

# Critical Thinking

As a 4-H volunteer, you must take responsibility to teach life skills to youth to help them reach their full potential. Many of the life skills that members gain through 4-H participation are identified in the Iowa State University Targeting Life Skills Model. 4-H leaders can use this resource with club

members to help connect life skills learned through hands-on 4-H projects to real-life experiences. Through the provided age-appropriate discussion questions, you can help youth process the life skills they learn in their 4-H projects.



## Life Skills

**Critical thinking** in projects and experiences should help youth gain life skills to strategize, analyze, compare, reason and build connections with past learning. Some of the skills youth can learn involving critical thinking include:

- » Making thoughtful decisions.
- » Deciding what to believe or do.
- » Gathering information to make good decisions.
- » Questioning oneself.
- » Considering alternative responses and opposing viewpoints.

### Age-Appropriate Skills:

Children and youth develop at different rates. The skills listed below are only general guidelines. (Adapted from the *Iowa State Targeting Life Skills Training Manual*)

#### 5- to 8-year-olds should be able to:

- ▶ Ask questions throughout an activity.
- ▶ Gather necessary information.

#### 9- to 11-year-olds should be able to:

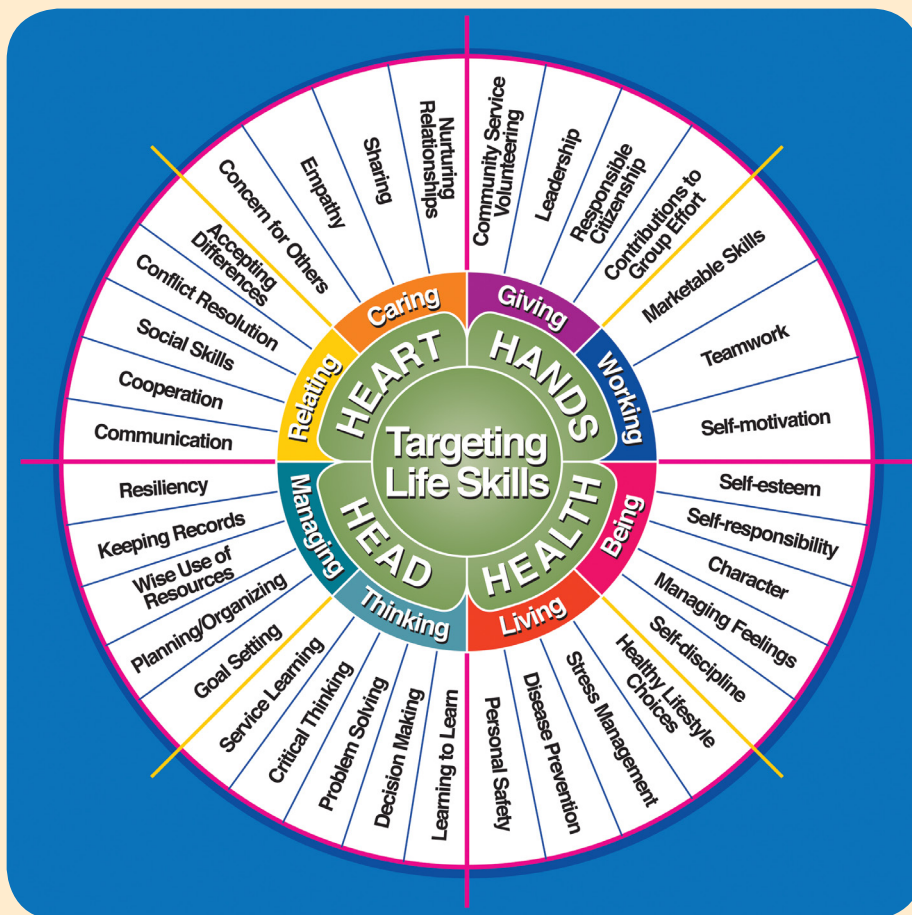
- ▶ Think and understand more.
- ▶ Retain more information.
- ▶ Ask questions to clarify information.

#### 12- to 14-year-olds should be able to:

- ▶ Understand various points of view.
- ▶ Reason, compare and analyze information.
- ▶ Start to make decisions from past learning.
- ▶ Draw conclusions from different situations.
- ▶ See the connection between two things.

#### 15- to 19-year-olds should be able to:

- ▶ Understand and interpret information to make decisions.
- ▶ Question their own opinions.
- ▶ Recognize problems and draw conclusions.
- ▶ Recognize, prioritize and evaluate the potential consequences.





## Discussion Questions

Use these questions to help youth process the skills they learn in their 4-H projects.

### 5- to 8-year-olds

- » What did you like about this activity?
- » How did you decide what to choose?

### 9- to 11-year-olds

- » Do you agree with what is being said or done?
- » Did you ask questions to clarify information?

### 12- to 14-year-olds

- » What did you learn about yourself doing this activity?
- » Can you describe a time when you might need the skill learned today?

### 15- to 19-year-olds

- » Give an example of a challenge you had and how you solved it.
- » Were you able to draw conclusions based on what information you gathered?
- » How can you apply the thinking process used in this project to evaluate other issues at home or school?

## Related Activities

Some activities that you can incorporate into any 4-H club meeting, 4-H project or 4-H experience follow.

- » Serve or participate on a committee in the 4-H club or group to plan out the year.
- » Work with younger youth in a 4-H club or group.
- » Work with 4-H leaders and teens on community service.
- » Gather research and work on a project or issue in the county.
- » Explore the science within your 4-H project or relating to your 4-H project.

## Learning Opportunities

- » 4-H Capitol Experience ([http://4h.msue.msu.edu/events/4-h\\_capitol\\_experience](http://4h.msue.msu.edu/events/4-h_capitol_experience))
- » 4-H Exploration Days ([http://msue.anr.msu.edu/program/info/4\\_h\\_exploration\\_days](http://msue.anr.msu.edu/program/info/4_h_exploration_days))
- » 4-H Great Lakes and Natural Resources Camp ([http://msue.anr.msu.edu/program/info/4\\_h\\_great\\_lakes\\_natural\\_resources\\_camp](http://msue.anr.msu.edu/program/info/4_h_great_lakes_natural_resources_camp))
- » 4-H National Youth Science Day (<http://www.4-h.org/4-h-national-youth-science-day/>)
- » Michigan 4-H Youth Conservation Council ([http://msue.anr.msu.edu/program/info/4h\\_youth\\_conservation\\_council](http://msue.anr.msu.edu/program/info/4h_youth_conservation_council))

## For More Information . . .

Contact your local MSU Extension office (<http://msue.anr.msu.edu/>) for more information about incorporating 4-H curricula into youth development programs. 4-H curricula (<http://www.4-h.org/>) use the Experiential Learning Model (<https://www.4-h.org/Resource-Library/Curriculum-Development/Develop/Experiential-Learning.dwn>) to help connect life skills to the hands-on activities youth participate in through 4-H. The Iowa State University Targeting Life Skills Model (<http://www.extension.iastate.edu/4h/explore/lifeskills.htm>) is the basis for teaching youth life skills.

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# Decision Making

As a 4-H volunteer, you must take responsibility to teach life skills to youth to help them reach their full potential. Many of the life skills that members gain through 4-H participation are identified in the Iowa State University Targeting Life Skills Model. 4-H leaders can use this resource with club

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## Life Skills

**Decision making** projects and experiences should help youth gain life skills. Some of the skills youth can learn involving decision making include:

- » Thinking.
- » Developing good judgment.
- » Gathering information to make good decisions.
- » Choosing among several alternatives.

### Age -Appropriate Skills:

Children and youth develop at different rates. The skills listed below are only general guidelines. (Adapted from the *Iowa State Targeting Life Skills Training Manual*)

#### 5- to 8-year-olds should be able to:

- ▶ Choose from two alternatives.
- ▶ Accept responsibility for their actions.
- ▶ Identify problems.

#### 9- to 11-year-olds should be able to:

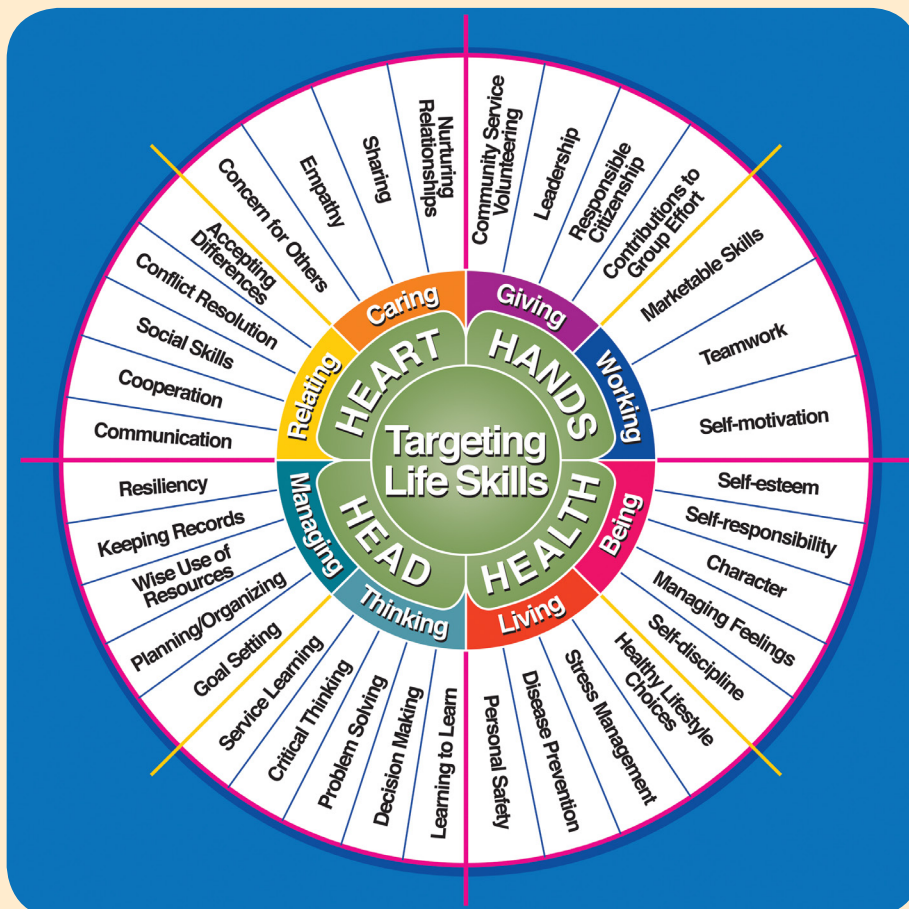
- ▶ Start developing their own opinions.
- ▶ Seek out information to make decisions.
- ▶ Be aware of consequences of those decisions.

#### 12- to 14-year-olds should be able to:

- ▶ Choose and compare several alternatives for decisions.
- ▶ Begin to make personal decisions.

#### 15- to 19-year-olds should be able to:

- ▶ Specify goals.
- ▶ Consider risks.
- ▶ Apply personal values when making choices.
- ▶ Begin taking freedom from parental control to make decisions.





## Discussion Questions

Use these questions to help youth process the skills they learn in their 4-H projects.

### 5- to 8-year-olds

- » What did you do?
- » Tell me why you chose this.
- » What types of decisions did you make?

### 9- to 11-year-olds

- » What did you learn about making decisions?
- » How did you make your decisions?

### 12- to 14-year-olds

- » Can you tell me why you chose this project?
- » What was an alternative?
- » What did you learn about yourself by doing this project?

### 15- to 19-year-olds

- » Why is it important to have plenty of information before making decisions?
- » What did you learn about your decision-making skills?
- » What are some of the decisions you had to make to carry out this activity?

## Related Activities

Some activities that you can incorporate into any 4-H club meeting, 4-H project or 4-H experience follow.

- » In a club setting, have members set goals and decide how to accomplish them.
- » Have youth give alternatives to reach a goal and decide on one alternative.
- » Have youth identify a problem in the club, school or community and then research to solve it.
- » Role-play in club settings on decision-making activities.

## Learning Opportunities

- » Cloverbud camps ([http://msue.anr.msu.edu/program/info/cloverbuds\\_ages\\_5-8](http://msue.anr.msu.edu/program/info/cloverbuds_ages_5-8))
- » County, regional or state events (<http://4h.msue.msu.edu/events>)
- » 4-H Animal and Vet Science Camp ([http://msue.anr.msu.edu/program/info/4\\_h\\_animal\\_veterinary\\_science\\_camp](http://msue.anr.msu.edu/program/info/4_h_animal_veterinary_science_camp))
- » 4-H Exploration Days ([http://msue.anr.msu.edu/program/info/4\\_h\\_exploration\\_days](http://msue.anr.msu.edu/program/info/4_h_exploration_days))
- » 4-H Great Lakes and Natural Resources Camp ([http://msue.anr.msu.edu/program/info/4\\_h\\_great\\_lakes\\_natural\\_resources\\_camp](http://msue.anr.msu.edu/program/info/4_h_great_lakes_natural_resources_camp))
- » 4-H Kettunen Center workshops ([http://msue.anr.msu.edu/program/info/4h\\_volunteer\\_training](http://msue.anr.msu.edu/program/info/4h_volunteer_training))
- » Science and technology activities ([http://msue.anr.msu.edu/topic/info/science\\_technology](http://msue.anr.msu.edu/topic/info/science_technology))

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# Goal Setting

As a 4-H volunteer, you must take responsibility to teach life skills to youth to help them reach their full potential. Many of the life skills that members gain through 4-H participation are identified in the Iowa State University Targeting Life Skills Model. 4-H leaders can use this resource with club

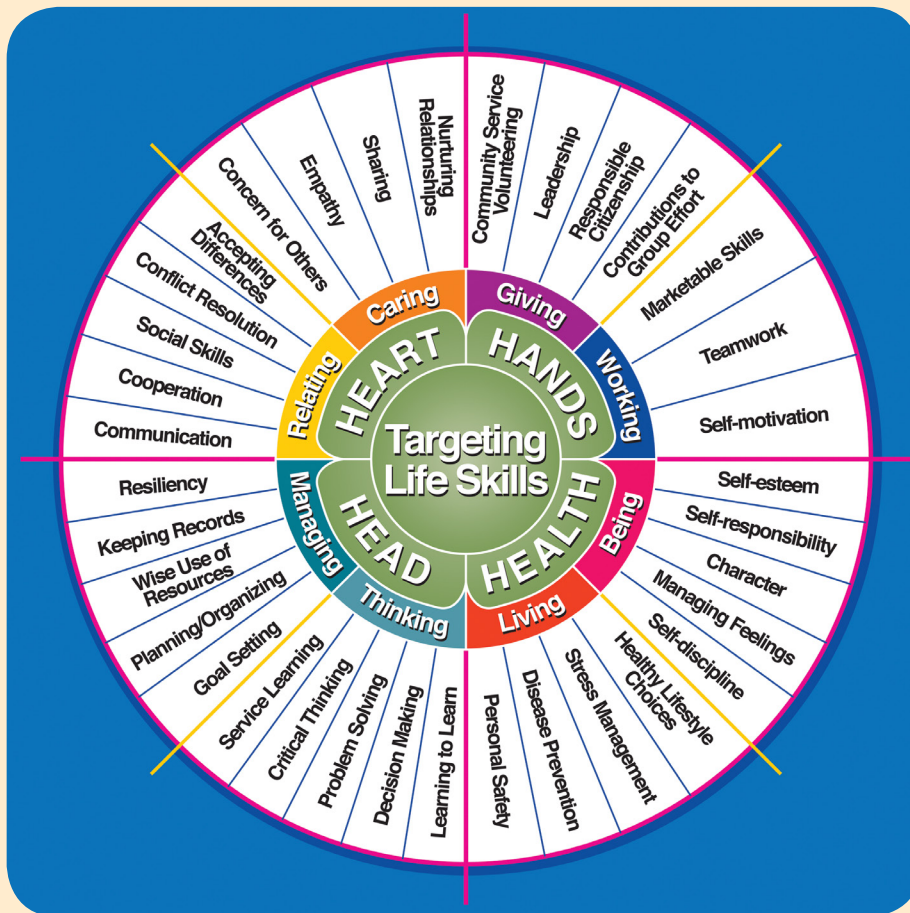
members to help connect life skills learned through hands-on 4-H projects to real-life experiences. Through the provided age-appropriate discussion questions, you can help youth process the life skills they learn in their 4-H projects.



## Life Skills

**Goal setting** projects and experiences should help youth learn how to set and take steps toward accomplishing goals. Some of the skills youth can learn when setting goals include:

- » Learning how to identify a desired purpose or result.
- » Identifying tasks or steps necessary to achieve their goals.
- » Making and following an action plan.
- » Evaluating the goal-setting process.
- » Revising the plan if the goal is not met.



### Age-Appropriate Skills:

Children and youth develop at different rates. The skills listed below are only general guidelines. (Adapted from the *Iowa State Targeting Life Skills Training Manual*)

#### 5- to 8-year-olds should be able to:

- ▶ Complete simple projects.
- ▶ Explore possibilities, which can be more important than accomplishing an actual goal.

#### 9- to 11-year-olds should be able to:

- ▶ Set short-term goals.
- ▶ Complete more complex projects.

#### 12- to 14-year-olds should be able to:

- ▶ Set long-term goals.
- ▶ Plan steps to reach goals.

#### 15- to 19-year-olds should be able to:

- ▶ Identify and implement steps for reaching long-term goals.
- ▶ Manage resources and work toward completing their goals.
- ▶ Identify milestones to reaching their goals.



## Discussion Questions

Use these questions to help youth process the skills they learn in their 4-H projects.

### 5- to 8-year-olds

- » How did you decide what to choose?
- » What problems came up during the activity?
- » How did you overcome those problems?

### 9- to 11-year-olds

- » What were some decisions that you had to make during this activity?
- » What was the most challenging or difficult part of the activity?
- » What did you learn?
- » What would you do differently next time?

### 12- to 14-year-olds

- » What did you do to plan and conduct the activity?
- » Give an example of a challenge that you had and what you did to solve it.
- » Why was this important?
- » How could the things you learned today be used in other situations?

### 15- to 19-year-olds

- » What were some decisions you had to make during this activity?
- » What did you learn from this activity that you didn't know before?
- » What other situations like this have you experienced?
- » What did you learn today that you will be able to use in school or in a future career?

## Related Activities

Some activities that you can incorporate into any 4-H club meeting, 4-H project or 4-H experience follow.

- » Assist members in setting SMART goals (Specific, Measurable, Attainable, Relevant/Realistic, Timely).
- » Have members use the *Michigan 4-H Member's Personal Portfolio* (4H1192) to keep a list of all the goals they accomplish during their 4-H projects and list all the steps needed to complete their projects with due dates or timelines.
- » Have members look back at what they have accomplished and celebrate their accomplishments while reflecting on the goals they have completed.
- » Allow members to explore opportunities, training and schooling needed for various career options. Have members think about goals that they would need to meet to achieve their career goals.

## Learning Opportunities

- » 4-H Capitol Experience ([http://4h.msue.msu.edu/events/4-h\\_capitol\\_experience](http://4h.msue.msu.edu/events/4-h_capitol_experience))
- » 4-H Careers and Entrepreneurship ([http://msue.anr.msu.edu/topic/info/career\\_preparation](http://msue.anr.msu.edu/topic/info/career_preparation))
- » 4-H Exploration Days ([http://msue.anr.msu.edu/program/info/4\\_h\\_exploration\\_days](http://msue.anr.msu.edu/program/info/4_h_exploration_days))
- » 4-H project areas ([http://msue.anr.msu.edu/topic/info/4\\_h](http://msue.anr.msu.edu/topic/info/4_h))
- » 4-H Scholarships and Recognition Program ([http://4h.msue.msu.edu/awards\\_scholarships/4-h\\_recognition\\_program](http://4h.msue.msu.edu/awards_scholarships/4-h_recognition_program))
- » 4-H volunteer workshops, camps and events (<http://4h.msue.msu.edu/events>)

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# Keeping Records

As a 4-H volunteer, you must take responsibility to teach life skills to youth to help them reach their full potential. Many of the life skills that members gain through 4-H participation are identified in the Iowa State University Targeting Life Skills Model. 4-H leaders can use this resource with club

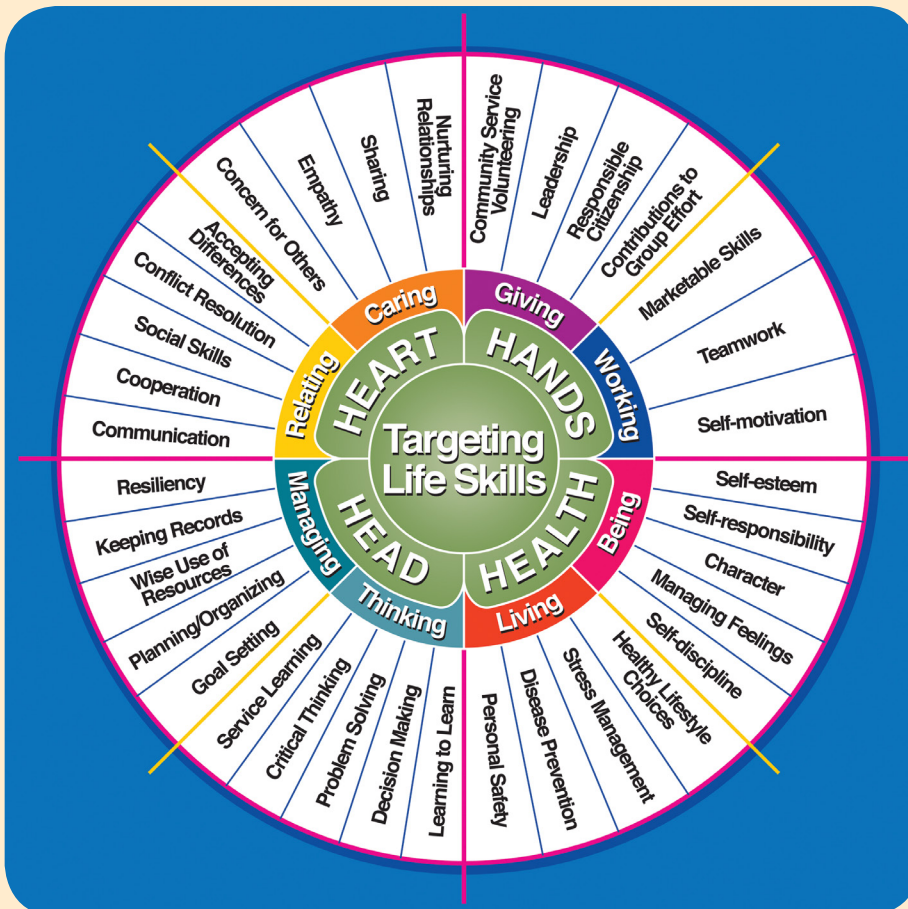
members to help connect life skills learned through hands-on 4-H projects to real-life experiences. Through the provided age-appropriate discussion questions, you can help youth process the life skills they learn in their 4-H projects.



## Life Skills

**Keeping records** in all projects and experiences should help youth gain life skills. Keeping records means recording useful information for a specific purpose. Some of the skills youth can learn involving keeping records include:

- » Determining the purpose of the record.
- » Choosing an appropriate method or plan for recording the information (narrative, list, chart, diagram, outline, video and enumeration).
- » Selecting information to include.
- » Recording information.
- » Using information to make a determination, decision or judgment.



### Age-Appropriate Skills:

Children and youth develop at different rates. The skills listed below are only general guidelines. (Adapted from the Iowa State Targeting Life Skills Training Manual)

#### 5- to 8-year-olds should be able to:

- ▶ Learn to write.
- ▶ Begin to sort and classify.

#### 9- to 11-year-olds should be able to:

- ▶ Categorize information.
- ▶ Select useful information.
- ▶ Learn to see value in recording information.

#### 12- to 14-year-olds should be able to:

- ▶ Learn to keep records.
- ▶ Apply recordkeeping skills to selected tasks.

#### 15- to 19-year-olds should be able to:

- ▶ Keep useful and accurate records.
- ▶ Understand the value of complete and accurate records.



## Discussion Questions

Use these questions to help youth process the skills they learn in their 4-H projects.

### 5- to 8-year-olds

- » What part of the activity was the hardest to do?
- » What is your favorite way to record information?
- » What did you learn?

### 9- to 11-year-olds

- » How did you decide what to choose to record?
- » Why is it important to think through and decide what you are going to record?
- » When have you had to keep track of things before?

### 12- to 14-year-olds

- » What skills do you need in order to keep accurate records?
- » Where can you go to find information you may need to record?
- » How would you describe your skill at keeping records?

### 15- to 19-year-olds

- » How do you keep track of everyone's ideas?
- » What suggestions would you have for someone who wanted to start keeping records?
- » What are some other situations when you will need to use the skills learned today?

## Related Activities

Some activities that you can incorporate into any 4-H club meeting, 4-H project or 4-H experience follow.

- » Take time at each meeting to have members record in the *Michigan 4-H Member's Personal Portfolio* (4H1192).
- » Visit people working in careers in which keeping good records is important. These might include accountants, doctors, police officers, agriculture producers and others.
- » Have members use records they have kept in the past to fill out award or scholarship applications.
- » Have club treasurers explore software programs that record financial information.
- » Have members create a binder or notebook to record monthly or annual fundraising activities, community service projects or other activities.
- » Encourage members to record the club year through journaling and scrapbooking.

## Learning Opportunities

- » Financial Manual for 4-H Treasurer's: Managing Money Wisely
- » Michigan 4-H Member's Personal Portfolio (4H1192)
- » Michigan 4-H Secretary's Record Book (4H1230)
- » Michigan 4-H Treasurer's Record Book (4H1203)
- » Project record books
- » 4-H Scholarships and Recognition Program ([http://4h.msue.msu.edu/awards\\_scholarships/4-h\\_recognition\\_program](http://4h.msue.msu.edu/awards_scholarships/4-h_recognition_program))
- » Exhibit or display record books at fair
- » Scrapbooking projects

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# Learning to Learn

As a 4-H volunteer, you must take responsibility to teach life skills to youth to help them reach their full potential. Many of the life skills that members gain through 4-H participation are identified in the Iowa State University Targeting Life Skills Model. 4-H leaders can use this resource with club

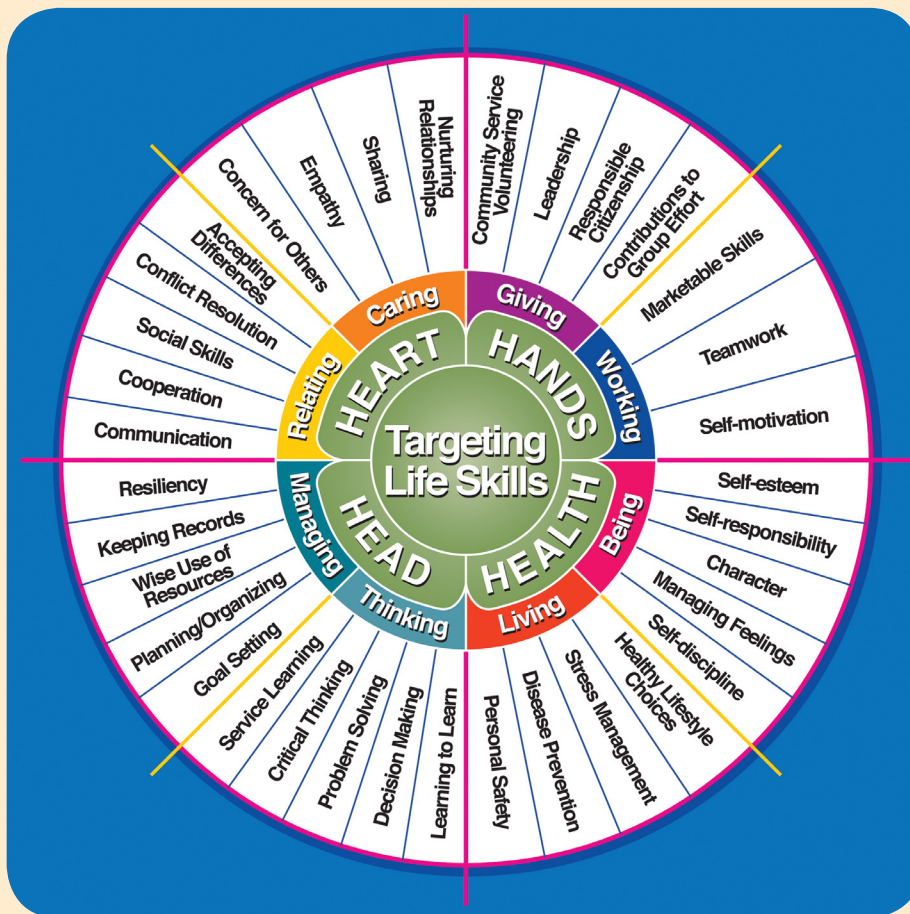
members to help connect life skills learned through hands-on 4-H projects to real-life experiences. Through the provided age-appropriate discussion questions, you can help youth process the life skills they learn in their 4-H projects.



## Life Skills

**Learning to learn** projects and experiences should help youth understand the methods and skills for learning. Some of the skills youth can learn involving learning to learn include:

- » Using the senses to gain new information.
- » Questioning to gain more information.
- » Remembering and retaining learned information.
- » Applying learned information to new situations.



### Age-Appropriate Skills:

Children and youth develop at different rates. The skills listed below are only general guidelines. (Adapted from the Iowa State Targeting Life Skills Training Manual)

#### 5- to 8-year-olds should be able to:

- ▶ Ask many questions.
- ▶ Participate in hands-on, active learning.

#### 9- to 11-year-olds should be able to:

- ▶ Enjoy a wide variety of learning experiences.
- ▶ Use previous experiences to improve decision making.

#### 12- to 14-year-olds should be able to:

- ▶ Ask the appropriate questions to get the information needed.
- ▶ Predict results.
- ▶ Share skills to help teach others.

#### 15- to 19-year-olds should be able to:

- ▶ Seek more in-depth, longer learning experiences.
- ▶ Interpret and communicate information.
- ▶ Discover their own preferred learning styles.
- ▶ Begin to mentor younger peers.



## Discussion Questions

Use these questions to help youth process the skills they learn in their 4-H projects.

### 5- to 8-year-olds

- » What did you observe?
- » What did you learn from this activity that you didn't know before?
- » What are some ways we can learn new things?

### 9- to 11-year-olds

- » How did you learn \_\_\_\_\_ ?
- » Describe five ways in which new ideas are communicated to you.

### 12- to 14-year-olds

- » If you did not know this before, how did you figure it out?
- » How did this differ from the way you are usually taught in school?

### 15- to 19-year-olds

- » How did you use your various senses to \_\_\_\_\_ ?
- » In what ways do people help each other learn new things?
- » How would you teach someone about this activity or concept?

## Related Activities

Some activities that you can incorporate into any 4-H club meeting, 4-H project or 4-H experience follow.

- » Ask members open-ended questions that require them to pursue other resources to acquire more information.
- » Incorporate the Experiential Learning Model into all club activities to ensure youth have opportunities to generalize, share and apply knowledge.
- » Encourage teen leaders to learn and teach a new project to younger members.
- » Explore ways to use all senses (including touching, tasting, seeing, smelling and hearing) in project area learning.

## Learning Opportunities

- » 4-H Animal Science competitive events (Michigan Rabbit & Cavy Expo, Michigan 4-H Equine Educational Expo, Michigan State 4-H Goat Expo, Michigan State 4-H Poultry Palooza) ([http://msue.anr.msu.edu/topic/events/4\\_h](http://msue.anr.msu.edu/topic/events/4_h))
- » 4-H Capitol Experience ([http://4h.msue.msu.edu/events/4-h\\_capitol\\_experience](http://4h.msue.msu.edu/events/4-h_capitol_experience))
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- » 4-H Renewable Energy Camp ([http://msue.anr.msu.edu/program/info/4\\_h\\_renewable\\_energy\\_camp](http://msue.anr.msu.edu/program/info/4_h_renewable_energy_camp))
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# Planning/Organizing

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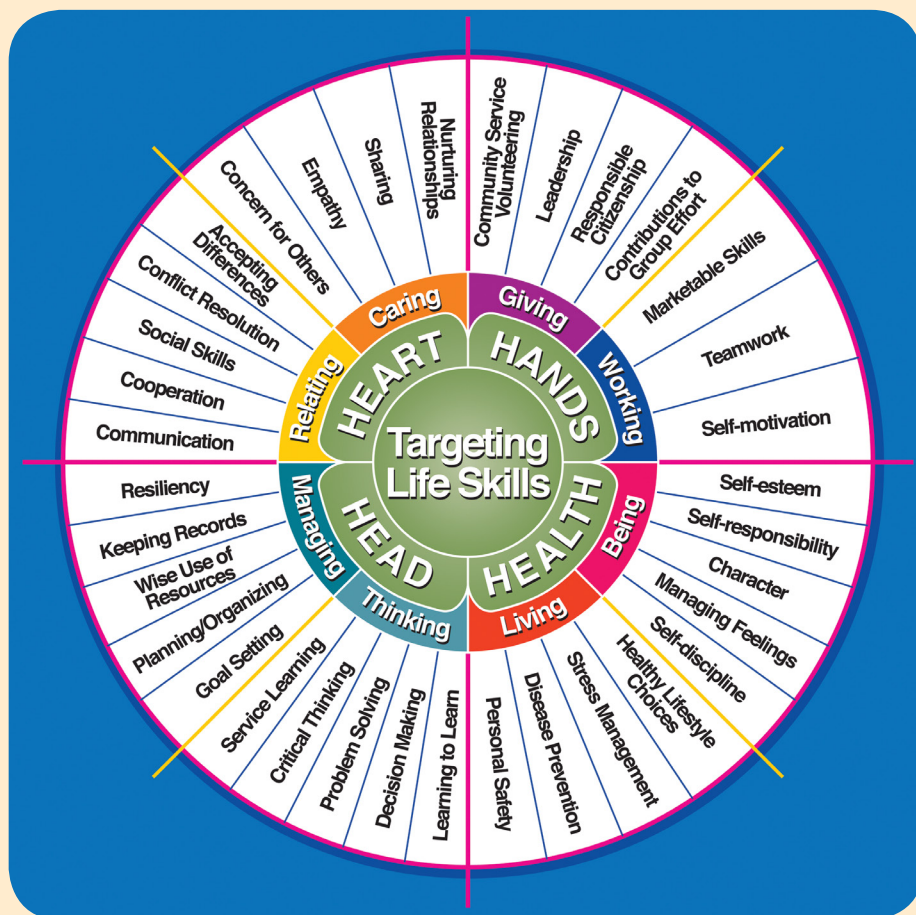
members to help connect life skills learned through hands-on 4-H projects to real-life experiences. Through the provided age-appropriate discussion questions, you can help youth process the life skills they learn in their 4-H projects.



## Life Skills

**Planning and organizing** projects and experiences should help youth learn a method for doing something that they think out ahead of time. Some of the skills youth can learn involving planning and organizing include:

- » Thinking something through before acting.
- » Identifying who is responsible to complete the project tasks or who can help to accomplish the goal.
- » Contemplating the steps necessary before acting.
- » Putting parts of a project together.



### Age-Appropriate Skills:

Children and youth develop at different rates. The skills listed below are only general guidelines. (Adapted from the Iowa State Targeting Life Skills Training Manual)

- 5- to 8-year-olds should be able to:**
  - ▶ Do simple sorting and categorizing.
- 9- to 11-year-olds should be able to:**
  - ▶ Develop part of a plan.
- 12- to 14-year-olds should be able to:**
  - ▶ Develop and implement a simple plan.
  - ▶ Involve others in planning.
  - ▶ Accept responsibility for assigned tasks.
- 15- to 19-year-olds should be able to:**
  - ▶ Develop more complex individual and group plans.
  - ▶ Work individually or as a group member to implement plans.
  - ▶ Assess and make adjustments in plans as needed.



## Discussion Questions

Use these questions to help youth process the skills they learn in their 4-H projects.

### 5- to 8-year-olds

- » How did you decide what your goal would be?
- » What are the things you will need to do to achieve your goal?
- » What new words did you learn?
- » Why is it important to think things through when making a plan?

### 9- to 11-year-olds

- » What did you learn about making decisions?
- » How can this help in school?
- » Describe a time when you had to organize something.
- » What did you learn today that will help you plan and organize things in the future?

### 12- to 14-year-olds

- » What other skills do you need to be a good organizer?
- » What did you learn that you can use in school or other community activities?
- » What do you need to do first when planning a program for your 4-H club?
- » What challenges did you have to overcome in planning an activity or event?

### 15- to 19-year-olds

- » How would you teach someone else to plan and organize an activity?
- » What are some other situations where you will need to use the skills you learned today?
- » How can you use the thinking process you used today to evaluate another issue at home or school?
- » What have you learned that every future college student should know? Why would learning this be helpful to them?

## Related Activities

Some activities that you can incorporate into any 4-H club meeting, 4-H project or 4-H experience follow.

- » Involve members, regardless of age, in planning activities and presentations for project meetings.
- » Invite members to plan a family picnic with games and contests.
- » Encourage each member to set a personal goal for the project year and make plans to achieve it.

## Learning Opportunities

- » 4-H Exploration Days ([http://msue.anr.msu.edu/program/info/4\\_h\\_exploration\\_days](http://msue.anr.msu.edu/program/info/4_h_exploration_days))
- » 4-H Scholarships and Recognition Program ([http://4h.msu.edu/awards\\_scholarships/4-h\\_recognition\\_program](http://4h.msu.edu/awards_scholarships/4-h_recognition_program))
- » 4-H Teen Leadership (<http://msue.anr.msu.edu/uploads/236/67525/TeenLeader-Resources.pdf>)
- » Michigan 4-H Member's Personal Portfolio (4H1192)
- » Michigan 4-H Youth Leadership & Global Citizenship Spectacular ([http://msue.anr.msu.edu/events/michigan\\_4\\_h\\_youth\\_leadership\\_global\\_citizenship\\_spectacular](http://msue.anr.msu.edu/events/michigan_4_h_youth_leadership_global_citizenship_spectacular))

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# Problem Solving

As a 4-H volunteer, you must take responsibility to teach life skills to youth to help them reach their full potential. Many of the life skills that members gain through 4-H participation are identified in the Iowa State University Targeting Life Skills Model. 4-H leaders can use this resource with club

members to help connect life skills learned through hands-on 4-H projects to real-life experiences. Through the provided age-appropriate discussion questions, you can help youth process the life skills they learn in their 4-H projects.



## Life Skills

**Problem solving** projects and experiences should help youth gain life skills. Some of the skills youth can learn while problem solving include:

- » Identifying a problem.
- » Developing a plan of action to solve the problem.
- » Using the problem-solving process.
- » Recognizing if the problem was resolved successfully.

### Age-Appropriate Skills:

Children and youth develop at different rates. The skills listed below are only general guidelines. (Adapted from the *Iowa State Targeting Life Skills Training Manual*)

#### 5- to 8-year-olds should be able to:

- ▶ Seek solutions to problems.
- ▶ Consider a few selected alternatives.

#### 9- to 11-year-olds should be able to:

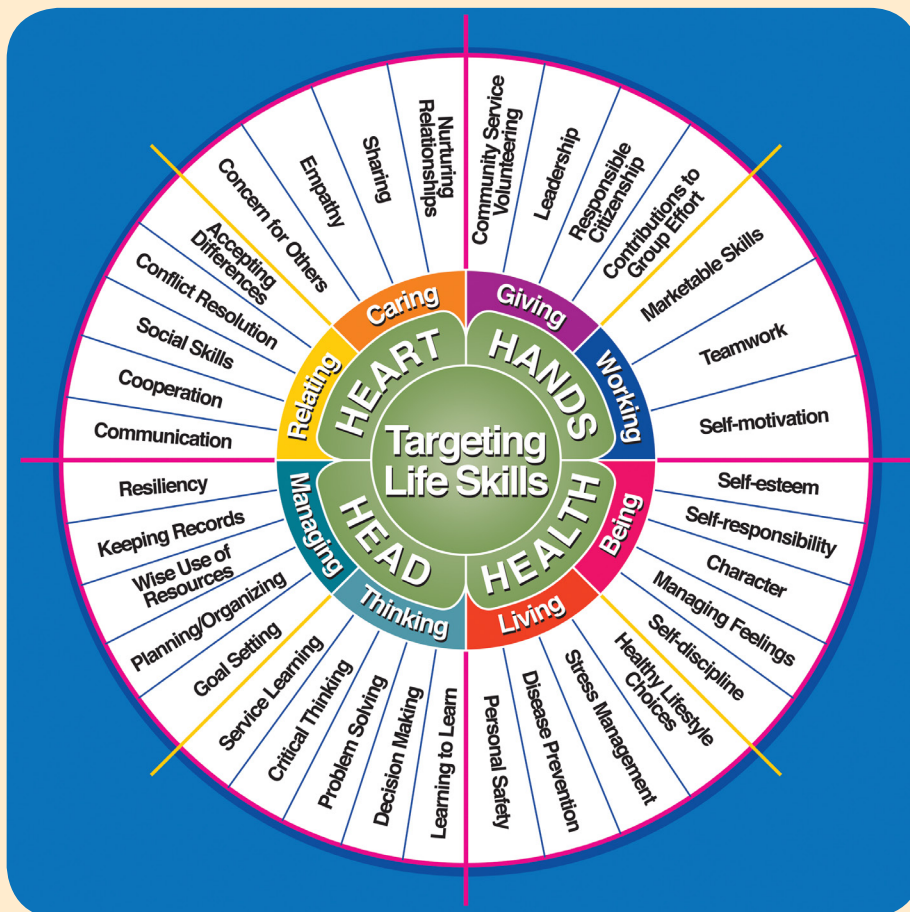
- ▶ Identify problems.
- ▶ Gather information needed to solve problems.
- ▶ Choose among several alternatives.

#### 12- to 14-year-olds should be able to:

- ▶ Compare and choose among several alternative solutions.
- ▶ Identify a plan of action for resolution of the problem.

#### 15- to 19-year-olds should be able to:

- ▶ Recognize long-term consequences of solutions to problems.
- ▶ Probe, devise, implement and evaluate a plan of action to resolve a problem.





## Discussion Questions

Use these questions to help youth process the skills they learn in their 4-H projects.

### 5- to 8-year-olds

- » How did it feel to do this activity?
- » What part of the activity was hardest to do?

### 9- to 11-year-olds

- » How did your group work together?
- » How were people's viewpoints the same? How were they different?

### 12- to 14-year-olds

- » Give an example of a challenge you had. What did you do to solve it?
- » What was the most challenging or difficult part of the activity?
- » What do you do when you don't agree with the group?

### 15- to 19-year-olds

- » What did you observe about the way the groups disagreed (or agreed)?
- » Why do you think people have different ideas about what is correct?
- » What would you do differently if you conducted this activity?

## Related Activities

Some activities that you can incorporate into any 4-H club meeting, 4-H project or 4-H experience follow.

- » Assess the care and well-being of animals on a farm.
- » Role-play ways to resolve conflict in a club or group setting.

## Learning Opportunities

- » 4-H Capitol Experience ([http://4h.msue.msu.edu/events/4-h\\_capitol\\_experience](http://4h.msue.msu.edu/events/4-h_capitol_experience))
- » 4-H Great Lakes and Natural Resources Camp ([http://msue.anr.msu.edu/program/info/4\\_h\\_great\\_lakes\\_natural\\_resources\\_camp](http://msue.anr.msu.edu/program/info/4_h_great_lakes_natural_resources_camp))
- » 4-H Teen Leader ([http://msue.anr.msu.edu/topic/info/leadership\\_citizenship](http://msue.anr.msu.edu/topic/info/leadership_citizenship))
- » Michigan 4-H Youth Conservation Council ([http://msue.anr.msu.edu/program/info/4h\\_youth\\_conservation\\_council](http://msue.anr.msu.edu/program/info/4h_youth_conservation_council))

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# Resiliency

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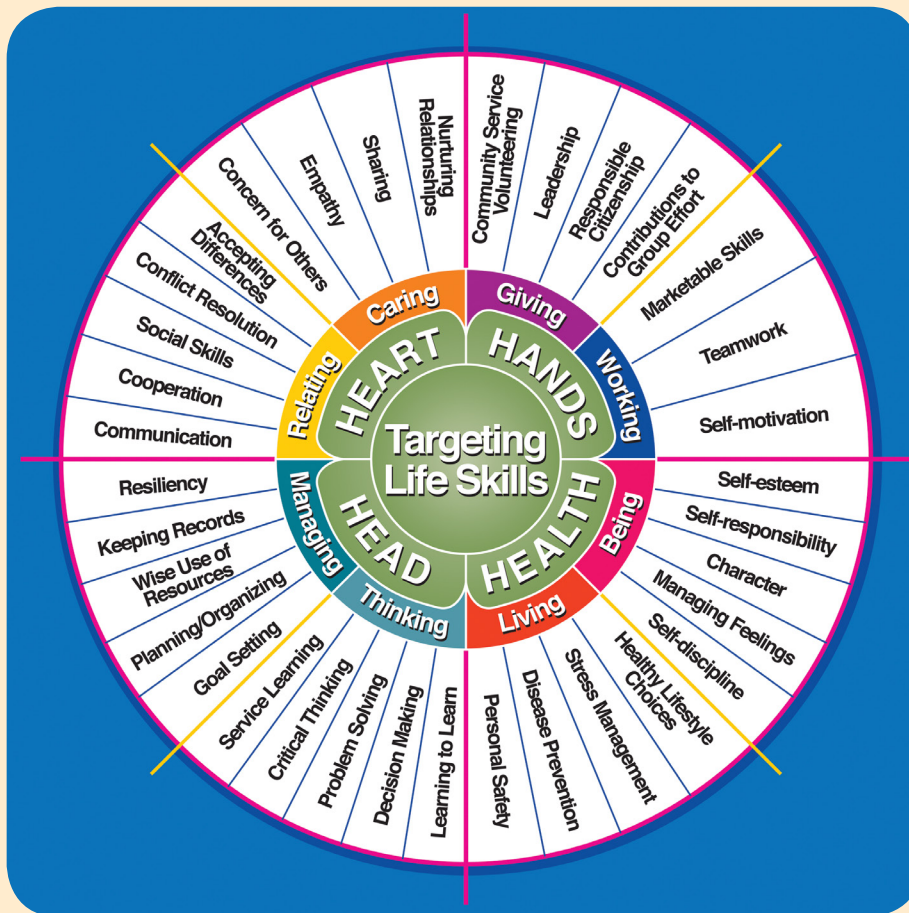
members to help connect life skills learned through hands-on 4-H projects to real-life experiences. Through the provided age-appropriate discussion questions, you can help youth process the life skills they learn in their 4-H projects.



## Life Skills

**Resiliency** projects and experiences should help youth learn the ability to adapt, to recover after experiencing challenges and to overcome difficulties. Some of the skills youth can learn to become resilient include:

- » Working toward a positive sense of self-worth.
- » Developing a variety of interests and goals.
- » Being flexible.
- » Maintaining a hopeful and persistent attitude.
- » Developing good interpersonal skills.



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### Age -Appropriate Skills:

Children and youth develop at different rates. The skills listed below are only general guidelines. (Adapted from the Iowa State Targeting Life Skills Training Manual)

#### 5- to 8-year-olds should be able to:

- ▶ Be aware of life changes such as illness and family moves.
- ▶ Be flexible with family support.
- ▶ Discuss situations to gain understanding and assurance.

#### 9- to 11-year-olds should be able to:

- ▶ Overcome challenges.
- ▶ Adjust more independently to change in family and community.
- ▶ Use friendships to assist with transition.

#### 12- to 14-year-olds should be able to:

- ▶ Identify coping strategies for managing stress.
- ▶ Adapt to adversity.
- ▶ Plan for the future with short- and long-term goals.

#### 15- to 19-year-olds should be able to:

- ▶ Anticipate change and prepare for transitions.
- ▶ Cope with challenging situations.
- ▶ Practice independence from family.



## Discussion Questions

Use these questions to help youth process the skills they learn in their 4-H projects.

### 5- to 8-year-olds

- » What did you do?
- » What problems came up during the activity?
- » How did you overcome those problems?

### 9- to 11-year-olds

- » What was the hardest part of this activity?
- » What were some decisions that you made during this activity?
- » What would you do differently next time?

### 12- to 14-year-olds

- » If you experienced stress, what did you do to manage or overcome it?
- » Give an example of a challenge that you had and what you did to solve it.
- » How could the things you learned today be used in other situations?

### 15- to 19-year-olds

- » What were some changes that you had to make during this activity?
- » How did you prepare for transition?
- » What did you learn today that will increase independent work at school?

## Related Activities

Some activities that you can incorporate into any 4-H club meeting, 4-H project or 4-H experience follow.

- » Provide youth with the opportunity to explore a variety of 4-H project areas to increase interests and skills.
- » Practice flexibility and transition as youth lead club meetings.
- » Allow time for youth to actively resolve 4-H-related conflict or issues.
- » Provide team-building activities for youth to increase interpersonal skills.
- » Incorporate conversations and information as to how youth can increase self-esteem during the annual fair showing process.

## Learning Opportunities

- » Be SAFE: Safe, Affirming and Fair Environments (Bullying Curriculum) ([http://msue.anr.msu.edu/program/info/be\\_safe](http://msue.anr.msu.edu/program/info/be_safe))
- » 4-H Capitol Experience ([http://4h.msue.msu.edu/events/4-h-capitol\\_experience](http://4h.msue.msu.edu/events/4-h-capitol_experience))
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- » 4-H Mentoring Weekend ([http://msue.anr.msu.edu/program/info/4h\\_volunteer\\_training](http://msue.anr.msu.edu/program/info/4h_volunteer_training))
- » 4-H Scholarships and Recognition Program ([http://msue.anr.msu.edu/program/4\\_h\\_scholarships\\_and\\_recognition\\_program/4\\_h\\_awards\\_and\\_recognition\\_program](http://msue.anr.msu.edu/program/4_h_scholarships_and_recognition_program/4_h_awards_and_recognition_program))
- » Ready to Go: Mentor Training Toolkit (4H1642) ([http://msue.anr.msu.edu/resources/ready\\_to\\_go\\_mentor\\_training\\_toolkit\\_4h1642pdf](http://msue.anr.msu.edu/resources/ready_to_go_mentor_training_toolkit_4h1642pdf))
- » Why Try Curriculum (<http://www.whytry.org/>)

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# Service Learning

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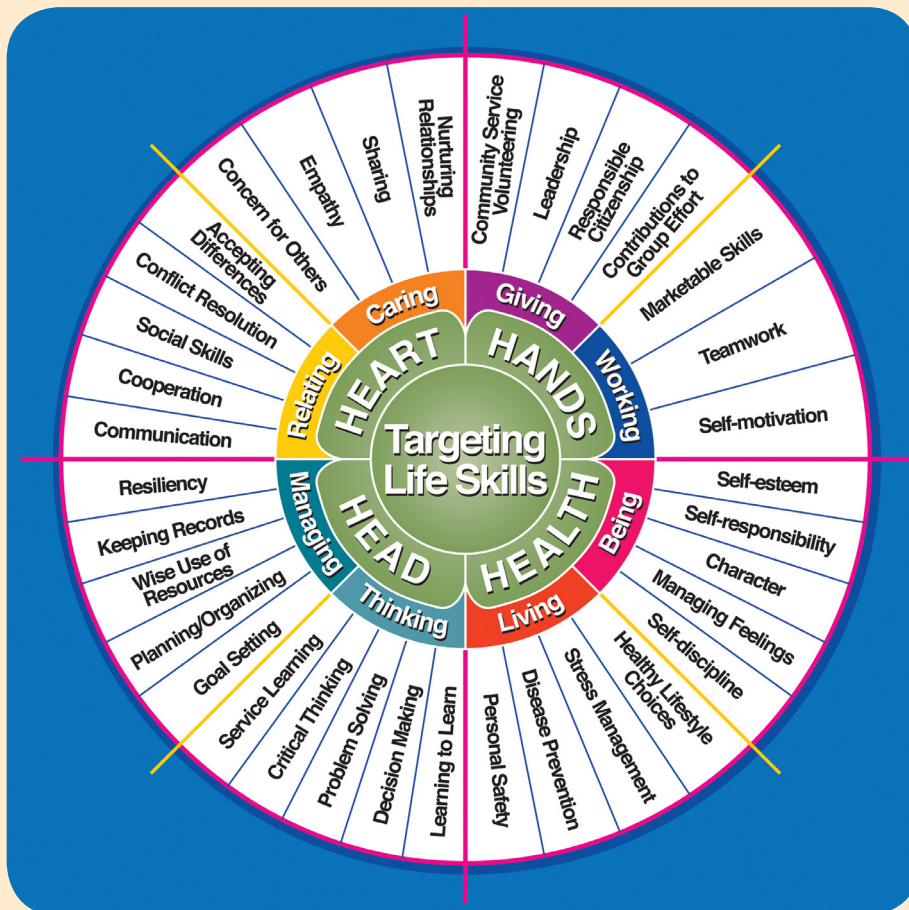
members to help connect life skills learned through hands-on 4-H projects to real-life experiences. Through the provided age-appropriate discussion questions, you can help youth process the life skills they learn in their 4-H projects.



## Life Skills

**Service learning** projects and experiences should help youth learn how to become active participants in their communities and apply their experiences to real-life situations. Some of the skills youth can learn when developing service learning include:

- » Leading others.
- » Accepting responsibility.
- » Showing appreciation.
- » Putting facts and ideas into perspective.



### Age-Appropriate Skills:

Children and youth develop at different rates. The skills listed below are only general guidelines. (Adapted from the *Iowa State Targeting Life Skills Training Manual*)

#### 5- to 8-year-olds should be able to:

- ▶ Participate in community service projects.
- ▶ Learn why communities are important.

#### 9- to 11-year-olds should be able to:

- ▶ Understand what makes up a community.
- ▶ Learn different roles community members play.
- ▶ Learn about how communities work.

#### 12- to 14-year-olds should be able to:

- ▶ Organize community events.
- ▶ Discuss the importance of being active in their community.
- ▶ Brainstorm solutions to issues in the community.

#### 15- to 19-year-olds should be able to:

- ▶ Plan community functions.
- ▶ Identify needs and discover opportunities to meet those needs in the community.
- ▶ Advocate for a better community.



## Discussion Questions

Use these questions to help youth process the skills they learn in their 4-H projects.

### 5- to 8-year-olds

- » What was the hardest thing to do in this activity?
- » What did you like most about the activity?
- » Tell me more about the activity.

### 9- to 11-year-olds

- » How will your new skills help you at home?
- » What are some ways you like to learn?
- » What did you learn from this activity that you didn't know before?

### 12- to 14-year-olds

- » How can you use what you learned?
- » How did you feel during the exercise?
- » How did you feel about being able to help someone else?

### 15- to 19-year-olds

- » What skills do you need in order to become a great leader?
- » How would you work with the local government to influence change in your community?
- » Talk about a time when you were put in a leadership position.

## Related Activities

Some activities that you can incorporate into any 4-H club meeting, 4-H project or 4-H experience follow.

- » Organize a needs center that supplies people who are homeless with basic personal items.
- » Encourage members to become tutors for other youth that need help.
- » Organize a community race or walk, and donate the money to a local charity.
- » Take on a leadership role in the community.

## Learning Opportunities

- » 4-H Community Service and Service Learning ([http://msue.anr.msu.edu/topic/info/community\\_service\\_learning](http://msue.anr.msu.edu/topic/info/community_service_learning))
- » 4-H Exploration Days ([http://msue.anr.msu.edu/program/info/4\\_h\\_exploration\\_days](http://msue.anr.msu.edu/program/info/4_h_exploration_days))
- » 4-H Kettunen Center volunteer workshops ([http://msue.anr.msu.edu/program/info/4h\\_volunteer\\_training](http://msue.anr.msu.edu/program/info/4h_volunteer_training))
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# Wise Use of Resources

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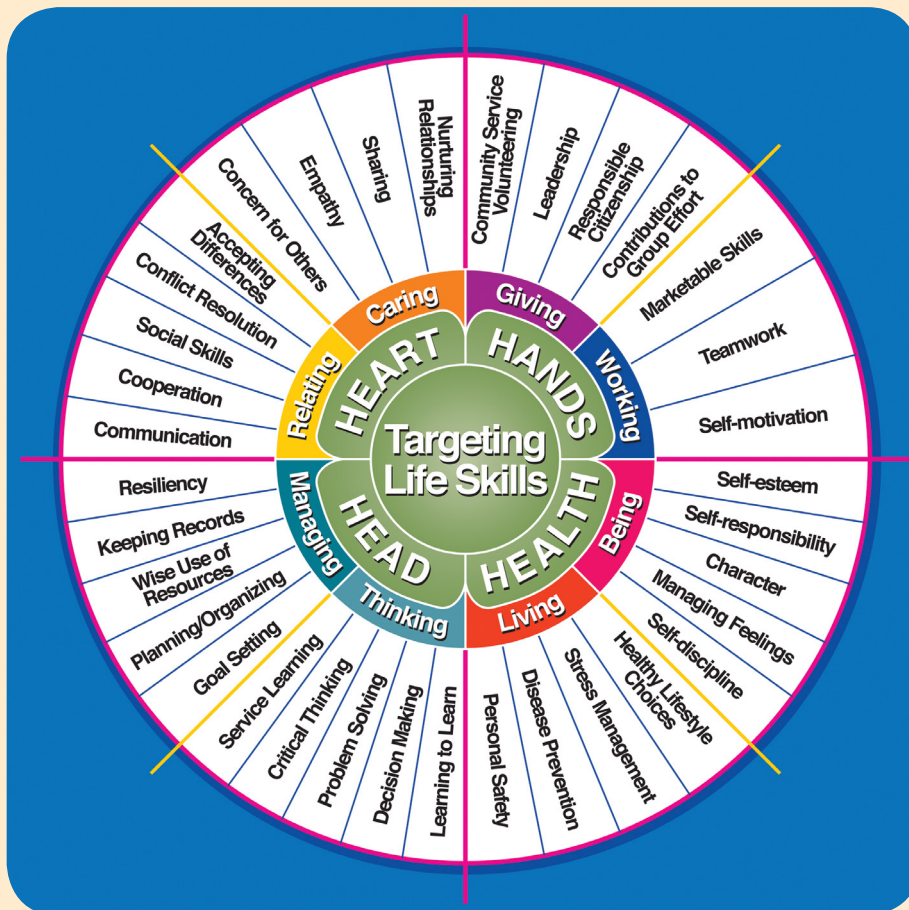
members to help connect life skills learned through hands-on 4-H projects to real-life experiences. Through the provided age-appropriate discussion questions, you can help youth process the life skills they learn in their 4-H projects.



## Life Skills

**Wise use of resources** involves the best use of time, money, materials, space, people and natural resources. Some of the skills youth can learn while using resources wisely include:

- » Using sound judgment.
- » Acting responsibly.
- » Setting priorities.
- » Conserving resources.



## Age-Appropriate Skills:

Children and youth develop at different rates. The skills listed below are only general guidelines. (Adapted from the *Iowa State Targeting Life Skills Training Manual*)

### 5- to 8-year-olds should be able to:

- ▶ Learn the value of money and begin to count change.
- ▶ Discover the importance of recycling and learn to sort recyclable materials.

### 9- to 11-year-olds should be able to:

- ▶ Understand resources can be exchanged.
- ▶ Learn to delay immediate pleasure for goals in the future.

### 12- to 14-year-olds should be able to:

- ▶ Make simple budgets for financial resources.
- ▶ Manage time.
- ▶ Begin to plan on how to use resources.
- ▶ Understand the impact of their personal carbon footprints.

### 15- to 19-year-olds should be able to:

- ▶ Allocate time to prepare and follow schedules.
- ▶ Apply personal values to use of leisure time.
- ▶ Generate and invest financial resources.
- ▶ Manage resources to achieve a goal.
- ▶ Implement changes to reduce effects of environmental footprint.



## Discussion Questions

Use these questions to help youth process the skills they learn in their 4-H projects.

### 5- to 8-year-olds

- » What did you learn from this activity that you didn't know before?
- » How will your new skills help you at home?

### 9- to 11-year-olds

- » What are some decisions you had to make to carry out this activity?
- » How does having fun help you learn?

### 12- to 14-year-olds

- » What were some common themes or thoughts you heard?
- » How did this project differ from the way you are usually taught in school?

### 15- to 19-year-olds

- » What steps did you go through before you made your decision?
- » Where can you go to find more information about this topic?

## Related Activities

Some activities that you can incorporate into any 4-H club meeting, 4-H project or 4-H experience follow.

- » Generate ideas for fundraising and spending funds.
- » Create a club calendar to keep track of important meetings, activities and deadlines.
- » Create long-term, medium-term and short-term goals.
- » Use role-play to discover a variety of ways to solve problems or answer questions posed.

## Learning Opportunities

- » Build Your Future (4-H Curriculum) (<http://www.4-hmall.org/Product/build-your-future/build-your-future-facilitator-guide/08562.aspx>)
- » 4-H Great Lakes and Natural Resources Camp ([http://msue.anr.msu.edu/program/info/4\\_h\\_great\\_lakes\\_natural\\_resources\\_camp](http://msue.anr.msu.edu/program/info/4_h_great_lakes_natural_resources_camp))
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