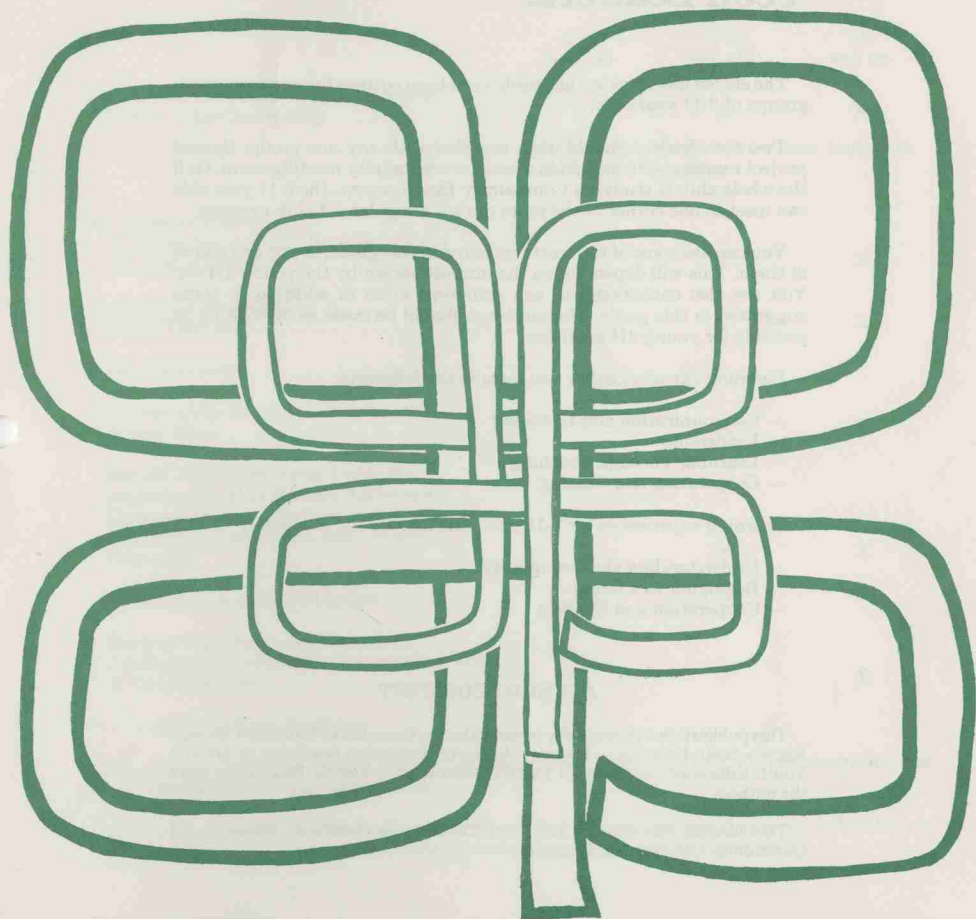


**TEEN LEADERS TEACH
YOUNGER MEMBERS LEARN**



OUR COMMUNITY

Teen Leaders:

The eleven meetings in this guide have been written for you to use with groups of 9-11 year olds.

Two teen leaders should work together with any one group. Special project meetings can be held in a home or community meeting room. Or if the whole club is studying Community Development, the 9-11 year olds can meet in one corner of the room during a regular 4H club meeting.

You can use some of the meetings listed in this guide, or you can use all of them. This will depend upon the interest shown by the young 4H'ers. You are also encouraged to use your own ideas in addition to those suggested in this guide. The meetings should be made as interesting as possible for young 4H members.

Learning experiences for you include the following:

- Communication and Listening
- Leadership
- Learning Through Teaching
- Cooperation and Sharing

Learning experiences for 9-11 year olds include the following:

- Understanding the Community
- Belonging to a Group
- Cooperation and Sharing

ACKNOWLEDGMENT

This publication was originally prepared by the Cooperative Extension Service, Kansas State University. Margery A. Neely, Extension Specialist in 4H and Youth Education; and Abigail Patrick, Instructor in Family Economics, were the authors.

This manual was adapted for North Carolina by Cecelia A. Winiecki, 4H Community Development Specialist.

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Meeting Number One

Our Community People

Learning Experiences for Young 4H'ers

1. There are leaders in the community.
2. These leaders include those who were elected and govern because people trust them.
3. There are ways to tell if people are leaders.
4. The leaders need to know what is being done in the community.

Materials You Need

- pen or pencil
- clover, page 2

As You Teach

Two teen leaders meet with each group. One leads the discussion, and the other records the responses. The recorder should put all the 4H'ers answers somewhere on the clover (next page).

(The discussion leader says:)

We need to talk about our community. There are people in our community who can help get things done. These people are leaders.

1. Can you name a leader in our community?

(As each person answers, thank them for their response. In order to get more than just names on the clover, ask each member the following questions about their "leader.")

2. What makes him a leader? Age? Where he lives? Money? Education? Job?
3. Where would you put him on the clover?
4. Does this person hold an important position in the community?
5. Was your person elected? Why was he elected? Did people like and trust him?
6. Is this person just well-known? Does he have a reputation for being a leader?
7. Does your "leader" help make important decisions for your community? What kinds of decisions?
8. Is your person active in your club or your community? Does he volunteer to do many things in your community?

(After you have gotten responses from all of your members, say:)

You can see that our community is made up of many people, and some of them help the community in different ways. If we want to do something to help our community, we should tell these people about our plans. They can help us get things done.

Recorder: As each person is identified, show the clover to the members and write the information in the clover. For example, under —

Has an Important Position or Job

*Mayor Smith, Newspaper
Editor Jim Taylor*

(At the end of the meeting, read the list on the clover.)

Leaders and People of the Community

Has an Important Position
or Job

Has the Reputation of
Being a Leader

Helps to Make Important Decisions

Does Much Volunteer Work

Meeting Number Two

Our Community Places

Learning Experiences for Young 4H'ers

1. Our community is used for many activities.
2. The family is most important to us, and our community is second most important.
3. In our community, we buy things, sell goods, or get help.

Materials

- pen or pencil
- list on bottom of page

As You Teach

Two teen leaders work with each group. One leads the discussion, and one records responses. Sit in a circle. All answers are right.

(The discussion leader says:)

We need to discuss what we use our community for. The family and the community are the two very important things in our lives. When I say, "I want each of you to tell what you use our community for," I am talking about why there is a community at all. I'll go first. I use my community for fun - I like to go swimming. What do you use our community for?

(Pause and then read the suggestions.)

1. To live in,
2. to earn money in,
3. to play in,
4. to get help in,
5. to shop in,
6. to have PRIDE in,
7. to belong to a group in,
8. some other purpose.

(Thank each person and continue around the circle.)

(Then at the end say:)

We have found that we always have at least one community that we use for at least one thing.

Recorder: Keep track of the ideas or put an "X" next to an item if the idea obviously goes there. Example, for "I like to go swimming there." an "X" would go next to "to play in," number 3. At the end, tell the youngsters how many times each item was mentioned.

Record Responses

- _____ 1. to live in
- _____ 2. to earn money in
- _____ 3. to play in
- _____ 4. to get help in
- _____ 5. to shop in
- _____ 6. to have PRIDE in
- _____ 7. to belong to a group in
- _____ 8. _____
- _____ 9. _____
- _____ 10. _____

Meeting Number Three

Our Community Trade Area

Learning Experiences

1. The community has roads.
2. The community has a location.
3. The outlines of the community will change for each person depending on what he's using the community for.
4. Stores make up the community's "trade area."

Materials

- blank paper for each member
- crayon for each member

As You Teach

Two teen leaders work with each group. One leads the discussion, and one records responses. Sit in a circle. Recorder will pass out paper and crayons.

(The discussion leaders says:)

We need to discuss our community's trade area. Draw a picture of a place in our community where you have gone this week to buy something. For example, you might have gone to a shoe store or a movie theater. Hold up your picture when you finish.

(When three members hold up their pictures, ask each one:)

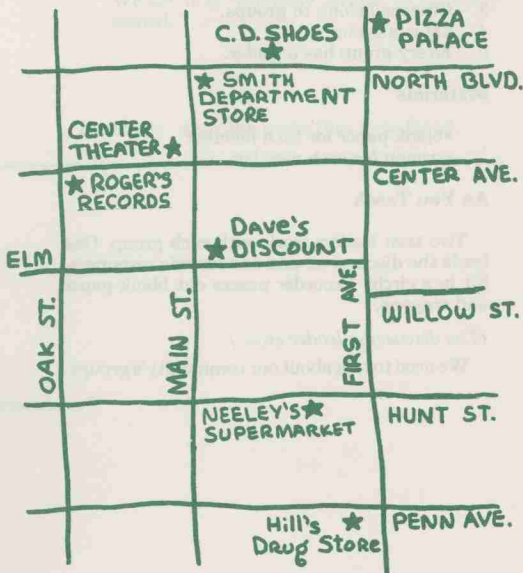
1. Did you like this place? More than other similar places?
2. Did you feel comfortable there, as though you belonged there and were welcomed?
3. Did you say, "This is MY store." "MY theater."

(Thank each member after they give their answers. Try to get at their sense of "belonging" - pride in their community.)

(At the end, say:)

You can see that our geographical community area or our community has no definite boundaries because of the many places we go. Even if a city has city limits, our community is determined by our needs.

Recorder: Keep track of the places mentioned by their location, such as "a dress shop in downtown Raleigh" or "a theater at Westland Mall." Make a quick sketch of your community with stars at the places mentioned most often by the 4H'ers. Show them the map and state that it is a map of their community.



Meeting Number Four

Our Community Groups

Learning Experiences

1. Many types of groups work in the community.
2. These groups make up the community's "social systems."
3. Citizens belong to groups.
4. 4H is a group.
5. Every group has a leader.

Materials

- blank paper for each member
- crayon for each member

As You Teach

Two teen leaders work with each group. One leads the discussion, and one records responses. Sit in a circle. Recorder passes out blank paper and crayons.

(The discussion leader says:)

We need to talk about our community's groups.

Our family is a group. Each family member belongs to other groups. The different groups in our community make up our community's "social systems." Name one group that you or someone in your family belongs to now.

(Thank each person after he answers and go around the circle.)

Now draw a circle and draw a picture inside the circle showing a group that you meet with regularly. When you finish, hold up your picture.

(When three people have held up their pictures, ask each member:)

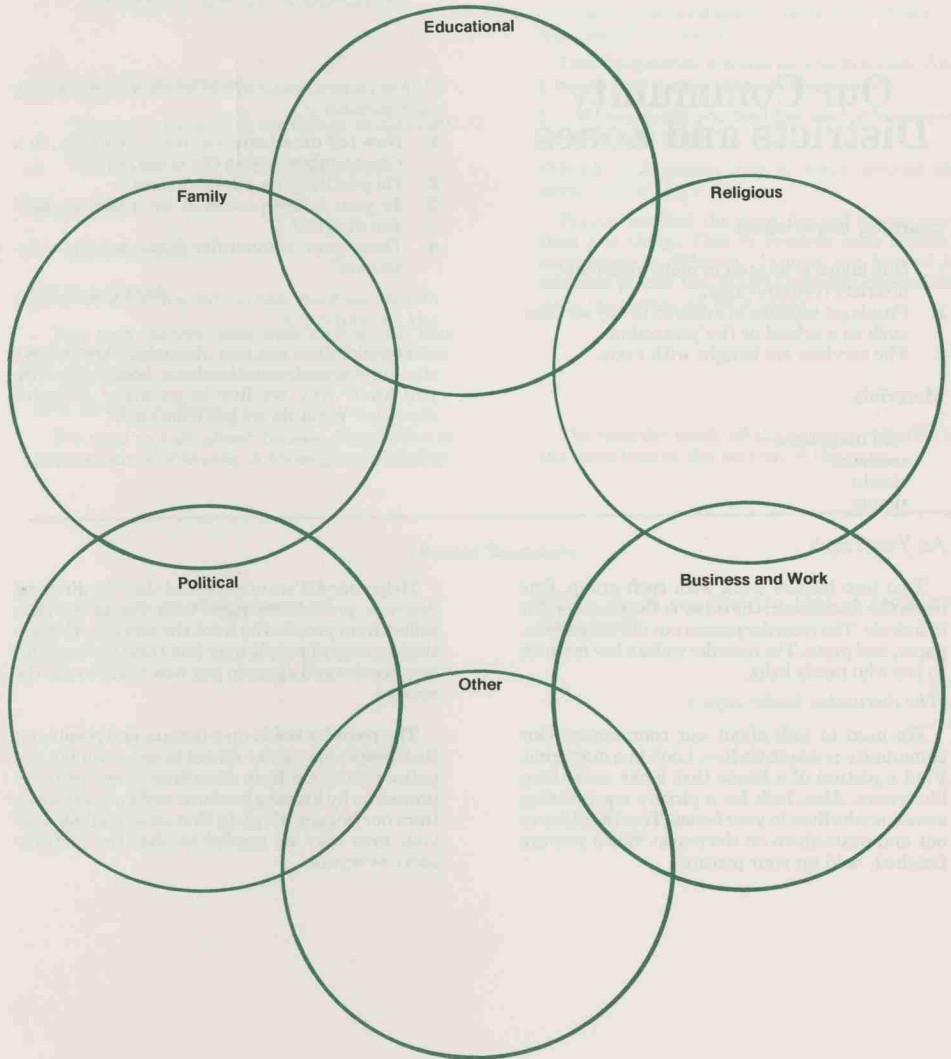
1. Does your group have a leader?
2. How do you know he is the leader?
3. Does your group meet to learn something new?
4. Does it meet to make plans to help the community?
5. Does your group work with other groups?

(End with:)

Thank you for helping discuss the community's social systems -- the groups we belong to.

Recorder: Keep a list of the groups on the next page. Try to put them in the proper circles, but don't worry if you can't. At the end, tell which groups were mentioned and show the circles.

Social Systems of the Community



Meeting Number Five

Our Community Districts and Zones

Learning Experiences

1. One house is located in many different districts (communities).
2. People get together in a district to buy services, such as a school or fire protection.
3. The services are bought with taxes.

Materials

- old magazines
- scissors
- paste
- paper

As You Teach

Two teen leaders work with each group. One leads the discussion; the other is the recorder. Sit in a circle. The recorder passes out old magazines, paper, and paste. The recorder waits a few minutes to see who needs help.

(The discussion leader says:)

We need to talk about our community. Our community is where we live. Look in a magazine. Find a picture of a house that looks something like yours. Also, look for a picture representing someone who lives in your house. Tear the pictures out and paste them on the paper. When you are finished, hold up your picture.

(When three members hold up their pictures, ask each member:)

1. Now tell me where you live – on a farm, in a city or suburb, or in the country?
2. Do you live in a school district?
3. Is your house protected by a city or rural fire district?
4. Does your community have zoning regulations?

*(Thank each one and continue around the circle.)
(At the end say:)*

You also live _____ County. Towns have city limits, and counties have boundaries. Do you know why we live in so many different districts? What do we get from each?

Help your 4H'ers understand that the different districts provide services with the taxes they collect from people who want the services. Explain that a group of people may join together to plan a new service and agree to pay new taxes to get the service.

The recorder holds up a picture and points out that people may go to school in one town but get police protection from elsewhere. Some districts protect us by keeping business and industry away from our houses. Explain that an overall plan for your area may be needed so that the districts serve everyone.

Meeting Number Six

What is a House

Learning Experiences

1. "House" means different things to different people.
2. Houses are found in different places.

Materials

- pen or pencil

As You Teach

Two teen leaders meet with each group. One leads the discussion, and one records responses. Sit in a circle. All answers are right.

(The discussion leader says:)

We need to talk about houses. People live in different kinds of houses. A house gives us shelter.

1. Can you describe what a house is to you?

(As each person answers, thank him. When all have answered, say:)

I would describe a house as a farm house. And I would find it on a farm; in the country.

2. Where would you find the kind of house you have told about?

(Thank each person and continue around the circle. Later, say:)

We can see that the word "house" means more than one thing. This is because each person's experience is different. Houses are located in different places, too. Many times this depends on what the people do for a living.

The recorder reads all the answers recorded to the questions at the bottom of the page.

Record Responses

Can you describe what a house is?

Where would you find the kind of house you told about?

Meeting Number Seven

Who Builds Houses

Learning Experiences

1. Building a house takes skill.
2. Many types of skills are used in building a house.
3. Workers have to cooperate to build a house.

Materials

- pen or pencil

As You Teach

Two teen leaders meet with each group. One leads the discussion; one records responses. Sit in a circle.

(The discussion leader says:)

We need to talk about who builds houses. Building a house is not easy. Skilled workers are needed to build houses? What specific kinds of workers build houses? (Recorder puts an "X" by the type of worker named on the list shown below. Put an "X" for each response. Some workers may be named more than once.)

(Discussion leader continues:)

Each worker must have special training. Some learn by going to school; others learn by doing the job. Together, they build our homes.

Recorder: Read list of workers named below.

- | | |
|-------|----------------|
| _____ | 1. Plumber |
| _____ | 2. Electrician |
| _____ | 3. Architect |
| _____ | 4. Bricklayer |
| _____ | 5. Carpenter |
| _____ | 6. Painter |
| _____ | 7. _____ |
| _____ | 8. _____ |
| _____ | 9. _____ |
| _____ | 10. _____ |

Meeting Number Eight

Electricity in a House

Learning Experiences

1. An electrician helps build a house.
2. We use electricity for many things.
3. Electricity is bought from a company.
4. A few individuals or the whole community may own the company.

Materials

- pen or pencil

Note

- Before holding meeting number eight, find out if the youngsters' homes use electricity, natural gas, oil, solar energy, wood, or coal. You might want to discuss some energy sources in addition to or instead of electricity.

As You Teach

Two teen leaders meet with each group. One leads the discussion, and one records responses. Sit in a circle.

(The discussion leader begins:)

Different jobs and materials are required to build houses. One of these jobs is that of an electrician.

1. Can you tell me what an electrician does?

(Thank each person. When all are finished, say:)

We use electricity a lot. We use it everywhere, not just at home.

2. What things at home or at school depend on electricity?

(Discussion leader says:)

We need electricity for many things and in many places. The electrician provides our houses with safe electrical wiring.

(Discussion leader asks:)

3. Where do you buy electricity? Our community either buys electricity from a private company that manufactures it, or it owns the company. We say it is "privately owned" or "publicly owned."

Recorder: read the items that were listed.

-
1. What does an electrician do?

2. What things at home or school depend on electricity?

3. Where do you buy electricity?

Meeting Number Nine

Houses Get Old

Learning Experiences

1. Houses need care, like people.
2. Houses can be fixed up.

Materials

- blank paper for members
- crayon for each

As You Teach

Two teen leaders meet with each group. One leads the discussion; one passes out and collects paper.

(The discussion leader says:)

We need to talk about how a house needs care, just like people. Draw me a picture of a house. Hold up your picture when you finish.

(When three hold up their pictures, say:)

Fine. Like people, houses get old. Sometimes, they are ignored.

1. What happens then? Instead of answering, draw what happens. Add it to the picture you've already drawn. Hold up your picture when you finish.

(When three hold up their pictures, say:)

2. Tell me about your pictures. You see, old houses that aren't cared for become run-down and ugly. People need to watch out for signs of age in their houses and to take care of them.
3. How can we make your houses look nice again?

Recorder: Record responses and then read them back at the end.

1 & 2. What things happened to the houses when they got old?

3. How can the houses be made nice again?

EXAMPLES DRAWN BY KANSAS 4H'ERS



Neal Barten

Linda Bowley



Sandy Lang



Kim Jones

Meeting Number Ten

Housing Codes

Learning Experiences

1. Run-down houses are dangerous.
2. A community may have housing codes to keep houses from being dangerous.
3. Houses can be fixed.

Materials

- pen or pencil
- You may want to invite a housing inspector to speak or go visit his office if your community has a housing code.

As You Teach

Two teen leaders meet with each group. One leads the discussion, one records responses. Sit in a circle.

(The discussion leader says:)

We need to discuss how a community takes care of its housing. We've talked about how housing becomes run-down.

1. Are run-down houses dangerous?
(When all have answered, leader asks:)
2. Many communities have laws that protect people from run-down, dangerous houses. These laws are called housing codes. How are these houses dangerous?
3. Do you know if your community has a housing code? (Recorder notes how many "yes" and how many "no" answers there are.) A housing code requires that all houses be kept in good condition.
4. Do any of you know what happens if a house violates the housing code? What?

(After answers, say:)

A housing inspector can tell owners to fix their run-down homes or they will be fined. Housing codes are one way a community takes care of its houses. A run-down house can be fixed.

Recorder: note responses and read them back at the end of the meeting.

-
1. Are run-down houses dangerous?

2. How are they dangerous?

Meeting Number Eleven

Our Community Resources

Learning Experiences

1. The community has natural resources — air, water, trees, land, rocks, hills, mines.
2. The community has people resources — the talents of trained and untrained people from doctors to waiters.
3. The community has man-made resources — houses, electricity, buses.

Materials

- colored paper
- paste

As You Teach

Two teen leaders work with the group. One leads the discussion, the other is the recorder. Sit in a circle. Recorder passes out colored paper.

(The discussion leader says:)

1. My community has natural resources, man-made resources, and people resources. One *natural resource* is a river, a mountain or a tree. What can you tear out and paste together that will show a *natural resource*?

(When all have finished, have each one tell what it is and thank them.)

2. A *man-made resource* can be a private business, or it can be a public health service, a dam or a quarry. Tell me what things men have made to improve our lives.

(Accept every answer.)

3. *People resources* are people who are trained in some skill or know how to perform a service we need. These people include doctors, carpenters, musicians, and cab drivers. What resources (skills) do you already have? (Reading, writing, cooking, playing an instrument, etc.)

Recorder: write down answers to 1, 2, and 3 and summarize at end of lesson.

1.

2.

3.

Optional Story

(You can have copies of this page made for each member of your group, or you can write the five questions on a chalkboard and have the members copy them.)

My community has many faces.

My community is made up of people. One leader of the community who speaks for the community is —

My community is made up of the places I go. I go to the "trade area" for different reasons. Some of these reasons are —

My community is made up of groups that form the community's "social system." Some of these groups are —

My community is where I live. People in my community have joined together to receive services. One service is our school; others include —

My community has many *people resources*. Some of these *people resources* are our doctors and our firemen. Others include —

All these "communities" need me to help keep them healthy.

Other 4H Community Development Resource Materials

	9-11 yrs. old	12-14 yrs. old	15 and up
<i>Teen Leaders Teach, Younger Members</i>			
<i>Learn: Our Community</i>	X	X	X

(Note: This booklet is for teen leaders to use with 9-11 yr. olds)

<i>Involvement Unlimited</i> (Series of Six Activity Booklets and List of Games)	--	X	X
---	----	---	---

<i>Involvement Unlimited</i> (Slide/Tape Set)	--	X	X
--	----	---	---

Other References:

<i>4H Community Service Program and Report Form</i>	X	X	X
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See <i>4H Project Selection Guide</i> for projects related to Careers, Citizenship, Communications, Environmental Education, Leadership, Recreation, and Leisure Education	X	X	X
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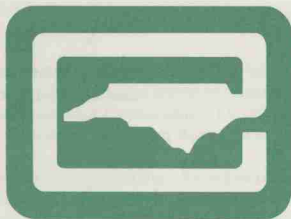
<i>Economics In Action Program</i>	--	X	X
--	----	---	---

<i>Getting Together: A Community Involvement Workbook</i> (Governor's Office of Citizen Affairs)	--	--	X
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Important Telephone Numbers:

The Governor's Office of Citizen Affairs toll free number: 800-662-7952. Call for programs and consultation in your community.

Your local Agricultural Extension Service Office — (see a local telephone directory). Call for help in organizing a youth group around a particular problem in your community.



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