lot
    ☐ A little
    ☐ Not at all

11. Can you demonstrate how to properly fold and care for the American flag?
    ☐ Yes
    ☐ Sort of
    ☐ No

12. Will you be more conscious about showing respect for the American flag?
    ☐ Yes
    ☐ Maybe
    ☐ Not really
    ☐ No

13. How old are you?
    ☐ years old

14. What grade are you in? If it is summer break, which grade will you be starting in the fall?
    ☐ grade

15. Which of the following best describes your gender?
    ☐ Male (boy)
    ☐ Female (girl)
    ☐ I don’t want to say

16. Which of the following best describes your race?
    ☐ Asian
    ☐ Black or African American
    ☐ Hispanic or Latino
    ☐ Native American
    ☐ Native Hawaiian/Other Pacific Islander
    ☐ White or Caucasian
    ☐ More than one race
    ☐ I don’t know

17. How many hours do you typically spend on 4-H activities each week?
    ☐ Less than 1 hour
    ☐ 1 hour
    ☐ 2 hours
    ☐ 3 hours
    ☐ 4 hours
    ☐ 5 or more hours

Thank you very much!
Please return this to:

NDSU Center for 4-H
Dept. 7280, PO Box 6050
Fargo, ND 58108-6050
Introduction to the Activity
What is flag etiquette? Did you know we have rules for displaying, handling and even disposing of the flag? When an American flag becomes worn, faded, torn or soiled, it should be retired and replaced with a new flag. We have several ways to dispose of the American flag respectfully without showing disgrace. The most common method is burning the torn or tattered flag in a special ceremony.

Supplies
• American flag in need of retirement
• Small campfire

Prep for the Activity
If you have a flag in need of retirement, have youth plan and conduct a flag retirement ceremony. If you don’t already have a worn-out flag, this could make an excellent service project for people or businesses who have worn-out flags in need of retirement.

Do the Activity
To conduct a proper flag retiring ceremony, follow these steps:

• Hold the ceremony at a special location, such as a 4-H camp. If you are at camp, the ceremony should be done right before everyone heads back to his/her cabin for the night. If it is done during an event, it should be the last thing on the agenda for that day.
• The campfire should be small and down to hot coals with little to no flame. The leader of the ceremony and two to four assistants will stand to one side.

Do the Activity Continued:
• The assistants grab the four corners of the flag and hold the flag over the fire. The leader reads the History of the American Flag.
• As the leader is telling the story, the assistants lower the flag onto the fire. While it is burning, everyone around the campfire should stand at attention and salute.
• Toward the end of the flag-retiring ceremony, everyone can sing a patriotic song, such as the “National Anthem” or “God Bless America.” Once the flag is completely burned, everyone (except the leader and assistants) should walk away silently.

Reflect
What was the hardest part of this activity?
Why is showing respect for our flag important?
Does showing respect for the flag matter? Why or why not?
What types of situations in life require you to know about flag etiquette?

Apply
How can we apply what we learned about flag etiquette in our daily lives?
How do you think you will feel when you see a flag handled incorrectly?

Resources
• www.ushistory.org
• www.usa.gov/flag
• www.usa-flag-site.org/history
• Images from Clipartfest.com

Lesson by:
Dena Kemmet, Family and Consumer Sciences Extension Agent
2017
History of American Flag

For more than 200 years, the American flag has been the symbol of our nation’s strength and unity. It’s been a source of pride and inspiration for millions of citizens. And the American Flag has been a prominent icon in our national history. Here are the highlights of its unique past.

On January 1, 1776, the Continental Army was reorganized in accordance with a Congressional resolution, which placed American forces under George Washington’s control. On that New Year’s Day, the Continental Army was laying siege to Boston, which had been taken over by the British Army. Washington ordered the Grand Union flag hoisted above his base at Prospect Hill. It had 13 alternate red and white stripes and the British Union Jack in the upper left-hand corner (the canton).

In May of 1776, Betsy Ross reported that she sewed the first American flag.

On June 14, 1777, in order to establish an official flag for the new nation, the Continental Congress passed the first Flag Act: “Resolved, That the flag of the United States be made of thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field, representing a new Constellation.”

Between 1777 and 1960, Congress passed several acts that changed the shape, design and arrangement of the flag and allowed for additional stars and stripes to be added to reflect the admission of each new state.

- Act of January 13, 1794 – provided for 15 stripes and 15 stars after May 1795.
- Act of April 4, 1818 – provided for 13 stripes and one star for each state, to be added to the flag on the 4th of July following the admission of each new state, signed by President Monroe.
- Executive Order of President Taft dated June 24, 1912 – established proportions of the flag and provided for arrangement of the stars in six horizontal rows of eight each, a single point of each star to be upward.
- Executive Order of President Eisenhower dated January 3, 1959 – provided for the arrangement of the stars in seven rows of seven stars each, staggered horizontally and vertically.
- Executive Order of President Eisenhower dated August 21, 1959 – provided for the arrangement of the stars in nine rows of stars staggered horizontally and 11 rows of stars staggered vertically.

Today the flag consists of 13 horizontal stripes, seven red alternating with six white. The stripes represent the original 13 colonies, the stars represent the 50 states of the Union. The colors of the flag are symbolic as well: Red symbolizes hardiness and valor, white symbolizes purity and Innocence, and blue represents vigilance, perseverance and justice.
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Your answers are important and they will be kept private. But, if you don’t want to fill out the survey, you don’t have to or if there is a question you don’t want to answer, you can leave it blank.

There are no right or wrong answers, so please answer all questions honestly.

Thank you for your help!

<table>
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<tr>
<th>Your Interest in Community Service &amp; Giving Back</th>
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<tbody>
<tr>
<td>1. Do you like helping people in your community?</td>
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<td>☐ Yes</td>
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<td>☐ Usually</td>
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<tr>
<td>☐ Not really</td>
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<td>2. Because of 4-H, did you meet leaders in your community?</td>
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<tr>
<td>☐ Yes</td>
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<td>☐ Sort of</td>
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<td>☐ No</td>
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<tr>
<td>3. Have you ever done a community service project?</td>
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<tr>
<td>☐ Yes</td>
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<td>4. Have you ever helped plan a community service project?</td>
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<td>5. Have you ever led a community service project?</td>
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<td>☐ Yes</td>
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<td>☐ Sort of</td>
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</table>

<table>
<thead>
<tr>
<th>When you learn about a problem across the country, do you look for ways to help?</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. When you learn about a problem in the community, do you look for ways to help?</td>
</tr>
<tr>
<td>☐ Yes</td>
</tr>
<tr>
<td>☐ Usually</td>
</tr>
<tr>
<td>☐ Not really</td>
</tr>
<tr>
<td>☐ No</td>
</tr>
<tr>
<td>7. When you learn about a problem across the country, do you look for ways to help?</td>
</tr>
<tr>
<td>☐ Yes</td>
</tr>
<tr>
<td>☐ Usually</td>
</tr>
<tr>
<td>☐ Not really</td>
</tr>
<tr>
<td>☐ No</td>
</tr>
</tbody>
</table>
8. When you learn about a problem around the world, do you look for ways to help?
☐ Yes
☐ Usually
☐ Not really
☐ No

9. Do you like helping people?
☐ Yes
☐ Usually
☐ Not really
☐ No

10. How much has 4-H inspired you to volunteer in your community?
☐ A lot
☐ A little
☐ Not at all

11. Can you tell someone how to properly retire a worn American flag?
☐ Yes
☐ Sort of
☐ No

12. Do you understand why it is important to conduct a ceremony to retire an American flag?
☐ Yes
☐ Maybe
☐ Not really
☐ No

14. What grade are you in? If it is summer break, which grade will you be starting in the fall?
☐ grade

15. Which of the following best describes your gender?
☐ Male (boy)
☐ Female (girl)
☐ I don’t want to say

16. Which of the following best describes your race?
☐ Asian
☐ Black or African American
☐ Hispanic or Latino
☐ Native American
☐ Native Hawaiian/Other Pacific Islander
☐ White or Caucasian
☐ More than one race
☐ I don’t know

17. How many hours do you typically spend on 4-H activities each week?
☐ Less than 1 hour
☐ 1 hour
☐ 2 hours
☐ 3 hours
☐ 4 hours
☐ 5 or more hours

Thank you very much!
Please return this to:
NDSU Center for 4-H
Dept. 7280, PO Box 6050
Fargo, ND 58108-6050
Global Civic Engagement: Beyond the Camera Lens

Introduction to the Activity
What does being a global citizen mean? We often think of civic engagement as it relates to our country and giving back to the community, but what about on the global scale? Hannah Arendt defined a global citizen as “an ethic of care for the world.” Respecting, valuing and understanding diversity helps youth have a better understanding of the larger world.

The Learning Activity
Adapted from www.globaleducation.edu.au/teaching-activity/heritage-3-4.html

Prep for the activity:
Print photos or have a screen large enough that everyone can see a variety of pictures from different celebrations. A few examples are included at the end of this lesson. Feel free to use additional resources.

Do the Activity
Celebrations are something that are very personal and diverse across cultures. One day that a culture may celebrate may be just another day for another. Without telling the youth what these pictures are, have them discuss what is happening in the pictures.

Share
What is being celebrated? Why do you think this? Where in the world is this celebration taking place? Why do you think this? What are some unique characteristics of this celebration? Do you see anything similar to certain celebrations in which you participate?

Reflect:
What made this activity difficult? What experiences/education have you had that helped you figure out what was happening in the pictures? What traditions does your family have that may be seen as abnormal by someone unfamiliar with your culture?

Generalize:
Where can you find more information about these different traditions?

Apply:
How can we apply what we learned about these different traditions to our daily lives? How do you think you would feel if you were experiencing these traditions first hand?

Resources:
- Images from Clipartfest.com

Lesson by:
Amelia Doll, 4-H Youth Development Extension Agent
2017

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Figure 1.

Figure 2.
Global Civic Engagement: Lesson Photos

Figure 3.

Figure 4.
Global Civic Engagement: Lesson Photos

Figure 5.

Figure 6.
Global Civic Engagement: Lesson Photos

Figure 7.

Figure 8.
Answer Key

Figure 1: During this Japanese festive, followers of Shinto are transporting a deity between the main shrine and a temporary shrine that will be used during a festival.

Figure 2: The ojapali dance from Assam, India, has a leader and followers singing and dancing to tell ancient stories.

Figure 3: Dance is part of everyday life in Uganda, celebrating everything from birth to death, worship to expressing joy.

Figure 4: Annaprashan or First Rice, is a Hindu ceremony marking a baby’s first meal. In this ceremony, family members feed the baby rice.

Figure 5: A family gets together to celebrate a grandmother’s 80th birthday in Pune, India.

Figure 6: Hanukkah is being celebrated in the Polish Sejm, Warsaw. Hanukkah is observed during eight nights and days.

Figure 7: An Oleg Balinese dance is being performed by a pair of dancers.

Figure 8: Russian dancers dance to folk songs.
Dear Participant:

You have been given this survey because you have participated in a 4-H program or project and 4-H would like to learn about you and your experiences in 4-H.

Your answers are important and they will be kept private. But, if you don’t want to fill out the survey, you don’t have to or if there is a question you don’t want to answer, you can leave it blank.

There are no right or wrong answers, so please answer all questions honestly.

Thank you for your help!

**Your Interest in Community Service & Giving Back**

1. Do you like helping people in your community?
   - Yes
   - Usually
   - Not really
   - No

2. Because of 4-H, did you meet leaders in your community?
   - Yes
   - Sort of
   - No

3. Have you ever done a community service project?
   - Yes
   - No

4. Have you ever helped plan a community service project?
   - Yes
   - Sort of
   - No

5. Have you ever led a community service project?
   - Yes
   - Sort of
   - No

**Community Awareness**

6. When you learn about a problem in the community, do you look for ways to help?
   - Yes
   - Usually
   - Not really
   - No

7. When you learn about a problem across the country, do you look for ways to help?
   - Yes
   - Usually
   - Not really
   - No
8. When you learn about a problem around the world, do you look for ways to help?
   - Yes
   - Usually
   - Not really
   - No

9. Do you like helping people?
   - Yes
   - Usually
   - Not really
   - No

10. How much has 4-H inspired you to volunteer in your community?
    - A lot
    - A little
    - Not at all

14. What grade are you in? If it is summer break, which grade will you be starting in the fall?
    [ ] grade

15. Which of the following best describes your gender?
    - Male (boy)
    - Female (girl)
    - I don’t want to say

16. Which of the following best describes your race?
    - Asian
    - Black or African American
    - Hispanic or Latino
    - Native American
    - Native Hawaiian/Other Pacific Islander
    - White or Caucasian
    - More than one race
    - I don’t know

17. How many hours do you typically spend on 4-H activities each week?
    - Less than 1 hour
    - 1 hour
    - 2 hours
    - 3 hours
    - 4 hours
    - 5 or more hours

Thank you very much!
Please return this to:
NDSU Center for 4-H
Dept. 7280, PO Box 6050
Fargo, ND 58108-6050
Parliamentary Procedure Basics – Matching Game

Introduction to the Activity
Parliamentary procedure is an orderly method of conducting a business meeting. Becoming familiar with the terminology of parliamentary procedure is a good first step to understanding parliamentary procedure.

Supplies
• Copies of the matching cards

Prep for the Activity
Make copies of the matching cards on heavy stock paper. Make the terms one color and the matching definition/explanations another color. Cut the cards into a common size. Laminate the cards to make them more durable. Make as many sets of cards as you feel you will need.

Do the Activity
You have several ways to do this activity. One is to flip the cards upside down on a table and have 4-H’ers try to match cards like the common card game. Another may be to simply lay the cards out on a table and have 4-H’ers match the cards. If you have several sets of cards available, you could hold a competitive event in which a pair or team of 4-H’ers competes against other pairs or teams to see who can complete the matches the fastest.

Reflect
As 4-H’ers play the matching game, discuss the application of the particular motions or parliamentary procedure skills to a business meeting. After completing the matching game, 4-H’ers may wish to practice some of the motions and parliamentary procedure skills used in the matching game.

Apply
Challenge 4-H’ers to use proper parliamentary procedure at their 4-H club meetings or any other meetings they may attend. Encourage the 4-H’ers to attend Leadership Awareness Weekend (LAW) to learn more about parliamentary procedure.

Resources
• North Dakota 4-H Parliamentary Procedure Event Guide
• Images from Clipartfest.com

Lesson by:
Joel Lemer, Agriculture and Natural Resources Extension Agent
2017

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Cut out and match the term on the left (blue) to its description on the right (red). Terms are lined up next to their description so use this sheet as your answer key.

<table>
<thead>
<tr>
<th><strong>Addressing the chair</strong></th>
<th>Standing and saying: “Mr./Madam President”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nomination</strong></td>
<td>Suggesting a candidate for an elected office</td>
</tr>
<tr>
<td><strong>Second</strong></td>
<td>Presented to a main motion to ensure discussion on the main motion</td>
</tr>
<tr>
<td><strong>Main motion</strong></td>
<td>Introduces new business or a new topic for discussion</td>
</tr>
<tr>
<td><strong>President</strong></td>
<td>The officer that presides over the meeting</td>
</tr>
<tr>
<td><strong>Secretary</strong></td>
<td>The officer that records the minutes of the meeting</td>
</tr>
<tr>
<td><strong>Voice vote</strong></td>
<td>A voting method of saying &quot;aye&quot; or &quot;no&quot;</td>
</tr>
<tr>
<td><strong>Take from the table</strong></td>
<td>Brings back the motion to the meeting previously laid on the table</td>
</tr>
<tr>
<td><strong>2 taps of the gavel</strong></td>
<td>Calls the meeting to order</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Amendment</td>
<td>Modifies the wording of the a motion before action is taken on the motion</td>
</tr>
<tr>
<td>Rising vote</td>
<td>Voting method by standing</td>
</tr>
<tr>
<td>1 tap of the gavel</td>
<td>Taps of the gavel that signal for member to be seated if standing</td>
</tr>
<tr>
<td>Lay on the table</td>
<td>Sets aside a motion for more urgent business</td>
</tr>
<tr>
<td>Adjourn</td>
<td>A motion to end the meeting</td>
</tr>
<tr>
<td>Previous question</td>
<td>A motion used to end debate</td>
</tr>
<tr>
<td>Refer to a committee</td>
<td>Place business in the hands of a committee to gather more information</td>
</tr>
<tr>
<td>3 taps of the gavel</td>
<td>Signal for all members to stand</td>
</tr>
<tr>
<td>Division of the assembly</td>
<td>Verifies the accuracy of a vote by having members stand for a revote</td>
</tr>
<tr>
<td>Raise a question of privilege</td>
<td>Permits urgent requests related to rights and privileges of members</td>
</tr>
<tr>
<td><strong>Parliamentary procedure</strong></td>
<td>An orderly manner of conducting a business meeting</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td><strong>Point of order</strong></td>
<td>Enforces the parliamentary procedure rules of the organization</td>
</tr>
<tr>
<td><strong>Subsidiary motions</strong></td>
<td>A classification of motions that help dispose of a main motion</td>
</tr>
<tr>
<td><strong>1 tap of the gavel</strong></td>
<td>Follows the announcement that the meeting is adjourned</td>
</tr>
<tr>
<td><strong>1 tap of the Gavel</strong></td>
<td>Follows the announcement of the result of a vote on a motion</td>
</tr>
</tbody>
</table>
Dear Participant:

You have been given this survey because you have participated in a 4-H program or project and 4-H would like to learn about you and your experiences in 4-H.

Your answers are important and they will be kept private. But, if you don’t want to fill out the survey, you don’t have to or if there is a question you don’t want to answer, you can leave it blank.

There are no right or wrong answers, so please answer all questions honestly.

Thank you for your help!

1. Do you like helping people in your community?
   - Yes
   - Usually
   - Not really
   - No

2. Because of 4-H, did you meet leaders in your community?
   - Yes
   - Sort of
   - No

3. Have you ever done a community service project?
   - Yes
   - No

4. Have you ever helped plan a community service project?
   - Yes
   - Sort of
   - No

5. Have you ever led a community service project?
   - Yes
   - Sort of
   - No

6. When you learn about a problem in the community, do you look for ways to help?
   - Yes
   - Usually
   - Not really
   - No

7. When you learn about a problem across the country, do you look for ways to help?
   - Yes
   - Usually
   - Not really
   - No
8. When you learn about a problem around the world, do you look for ways to help?
   - Yes
   - Usually
   - Not really
   - No

9. Do you like helping people?
   - Yes
   - Usually
   - Not really
   - No

10. How much has 4-H inspired you to volunteer in your community?
    - A lot
    - A little
    - Not at all

11. Are you familiar with parliamentary procedure terms?
    - Yes
    - Sort of
    - No

12. Do you feel confident to participate in a meeting using parliamentary procedure?
    - Yes
    - Maybe
    - Not really
    - No

13. How old are you?
    ¿ years old

14. What grade are you in? If it is summer break, which grade will you be starting in the fall?
    - grade

15. Which of the following best describes your gender?
    - Male (boy)
    - Female (girl)
    - I don’t want to say

16. Which of the following best describes your race?
    - Asian
    - Black or African American
    - Hispanic or Latino
    - Native American
    - Native Hawaiian/Other Pacific Islander
    - White or Caucasian
    - More than one race
    - I don’t know

17. How many hours do you typically spend on 4-H activities each week?
    - Less than 1 hour
    - 1 hour
    - 2 hours
    - 3 hours
    - 4 hours
    - 5 or more hours

Thank you very much!
Please return this to:
NDSU Center for 4-H
Dept. 7280, PO Box 6050
Fargo, ND 58108-6050
Parliamentary Procedure Basics—Taps of the Gavel

Introduction to the Activity
The proper use of the gavel is key to parliamentary procedure operation. The gavel is the symbol of authority. It’s to be used in support of self-government and an orderly meeting.

Supplies
- A gavel
- Optional: a gavel block

Prep for the Activity
Become familiar with the use of the gavel. Organize the presentation area to represent a 4-H club or school/community meeting room. A podium would be a good addition.

Do the Activity
Have participants take turns in front of the meeting room tapping the gavel the appropriate number of times when presented with each of the following situations. As 4-H’ers become familiar with the taps of the gavel, present the situations faster to make them react faster with the correct taps.

- The presiding officer (president) says: “The meeting will come to order.” (two taps before the meeting is called to order)
- Several members are disrupting the meeting by visiting loudly. (series of taps)
- This follows the announcement that the meeting is adjourned. (one tap)
- Signal for members to be seated, if standing. (one tap)

Do the Activity Continued
- Call the meeting to order. (two taps)
- Restore order to a meeting. (series of taps)
- The presiding officer (president) says: “The motion passes/carries.” (one tap)
- Signal for all members to stand. (three taps)
- This follows the announcement of the result of a vote on a motion. (one tap)
- A member is disruptive to the meeting. (series of taps)
- The presiding officer (president) says: “The motion fails.” (one tap)

Reflect
After 4-H’ers have practiced the use of the gavel, have them discuss how the gavel is used to direct parliamentary procedure during a meeting. They also may discuss how to handle the gavel properly: Don’t tap too loudly, don’t direct/point the gavel toward anyone, set the gavel down when not in use, etc.

Apply
Encourage 4-H’ers to practice using the gavel correctly at their 4-H club meetings or any other meetings they may attend.

Resources
- Civic U — North Dakota 4-H Parliamentary Procedure Event Guide
- Images from Clipartfest.com

Lesson by:
Joel Lemer, Agriculture and Natural Resources Extension Agent
2017
Dear Participant:

You have been given this survey because you have participated in a 4-H program or project and 4-H would like to learn about you and your experiences in 4-H.

Your answers are important and they will be kept private. But, if you don’t want to fill out the survey, you don’t have to or if there is a question you don’t want to answer, you can leave it blank.

There are no right or wrong answers, so please answer all questions honestly.

Thank you for your help!

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<thead>
<tr>
<th>Your Interest in Community Service &amp; Giving Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you like helping people in your community?</td>
</tr>
<tr>
<td>- Yes</td>
</tr>
<tr>
<td>- Usually</td>
</tr>
<tr>
<td>- Not really</td>
</tr>
<tr>
<td>- No</td>
</tr>
<tr>
<td>2. Because of 4-H, did you meet leaders in your community?</td>
</tr>
<tr>
<td>- Yes</td>
</tr>
<tr>
<td>- Sort of</td>
</tr>
<tr>
<td>- No</td>
</tr>
<tr>
<td>3. Have you ever done a community service project?</td>
</tr>
<tr>
<td>- Yes</td>
</tr>
<tr>
<td>- No</td>
</tr>
<tr>
<td>4. Have you ever helped plan a community service project?</td>
</tr>
<tr>
<td>- Yes</td>
</tr>
<tr>
<td>- Sort of</td>
</tr>
<tr>
<td>- No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Have you ever led a community service project?</td>
</tr>
<tr>
<td>- Yes</td>
</tr>
<tr>
<td>- Sort of</td>
</tr>
<tr>
<td>- No</td>
</tr>
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<td>- Not really</td>
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<tr>
<td>- No</td>
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<tr>
<td>- Yes</td>
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<tr>
<td>- Usually</td>
</tr>
<tr>
<td>- Not really</td>
</tr>
<tr>
<td>- No</td>
</tr>
</tbody>
</table>
8. When you learn about a problem around the world, do you look for ways to help?
   - Yes
   - Usually
   - Not really
   - No

9. Do you like helping people?
   - Yes
   - Usually
   - Not really
   - No

10. How much has 4-H inspired you to volunteer in your community?
    - A lot
    - A little
    - Not at all

11. Do you understand the taps of the gavel during a meeting using parliamentary procedure?
    - Yes
    - Sort of
    - No

12. Do you feel confident to participate in a meeting using parliamentary procedure?
    - Yes
    - Maybe
    - Not really
    - No

14. What grade are you in? If it is summer break, which grade will you be starting in the fall?
    - [ ] grade

15. Which of the following best describes your gender?
    - [ ] Male (boy)
    - [ ] Female (girl)
    - [ ] I don’t want to say

16. Which of the following best describes your race?
    - [ ] Asian
    - [ ] Black or African American
    - [ ] Hispanic or Latino
    - [ ] Native American
    - [ ] Native Hawaiian/Other Pacific Islander
    - [ ] White or Caucasian
    - [ ] More than one race
    - [ ] I don’t know

17. How many hours do you typically spend on 4-H activities each week?
    - [ ] Less than 1 hour
    - [ ] 1 hour
    - [ ] 2 hours
    - [ ] 3 hours
    - [ ] 4 hours
    - [ ] 5 or more hours

Thank you very much!
Please return this to:
NDSU Center for 4-H
Dept. 7280, PO Box 6050
Fargo, ND 58108-6050

About You

13. How old are you?
    [ ] years old
Patriotic Activities

Introduction to the Activity
The U.S. has a rich history dating back to the 1700s. Civic engagement and patriotism have evolved through the centuries. As citizens of the U.S., knowing what patriotism is and why it’s important to the history of our country is vital.

Supplies
Answers for activities can be written on the activity sheet or on the Civic Engagement Station answers page. Setting the activities up as stations and rotating from one to another works well. They also can be done as a group, in teams or individually. Enjoy the activities as you learn more about civic engagement.

Patriotic Game Quiz – You need paper and pencils for this activity.
Interpreting the Pledge – Match the meaning of the underlined words with the lettered choices in the boxes. You need paper and pencils.
Flag Facts questions – You need paper and pencils for this activity.
Lady Liberty activity – You need paper and pencils. Fill in the blank lines with numbers from the choices listed.
Name That Patriotic Symbol – Name what the pictures symbolize. You need pencils for this activity.
Snip-a-Star activity – You need sheets of paper (8½ by 11 inches) and scissors.
American Blessing Snack Mix – You need small snack bags, Bugles, pretzels, M&M’s and chocolate kisses.

Prep for the Activity
Print copies of activity and answer sheets as needed. Print copies of snack mix copy; cut out and tape the recipe onto small plastic bags.

Do the Activity
Many symbols represent the U.S. These symbols represent the values of freedom and liberty, an important part of our country. Choose which activities best fit your group.

Civic Engagement Stations:
• Patriotic Game Quiz
• Interpreting the Pledge of Allegiance
• Flag Facts
• Lady Liberty
• Name That Patriotic Symbol
• Snip-a-Star Project
• American Blessings Snack Mix

Reflect
Were you unfamiliar with any of the symbols of our country?
What was the most interesting fact you learned about patriotism and patriotic symbols?
Why is knowing about patriotic symbols important?

Apply
How can we show patriotism as part of being good citizens?

Resources
• www.vfw.org/Community/Flag-etiquette
• www.superteachertools.com/jeopardy/answerkey
• Images from Clipartfest.com

Lesson by:
Deb Lee, Family & Consumer Science/4-HExtension Agent
Cindy Klapperich, Family & Consumer Science/4-HExtension Agent

2017

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1. Who was the first president of the United States?
2. How many stars are on the American flag?
3. How many stripes are on the American flag?
4. Where is the Statue of Liberty located?
5. Which state only borders one other state?
6. Which state only uses four letters to spell it’s 11-letter name?
7. What cartoon figure represents the United States?
8. What is the national bird of the United States?
9. What is another name for the United States flag?
10. What are the three branches of the U.S. government?
11. How long is the term of a U.S. Senator?
12. How long is the term of a U.S. Representative?
13. How long is the term of the U.S. President?
14. What year was the phrase “under God” added to The Pledge of Allegiance?
15. Who wrote the “Stars and Stripes Forever March?”
16. Who wrote the “Star Spangled Banner?”
17. A properly folded flag should end in what shape?
18. Who wrote the Declaration of Independence?
19. When was the Declaration of Independence adopted?
20. What is the supreme law of the land?
1. Who was the first president of the United States? **George Washington**
2. How many stars are on the American flag? **50 (one for each state)**
3. How many stripes are on the American flag? **13 (one for each of the original 13 colonies)**
4. Where is the Statue of Liberty located? **New York/Liberty Island**
5. Which state only borders one other state? **Maine (Maine borders New Hampshire)**
6. Which state only uses four letters to spell it’s 11-letter name? **Mississippi (M, I, S, and P)**
7. What cartoon figure represents the United States? **Uncle Sam**
8. What is the national bird of the United States? **Bald eagle**
9. What is another name for the United States flag? **Old Glory**
10. What are the three branches of the U.S. government? **Executive, Legislative and Judicial**
11. How long is the term of a U.S. Senator? **6 years**
12. How long is the term of a U.S. Representative? **2 years**
13. How long is the term of the U.S. President? **4 years**
14. What year was the phrase “under God” added to The Pledge of Allegiance? **1954 (Flag Day 1954 was the last change in language)**
15. Who wrote the “Stars and Stripes Forever March?” **John Philip Sousa**
16. Who wrote the “Star Spangled Banner?” **Francis Scott Key**
17. A properly folded flag should end in what shape? **Triangle**
18. Who wrote the Declaration of Independence? **Thomas Jefferson**
19. When was the Declaration of Independence adopted? **July 4, 1776**
20. What is the supreme law of the land? **The constitution**
I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

For each highlighted word above choose the meaning from the boxes below and write the letter in the space where that word belongs.

I ______ ______ to the flag of the United States of America and to the ______ for which it stands, one _____ under _____, _______, with _____ and _____ for all.

A. Country, land, society
B. Divine, holy creator
C. Loyalty, faithfulness
D. Fairness
E. Promise, declare
F. United, inseparable
G. Freedom, independence, privileges
H. Government where adults vote to elect leaders
I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

For each highlighted word above choose the meaning from the boxes below and write the letter in the space where that word belongs.

I ___E___ ____C____ to the flag of the United States of America and to the ____H____ for which it stands, one ___A___ under ___B___, ____F____, with ____G____ and ____D____ for all.

| A. Country, land, society | E. Promise, declare |
| B. Divine, holy creator | F. United, inseparable |
| C. Loyalty, faithfulness | G. Freedom, independence, privileges |
| D. Fairness | H. Government where adults vote to elect leaders |
1. What color are the stripes at the top and bottom of the flag?
   A. Red at top, white at bottom
   B. Red and Red
   C. White and White

2. If there’s a 51st state, where will the extra star go?
   A. They’ll have to wait until there’s 62 to fit them in
   B. In the first row
   C. In 6 rows alternating 8 and 9 stars

3. How many different official flags of the U.S. have there been?
   A. 10
   B. 37
   C. 27

4. What flag can be flown above the U.S. flag in the U.S.?
   A. The flag of the United Nations
   B. Any state flag, in that state
   C. The presidential flag

5. It is illegal to fly a flag at night, except over the White House?
   A. True
   B. False

6. How should you dispose of a damaged flag?
   A. Burn it in a dignified manner
   B. Shred it
   C. Send it to the nearest military institution

7. How many stripes were on the flag Francis Scott Key wrote about in “The Star Spangled Banner”?
   A. 13
   B. 15
   C. None

8. The last two stars were added in 1959 and 1960 for Alaska and Hawaii.
   How about the two stars before that?
   A. Nevada and Oklahoma
   B. Texas and Washington
   C. New Mexico and Arizona

9. Respect can be show to the flag by
   A. Standing and joining hands in front or back of the body
   B. Standing with arms straight down
   C. Placing your right hand over your heart

10. A flag flown at half-staff is raised all the way to the top of the flag pole and then lowered to half-staff.
    A. True
    B. False
Patriotic Activities: Flag Facts Answers

1. What color are the stripes at the top and bottom of the flag?
   A. Red at top, white at bottom
   B. Red and Red
   C. White and White

2. If there’s a 51st state, where will the extra star go?
   A. They’ll have to wait until there’s 62 to fit them in
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10. A flag flown at half-staff is raised all the way to the top of the flag pole and then lowered to half-staff.
    A. True
    B. False
Lady Liberty Facts

The distance between her eyes is 2 feet 6 inches.

There are 168 steps in the spiral staircase.

Lady Liberty is 151 feet and 1 inch from the base to the torch.

The tablet is 23 feet 7 inches long and 13 feet 7 inches wide.

The statue weighs 450,000 pounds.

The statue is composed of more than 300 copper sections that are 3/32 of an inch thick.

More Facts

Test Your Knowledge – Choose an answer from the right that completes the sentence.

1. _____ persons can stand in the torch.  
   A. 354
   B. 3
   C. 12
   D. 40
   E. 6
   F. 42
   G. 305
   H. 4

2. Her right arm extends _____ feet.

3. _____ persons can stand in her head.

4. There are _____ steps from the base to the crown.

5. The total height of the monument is _____ feet one inch.

6. Liberty’s mouth is _____ feet wide.

7. Her nose is ___ feet ___ inches long.
Patriotic Activities: Lady Liberty Quiz Answers  Lesson 8D

Lady Liberty Facts

The distance between her eyes is 2 feet 6 inches.

There are 168 steps in the spiral staircase.

Lady Liberty is 151 feet and 1 inch from the base to the torch.

The tablet is 23 feet 7 inches long and 13 feet 7 inches wide.

The statue weighs 450,000 pounds.

The statue is composed of more than 300 copper sections that are 3/32 of an inch thick.

More Facts

Test Your Knowledge – Choose an answer from the right that completes the sentence.

1. C – 12 persons can stand in the torch.

2. Her right arm extends F - 42 feet.

3. D - 40 persons can stand in her head.

4. There are A - 354 steps from the base to the crown.

5. The total height of the monument is G - 305 feet one inch.

6. Liberty’s mouth is B - 3 feet wide.

7. Her nose is H - 4 feet E - 6 inches long.
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<tr>
<td>1. Pledge of Allegiance</td>
<td>2. Liberty Bell</td>
<td>3. Bald eagle</td>
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<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4. Statue of Liberty</td>
<td>5. 4th of July fireworks</td>
<td>6. U.S. Flag</td>
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Photo: Wikimedia.org
The legend goes that George Washington came to Betsy Ross with a drawing of a flag for her to sew. He suggested a flag with six pointed stars thinking that making perfectly even five pointed stars would be too difficult. Betsy showed him that with a few quick folds and a single snip of the scissors that a perfect five pointed star was easy to make.

1. You can start with a plain piece of 8.5” x 11” paper. Fold it in half so it measures 8.5” x 5.5”.

2. Fold it in half again so it is 4.25” x 5.5”.

3. Unfold the second fold. Fold it in half now the other way so that it is 8.5” x 2.5”.

4. Unfold that fold. You should have a folded piece of paper that is 8.5” x 5.5” and that now has horizontal and vertical crease marks. (I added pencil lines to the creases to make them easier to see).

5. Align your paper so that the fold is on the top. Fold the left top corner down so that it fold with a sharp point on the top of the vertical crease down to the horizontal crease on the right side. You should have created an oblique crease on the left side.

6. Leaving the left side crease in place, fold that same corner back onto itself, lining up with that left side oblique crease, keeping a sharp point at the top. My kids say that this step looks like you are making a paper airplane.
7. Keeping a nice point at the top, now fold the right side over so that it folds over top of the current paper airplane shape.

8. Fold this piece back on itself so that you have that paper airplane shape again... or basically a pie shape with a sharp point on top.

9. Starting where the bottom corner of the top most piece is open, make one snip up on a diagonal about 2" down from the top point. I drew a line to help you see the cut mark.

10. Keeping the top point portion, unfold and you should have a perfect 5 pointed flag

Just ★★★★ one snip!
American Blessings Mix

BUGLES
Shaped like a cornucopia or Horn of Plenty
A symbol of our nation’s abundance.

PRETZELS
Arms folded in prayer, a freedom sought by those who founded our country.

M&M’s
Memories of those who came before us to guide Us to a blessed future.

HERSHEY’S KISSES
The love of family and friends that sweetens our lives.
Dear Participant:

You have been given this survey because you have participated in a 4-H program or project and 4-H would like to learn about you and your experiences in 4-H.

Your answers are important and they will be kept private. But, if you don’t want to fill out the survey, you don’t have to or if there is a question you don’t want to answer, you can leave it blank.

There are no right or wrong answers, so please answer all questions honestly.

Thank you for your help!

Your Interest in Community Service & Giving Back

1. Do you like helping people in your community?
   - Yes
   - Usually
   - Not really
   - No

2. Because of 4-H, did you meet leaders in your community?
   - Yes
   - Sort of
   - No

3. Have you ever done a community service project?
   - Yes
   - No

4. Have you ever helped plan a community service project?
   - Yes
   - Sort of
   - No

5. Have you ever led a community service project?
   - Yes
   - Sort of
   - No

Community Awareness

6. When you learn about a problem in the community, do you look for ways to help?
   - Yes
   - Usually
   - Not really
   - No

7. When you learn about a problem across the country, do you look for ways to help?
   - Yes
   - Usually
   - Not really
   - No
8. When you learn about a problem around the world, do you look for ways to help?
   - Yes
   - Usually
   - Not really
   - No

9. Do you like helping people?
   - Yes
   - Usually
   - Not really
   - No

10. How much has 4-H inspired you to volunteer in your community?
    - A lot
    - A little
    - Not at all

11. Can you explain what patriotism is?
    - Yes
    - Sort of
    - No

12. Can you identify symbols that represent the values of freedom and liberty?
    - Yes
    - Maybe
    - Not really
    - No

13. How old are you?
    - [ ] years old

14. What grade are you in? If it is summer break, which grade will you be starting in the fall?
    - [ ] grade

15. Which of the following best describes your gender?
    - Male (boy)
    - Female (girl)
    - I don’t want to say

16. Which of the following best describes your race?
    - Asian
    - Black or African American
    - Hispanic or Latino
    - Native American
    - Native Hawaiian/Other Pacific Islander
    - White or Caucasian
    - More than one race
    - I don’t know

17. How many hours do you typically spend on 4-H activities each week?
    - Less than 1 hour
    - 1 hour
    - 2 hours
    - 3 hours
    - 4 hours
    - 5 or more hours

Thank you very much!
Please return this to:

NDSU Center for 4-H
Dept. 7280, PO Box 6050
Fargo, ND 58108-6050
Spin the Bottle R&R (Rights and Responsibilities)

Introduction to the Activity
To be good leaders, youth need a good understanding of rights and responsibilities. The freedoms that we enjoy in our country are our rights. To retain those rights, we have responsibilities that go with them. Youth will learn about rights and responsibilities and apply that knowledge to their everyday activities at home and in a 4-H club.

Supplies
- Poster paper
- Empty, cleaned and dried soda bottle
- Phrase strips from below, printed and cut apart (works best on cardstock)

Prep for the Activity
Make a spin the bottle. Take a clean and dried soda bottle and insert the printed and cut-apart R&R strips into the bottle. (An alternative could be to just spin the bottle and then draw slips out of a larger container.)
Label two sheets of poster paper. Title one “Rights” and the other “Responsibilities.”
Place the two labeled pieces of poster paper at the front of the room.

Do the Activity
Ask youth to come up with a definition of rights and responsibilities and record this on paper at the front of the room. This definition should include the following ideas:
- **Rights** – entitlement, privilege or freedoms
- **Responsibility** – our duty to preserve our rights and work for the common good

Do the Activity Continued:
Play the game. Have youth sit in a circle with the bottle you prepared earlier in the center of the circle. Have the youngest member spin the bottle first. Whoever it points at should take a slip of paper out of the bottle, read it out loud to the group and state whether it is an example of a right or responsibility or both and explain his/her answer.

Note to leader: Some of the scenarios are good choices and others are not. We have the right to make decisions for ourselves whether they are good or bad. Help youth process this by helping them understand how our rights are tied to responsibilities to guide them to make better choices. Youth should discuss their answers and feel free to suggest better answers. Add other scenario slips that pertain to your group. Youth could tape slips to the rights or responsibilities posters.

Reflect
Why is having rights and responsibilities important?
What is more important: rights or responsibilities?
What would you do if you don’t agree with a responsibility expected of you?

Apply
Think about rights and responsibilities you have. How can you use your rights and responsibilities to make your community, state, nation and world a better place?

Resources
- Images from Clipartfest.com

Lesson by:
Sue Quamme, 4-H Youth Development Specialist
2017
| We hold a business meeting at each club meeting.                  |
| This past year, I ran for club president.                      |
| Tonight, we are having ice cream sundaes after the meeting.    |
| Tonight we are playing balloon soccer. I don’t want to play; I think it’s a baby game. |
| Our leader makes us stand for the pledges.                     |
| I had to do my chores tonight before the meeting.              |
| My curfew is 9 p.m. and I don’t think that is fair.            |
| Jeff is kind of weird. I don’t really like hanging out with him.|
| When I come to a 4-H event, I feel safe.                       |
| My parents expect me to wear my seat belt.                     |
| I get an allowance for chores I do.                            |
| I don’t get an allowance from my parents.                      |
| My parents are going to vote on the way home.                  |
| I just got a new video game and I don’t want to let my little brother play with it. |
| I go to a public school.                                       |
| I am home-schooled.                                            |
| I don’t litter.                                                |
| I clean ditches for a service project.                         |
| My parents don’t speed because it is the law.                  |
| My parents pay taxes.                                          |
| When I buy fishing equipment, I am charged sales tax.          |
| My family worships in a church.                                |
| My mom doesn’t let me stay home from school unless I am really sick. |
| I love to write poetry.                                        |
| I wrote my poem on the bathroom wall at school so all could enjoy it. |
### Spin the Bottle R&R: Scenario Slips for Bottle – suggested answers

**Lesson 9A**

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Suggested Answer</th>
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<tbody>
<tr>
<td>We hold a business meeting at each club meeting.</td>
<td><strong>Right.</strong> In our country we have the freedom to gather.</td>
</tr>
<tr>
<td>This past year, I ran for club president.</td>
<td><strong>Responsibility.</strong> In order for our club to be successful members need to serve.</td>
</tr>
<tr>
<td>Tonight, we are having ice cream sundaes after the meeting.</td>
<td><strong>Right.</strong> We have the freedom to choose what we want to eat.</td>
</tr>
<tr>
<td>Tonight we are playing balloon soccer. I don’t want to play; I think it’s a baby game.</td>
<td><strong>Right.</strong> We can choose what activities we like and want to do. <strong>Responsibility.</strong> Duty to participate and be a role model by doing things that we may not want to do.</td>
</tr>
<tr>
<td>Our leader makes us stand for the pledges.</td>
<td><strong>Responsibility.</strong> It is our duty to respect the flag, customs and our county.</td>
</tr>
<tr>
<td>I had to do my chores tonight before the meeting.</td>
<td><strong>Responsibly.</strong> Duty to work for the common good of our family.</td>
</tr>
<tr>
<td>My curfew is 9 p.m. and I don’t think that is fair.</td>
<td><strong>Responsibility.</strong> Duty to follow rules of family, school, and government. <strong>Right.</strong> We have the right to not like certain rules and work in positive ways to change them.</td>
</tr>
<tr>
<td>Jeff is kind of weird. I don’t really like hanging out with him.</td>
<td><strong>Responsibility.</strong> To treat everyone with respect and kindness. <strong>Right.</strong> To not like someone.</td>
</tr>
<tr>
<td>When I come to a 4-H event, I feel safe.</td>
<td><strong>Right.</strong> We have the freedom to have adults provide safe and secure events. (This is the adults responsibility.)</td>
</tr>
<tr>
<td>My parents expect me to wear my seat belt.</td>
<td><strong>Responsibility.</strong> We must follow rules and laws made to protect us.</td>
</tr>
<tr>
<td>I get an allowance for chores I do.</td>
<td><strong>Right.</strong> It is a privilege to be able to earn money for chores.</td>
</tr>
<tr>
<td>I don’t get an allowance from my parents.</td>
<td><strong>Right.</strong> Parents have the right to choose whether or not to give their children an allowance.</td>
</tr>
<tr>
<td>My parents are going to vote on the way home.</td>
<td><strong>Responsibility.</strong> We have the duty to vote for people that reflect our principals and beliefs.</td>
</tr>
<tr>
<td>I just got a new video game and I don’t want to let my little brother play with it.</td>
<td><strong>Right.</strong> We have the freedom to ownership. <strong>Responsibility.</strong> Duty to be a role model of good character.</td>
</tr>
<tr>
<td>I go to a public school.</td>
<td><strong>Right.</strong> We have the privilege of access to public education. <strong>Responsibility</strong> to attend and follow the rules of the school.</td>
</tr>
<tr>
<td>I am home-schooled.</td>
<td><strong>Right.</strong> We can choose how we obtain our education.</td>
</tr>
<tr>
<td>I don’t litter.</td>
<td><strong>Responsibility.</strong> Duty to protect our earth for the common good.</td>
</tr>
<tr>
<td>I clean ditches for a service project.</td>
<td><strong>Responsibility.</strong> Duty to protect our earth for the common good.</td>
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<tr>
<td>My parents don’t speed because it is the law.</td>
<td><strong>Responsibility.</strong> Duty to obey rules and laws.</td>
</tr>
<tr>
<td>My parents pay taxes.</td>
<td><strong>Responsibility.</strong> Duty to contribute to the government to protect our rights.</td>
</tr>
<tr>
<td>When I buy fishing equipment, I am charged sales tax.</td>
<td><strong>Responsibility.</strong> Duty to contribute to the government so we can protect our rights.</td>
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<td>My family worships in a church.</td>
<td><strong>Right.</strong> We have freedom of religion.</td>
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<td>My mom doesn’t let me stay home from school unless I am really sick.</td>
<td><strong>Responsibility.</strong> Parents duty to make sure we follow rules and develop good character.</td>
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<td>I love to write poetry.</td>
<td><strong>Right.</strong> We are free to express ourselves.</td>
</tr>
<tr>
<td>I wrote my poem on the bathroom wall at school so all could enjoy it.</td>
<td><strong>Right.</strong> We are free to express ourselves. <strong>Responsibility.</strong> Duty to care for our environment for the common good.</td>
</tr>
</tbody>
</table>
Dear Participant:

You have been given this survey because you have participated in a 4-H program or project and 4-H would like to learn about you and your experiences in 4-H.

Your answers are important and they will be kept private. But, if you don’t want to fill out the survey, you don’t have to or if there is a question you don’t want to answer, you can leave it blank.

There are no right or wrong answers, so please answer all questions honestly.

Thank you for your help!

---

**Your Interest in Community Service & Giving Back**

1. Do you like helping people in your community?
   - Yes
   - Usually
   - Not really
   - No

2. Because of 4-H, did you meet leaders in your community?
   - Yes
   - Sort of
   - No

3. Have you ever done a community service project?
   - Yes
   - No

4. Have you ever helped plan a community service project?
   - Yes
   - Sort of
   - No

5. Have you ever led a community service project?
   - Yes
   - Sort of
   - No

**Community Awareness**

6. When you learn about a problem in the community, do you look for ways to help?
   - Yes
   - Usually
   - Not really
   - No

7. When you learn about a problem across the country, do you look for ways to help?
   - Yes
   - Usually
   - Not really
   - No
8. When you learn about a problem around the world, do you look for ways to help?
   - Yes
   - Usually
   - Not really
   - No

9. Do you like helping people?
   - Yes
   - Usually
   - Not really
   - No

10. How much has 4-H inspired you to volunteer in your community?
    - A lot
    - A little
    - Not at all

Take 10 for Leadership - Lesson 9

11. Can you explain what a right and a responsibility is?
    - Yes
    - Sort of
    - No

12. Will you think about what your rights and responsibilities are when making important choices?
    - Yes
    - Maybe
    - Not really
    - No

13. How old are you?
    _____ years old

14. What grade are you in? If it is summer break, which grade will you be starting in the fall?
    _____ grade

15. Which of the following best describes your gender?
    - Male (boy)
    - Female (girl)
    - I don’t want to say

16. Which of the following best describes your race?
    - Asian
    - Black or African American
    - Hispanic or Latino
    - Native American
    - Native Hawaiian/Other Pacific Islander
    - White or Caucasian
    - More than one race
    - I don’t know

17. How many hours do you typically spend on 4-H activities each week?
    - Less than 1 hour
    - 1 hour
    - 2 hours
    - 3 hours
    - 4 hours
    - 5 or more hours

Thank you very much!
Please return this to:
NDSU Center for 4-H
Dept. 7280, PO Box 6050
Fargo, ND 58108-6050
Unconscious Bias: Our Mysterious Mind

Introduction to the Activity:
What is unconscious bias? Our unconscious has been called the hidden mind. It is the opposite of the conscious mind and works in the background to “help” us make decisions. The unconscious mind plays a large role in everything we do throughout the day.

Project Implicit:
Project Implicit, otherwise known as the implicit attitude test (IAT), is an online test that measures attitudes and beliefs that a person may not be able to report (Greenwald et al., 1998). The test specifically looks at minority groups and the association of the group with positive or negative words.

The Learning Activity: www.implicit.harvard.edu/implicit/takeatest.html

Prep for the Activity:
Make sure you have access to a computer with internet access. If you do not want anyone to see your results, complete the IAT in a private area.

Do the Activity:
Go to the website above and pick a test that you are interested in and complete the test. Each test takes around 15 minutes. Make sure to read the directions thoroughly as the associations can get tricky.

Share:
Did you get the results that you expected? Why or why not? You can share your results with others if you feel comfortable.

Process:
What made this activity difficult?
Do you think unconscious bias is something that we can get rid of?
How do you think unconscious bias develops?

Generalize:
Can you identify a situation in which unconscious bias may have played a role?

Apply:
How can we apply what we learned about our own biases to the decisions we make on a daily basis?

Facts about Unconscious Bias:
Biases form very early in life and throughout life by things we are exposed to and experience. There is no way to prevent unconscious bias from forming, but there are things we can do to make our decisions more conscious:
• Be aware of bias and take time to make decisions.
• Accept that everyone is biased.
• Be part of a multicultural group.
• Make decisions as a group.

References:

Lesson by:
Lindsey Leker, Extension Specialist, 4-H Youth Development
2017
Dear Participant:

You have been given this survey because you have participated in a 4-H program or project and 4-H would like to learn about you and your experiences in 4-H.

Your answers are important and they will be kept private. But, if you don’t want to fill out the survey, you don’t have to or if there is a question you don’t want to answer, you can leave it blank.

There are no right or wrong answers, so please answer all questions honestly.

Thank you for your help!

Your Interest in Community Service & Giving Back

1. Do you like helping people in your community?
   - Yes
   - Usually
   - Not really
   - No

2. Because of 4-H, did you meet leaders in your community?
   - Yes
   - Sort of
   - No

3. Have you ever done a community service project?
   - Yes
   - No

4. Have you ever helped plan a community service project?
   - Yes
   - Sort of
   - No

5. Have you ever led a community service project?
   - Yes
   - Sort of
   - No

Community Awareness

6. When you learn about a problem in the community, do you look for ways to help?
   - Yes
   - Usually
   - Not really
   - No

7. When you learn about a problem across the country, do you look for ways to help?
   - Yes
   - Usually
   - Not really
   - No
8. When you learn about a problem around the world, do you look for ways to help?
   □ Yes
   □ Usually
   □ Not really
   □ No

9. Do you like helping people?
   □ Yes
   □ Usually
   □ Not really
   □ No

10. How much has 4-H inspired you to volunteer in your community?
    □ A lot
    □ A little
    □ Not at all

11. Are you able to explain what unconscious bias is?
    □ Yes
    □ Sort of
    □ No

12. Do you plan to take biases into consideration when making future decisions?
    □ Yes
    □ Maybe
    □ Not really
    □ No

13. How old are you? ___________________ years old

14. What grade are you in? If it is summer break, which grade will you be starting in the fall?
    □ grade

15. Which of the following best describes your gender?
    □ Male (boy)
    □ Female (girl)
    □ I don’t want to say

16. Which of the following best describes your race?
    □ Asian
    □ Black or African American
    □ Hispanic or Latino
    □ Native American
    □ Native Hawaiian/Other Pacific Islander
    □ White or Caucasian
    □ More than one race
    □ I don’t know

17. How many hours do you typically spend on 4-H activities each week?
    □ Less than 1 hour
    □ 1 hour
    □ 2 hours
    □ 3 hours
    □ 4 hours
    □ 5 or more hours

Thank you very much!
Please return this to:
NDSU Center for 4-H
Dept. 7280, PO Box 6050
Fargo, ND 58108-6050