

Character

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

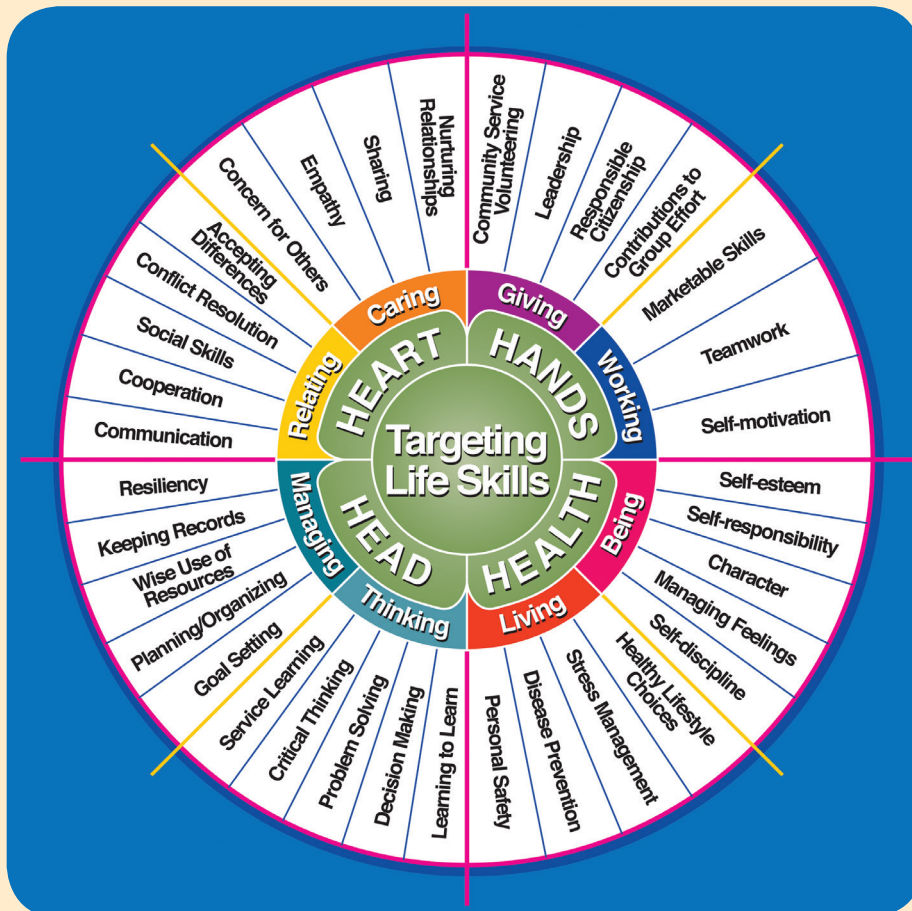
members to help connect life skills learned through hands-on 4-H projects to real-life experiences. Through the provided age-appropriate discussion questions, you can help youth process the life skills they learn in their 4-H projects.



Life Skills

Character projects or experiences should help youth develop positive values and qualities that contribute to their way of thinking, speaking, or acting. Some characteristics of good character include:

- » **Trustworthiness:** being honest, reliable, loyal
- » **Respect:** Being tolerant, accepting of differences and considerate of others feelings; displaying manners
- » **Responsibility:** Planning ahead, persevering, setting a good example for others
- » **Fairness:** Sharing, being open-minded, treating everyone equally
- » **Caring:** Being kind, acting compassionately, expressing gratitude
- » **Citizenship:** Being involved in the community, volunteering, respecting authority



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:

- ▶ Respect themselves and others, including physical belongings.
- ▶ Understand the consequences of being dishonest or not telling the truth.

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

- ▶ Understand a sense of fairness.
- ▶ Have a regard for property of self and others.
- ▶ Be aware of differences in values.

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

- ▶ Appreciate how a reputation is developed.
- ▶ Begin to understand ethical situations.

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

- ▶ Become involved in causes based on personal values and ethics.
- ▶ Examine consequences of various ethical decisions.
- ▶ Begin to develop a personal philosophy.



Discussion Questions

Use these questions to help youth process the skills they learn in their 4-H projects. (For more discussion questions, please visit Missouri 4-H Experiential Learning Model and Processing Questions — <http://4h.missouri.edu/resources/youth/docs/learningmodelquestions.pdf>.)

5- to 8-year-olds:

- » What new words did you learn?
- » How did this activity make you feel?
- » What did you observe?

9- to 11-year-olds:

- » What did you learn about yourself by doing this activity?
- » Why was this important?
- » What are qualities that you think are important for all youth?

12- to 14-year-olds:

- » What are some decisions you had to make to carry out this activity?
- » What did you learn by participating in this process that will help you in the future?
- » Why is it important to think through something before making a decision?

15- to 19-year-olds:

- » Why do you think people have different ideas about what is correct?
- » Why is it important to have plenty of information before making decisions?
- » Describe a time when you might need the skills or knowledge you learned today.

Related Activities

Some activities that you can incorporate into any club meeting or project follow.

- » During club meetings, use the common language of the six characteristics of good character: trustworthiness, respect, responsibility, fairness, caring and citizenship.
- » Work with 4-H club officers to write club rules based on the characteristics of good character.
- » Explore activities focusing on the six characteristics and discover how they relate to the Head, Heart, Hands and Health of 4-H.
- » Develop ethical scenarios related to 4-H projects and share them with the members. Start by asking, “What would you do?”

Learning Opportunities

- » 4-H Exploration Days (http://4h.msue.msu.edu/4h/4_h_exploration_days)
- » Be SAFE: Safe, Affirming and Fair Environments (Bullying Curriculum) (http://msue.anr.msu.edu/program/info/be_safe)
- » CHARACTER COUNTS! (Program and Associated Activities) (<http://charactercounts.org/>)
- » Make a Difference Day (<http://makeadifferenceday.com/>)
- » RELAX: Alternatives to Anger Workshop (<http://msue.anr.msu.edu/events>)
- » Search Institute: 40 Developmental Assets (<http://www.search-institute.org/>)
- » Showing CHARACTER Curriculum from Louisiana State University (http://msue.anr.msu.edu/uploads/234/43182/informational/Showing_Character.pdf)

For More Information...

Contact your local Michigan State University (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 (<http://4h.missouri.edu/resources/youth/docs/learningmodelquestions.pdf>) to help teach life skills. 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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Disease Prevention

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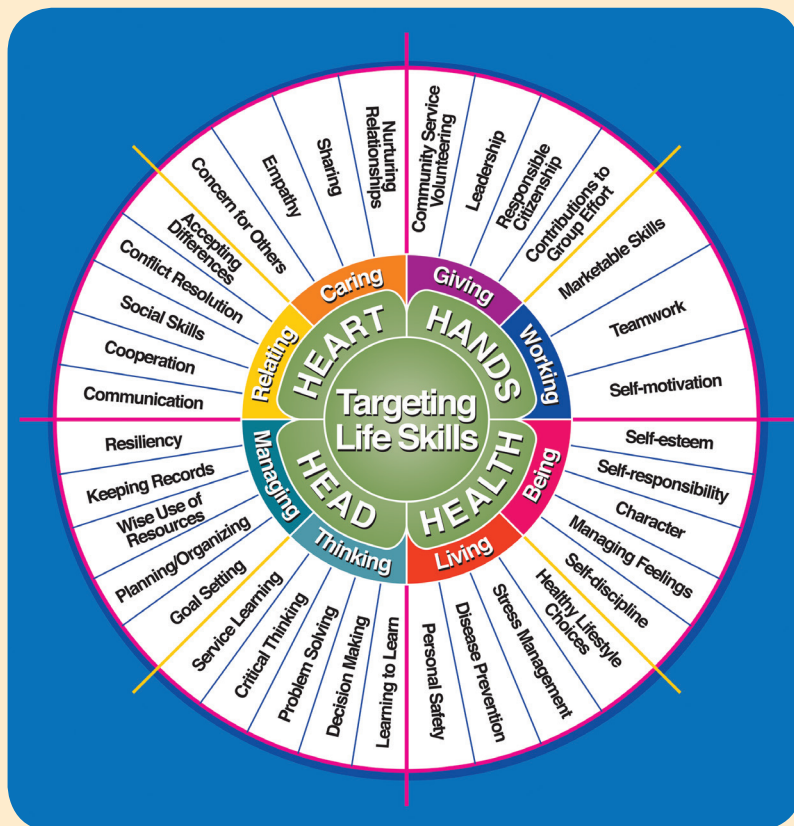
members to help connect life skills learned through hands-on 4-H projects to real-life experiences. Through the provided age-appropriate discussion questions, you can help youth process the life skills they learn in their 4-H projects.



Life Skills

Disease prevention knowledge should help young people learn to anticipate and ward off conditions that may keep their body from operating normally, such as infection or stress that impairs normal physiological functioning. Some of the skills youth can learn involving disease prevention include:

- » Learning how the human body functions.
- » Understanding how disease spreads.
- » Practicing cleanliness and self-protecting measures such as hand washing to prevent the spread of disease.
- » Taking care in using tested medications and following recommendations of physicians to stay healthy.
- » Avoiding risky situations.
- » Understanding the purpose of recommended immunizations and the importance of keeping them up-to-date.



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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:

- » Recognize personal symptoms of illness.
- » Be aware of germs and know how they are spread.

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

- » Learn consequences of unhealthy practices.
- » Be aware of the benefits of healthy choices.

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

- » Have knowledge of diseases, prevention and treatment.
- » Make decisions to improve personal health.

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

- » Understand the mind-body relationship in preventing and treating disease.
- » Avoid risky practices.
- » Be aware of family health history.



Discussion Questions

Use these questions to help youth process the skills they learn in their 4-H projects. (For more discussion questions, please visit Missouri 4-H Experiential Learning Model and Processing Questions — <http://4h.missouri.edu/resources/youth/docs/learningmodelquestions.pdf>.)

5- to 8-year-olds

- » How does your body tell you that it's not feeling well?
- » What does your family do to stay healthy?
- » What is one thing you do to stop the spread of germs?

9- to 11-year-olds

- » How can what you learned help you stay healthy?
- » What are some of the dangers of making unhealthy choices?
- » What can you do to prevent illnesses at home?

12- to 14-year-olds

- » How can making unhealthy choices affect your future?
- » What can you do to prevent illnesses at school?
- » What can you do to make your community healthier?

15- to 19-year-olds

- » How do you and your peers avoid risky behavior?
- » What can you do now to promote a healthier future for yourself and your family?
- » What health issues has your family faced and how does that impact the choices you make?

Related Activities

Some activities that you can incorporate into any club meeting or project follow. Members can:

- » Learn the ways germs spread, and learn how to prevent them from spreading through proper hand washing and precautionary measures such as covering the mouth when coughing.
- » Explore how tobacco can affect the body and health.
- » Explore how food choices can affect the body and health.
- » Learn about food safety and proper food handling and preparation.
- » Get involved in an animal project, and learn how to keep animals safe and healthy.

Learning Opportunities

- » 4-H Exploration Days (http://4h.msue.msu.edu/4h/4_h_exploration_days)
- » American Cancer Society (<http://www.cancer.org/>)
- » American Diabetes Association (<http://www.diabetes.org/>)
- » American Heart Association (<http://www.heart.org/>)
- » American Red Cross (<http://www.redcross.org/>)
- » Centers for Disease Control and Prevention (<http://www.cdc.gov/>)
- » RELAX: Alternatives to Anger Workshop (http://msue.anr.msu.edu/program/info/alternatives_to_anger)
- » World Health Organization (<http://www.who.int/>)

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Healthy Lifestyle Choices

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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

Healthy lifestyle choices projects and experiences should help youth learn how to make sound decisions to maintain a healthy mind and body to prevent injuries and reduce the risk of disease prevention. Some of the skills youth can learn when developing healthy lifestyle choices include:

- » Eating well-balanced meals to maintain a healthy weight.
- » Participating in daily exercise.
- » Avoiding drugs, tobacco and alcohol.
- » Practicing a safe lifestyle.
- » Getting proper rest at night.

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 how to master physical skills such as balance, coordination and strength.
- ▶ Learn how make healthy choices relating to food intake.

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

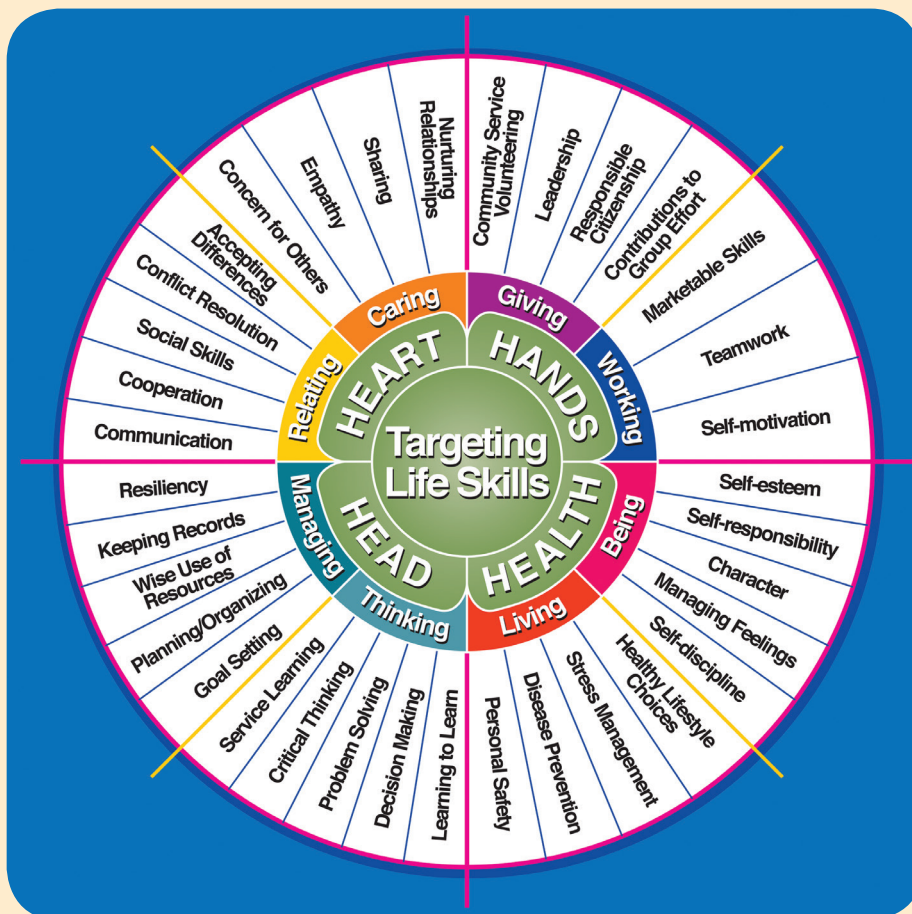
- ▶ Be physically active.
- ▶ Understand the importance of making healthy lifestyle choices.

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

- ▶ Read food labels and understand packaging contents.
- ▶ Do daily physical activity for the appropriate amount of time.
- ▶ Participate in behavior that maintains and improves overall health.

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

- ▶ Participate in team sports and other athletic activities.
- ▶ Make healthy lifestyle choices.





Discussion Questions

Use these questions to help youth process the skills they learn in their 4-H projects. (For more discussion questions, please visit Missouri 4-H Experiential Learning Model and Processing Questions — <http://4h.missouri.edu/resources/youth/docs/learningmodelquestions.pdf>.)

5- to 8-year-olds:

- » What did you like about this activity?
- » What did you learn about?
- » What happened during this activity?

9- to 11-year-olds:

- » How did you feel about doing this activity?
- » What are some ways you like to learn?
- » How will your new skills help you at home?

12- to 14-year-olds:

- » How would you teach someone about this concept?
- » When have you had fun and learned new things at the same time?
- » What did you learn about communicating with others?

15- to 19-year-olds:

- » What other situations like this have you experienced?
- » In what other ways could you apply the skills you gained in this activity?
- » Describe five ways in which new ideas are communicated to you.

Related Activities

Some activities that you can incorporate into any club meeting or project follow.

Members can:

- » Take on a community issue surrounding healthy living (such as food, nutrition, physical fitness, food safety and access) and get other youth and the community involved.
- » Be *Jump Into Foods and Fitness* (JIFF) teen educators and help teach younger kids the importance of healthy living through the JIFF curriculum.
- » Be Healthy Living Ambassadors and become healthy living leaders in their club or neighborhood by leading healthy living activities.
- » Attend 4-H Exploration Days healthy living sessions.

Learning Opportunities

- » 4-H Exploration Days (http://4h.msue.msu.edu/4h/4_h_exploration_days)
- » 4-H National Curriculum (<http://www.4-hmall.org/Category/4-hcurriculum.aspx>)
- » County and State 4-H Awards Programs (http://4h.msue.msu.edu/awards_scholarships/4-h_recognition_program#youth)
- » Jump Into Foods and Fitness Curriculum (http://4h.msue.msu.edu/programs/healthy_youth/jump_into_foods_and_fitness_jiff)

For More Information...

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Managing Feelings

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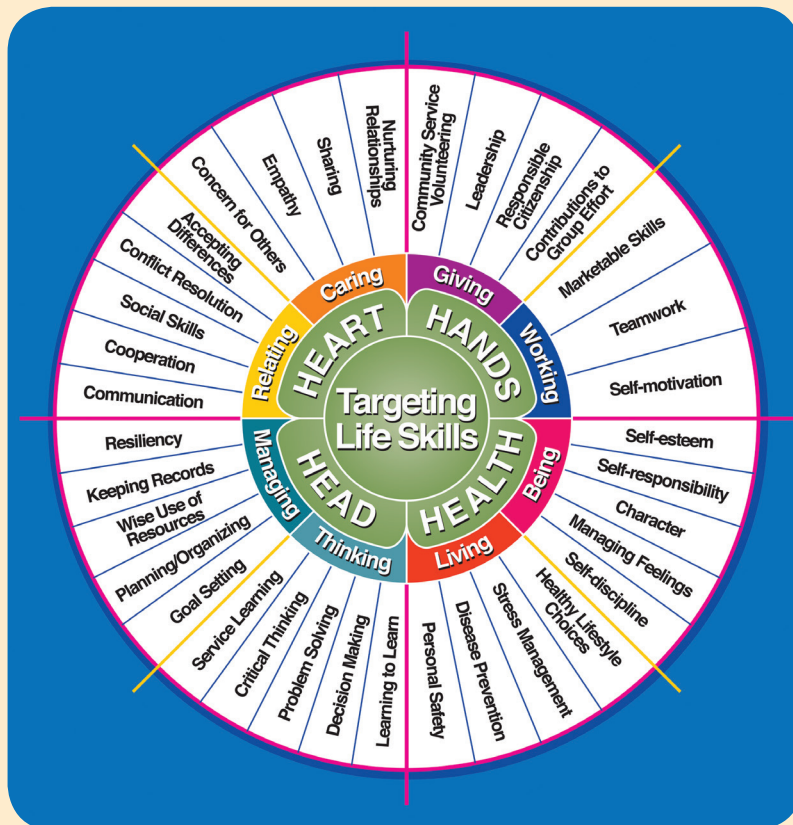
members to help connect life skills learned through hands-on 4-H projects to real-life experiences. Through the provided age-appropriate discussion questions, you can help youth process the life skills they learn in their 4-H projects.



Life Skills

Managing feelings projects and experiences should help youth learn how to express their feelings appropriately and recognize emotions in others. Some of the skills youth can learn when managing feelings include:

- » Recognizing a feeling as it happens and being aware of mood and thoughts about that mood.
- » Handling their own feelings and expressing them appropriately.
- » Recognizing how their emotions affect others.
- » Recognizing emotions in others and being sensitive to what they need or want.
- » Managing their own emotions and being able to react appropriately to the emotions of others when they are interacting.



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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:

- » Recognize their own feelings.
- » Understand that feelings are okay.

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

- » Learn how to express their own feelings appropriately.
- » Correctly identify feelings in others.

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

- » Make appropriate responses to the feelings of others.
- » Correctly interpret body language.
- » Find ways to manage emotional highs and lows.

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

- » Manage their own feelings.
- » Respect differences of feelings.
- » Manage feelings in intimate relationships.

Managing Feelings



Discussion Questions

Use these questions to help youth process the skills they learn in their 4-H projects. (For more discussion questions, please visit Missouri 4-H Experiential Learning Model and Processing Questions — <http://4h.missouri.edu/resources/youth/docs/learningmodelquestions.pdf>.)

5- to 8-year-olds

- » What kinds of feelings did you experience during the activity?
- » How did this activity make you feel?
- » How can you use what you learned at home?

9- to 11-year-olds

- » How did it feel to do this activity?
- » What did you observe during this activity?
- » Why is it important to be able to manage your feelings?

12- to 14-year-olds

- » What kinds of feelings did you observe in others during this activity?
- » Why is it important to be able to read body language in others?
- » In what other ways could you apply the skills you gained in this activity?

15- to 19-year-olds

- » What did you learn about conducting this activity?
- » Why is it important to respect each other when people have different feelings?
- » Describe a time when you might need the skills or knowledge you learned today.

Related Activities

Some activities that you can incorporate into any club meeting or project follow. Members can:

- » Create a journal to capture their feelings, thoughts and moods.
- » Observe friends or family members, and try to identify their emotions when they interact with others and when they are alone.
- » Create a feelings chart listing the different emotions that people can feel.
- » Participate in or start a community service project in their town and discuss how it made them feel and how they think it made the people that they helped feel.
- » Discuss a time when they were happy, sad or angry and how their feelings affected others.

Learning Opportunities

- » 4-H Exploration Days (http://4h.msue.msu.edu/events/4-h_exploration_days)
- » Be SAFE: Safe, Affirming and Fair Environments (Bullying Curriculum) (http://msue.anr.msu.edu/program/info/be_safe)
- » Global Youth Service Day (<http://www.gysd.org/>)
- » Make a Difference Day (<http://makeadifferenceday.com/>)
- » RELAX: Alternatives to Anger Workshops (http://msue.anr.msu.edu/program/info/alternatives_to_anger)

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Personal Safety

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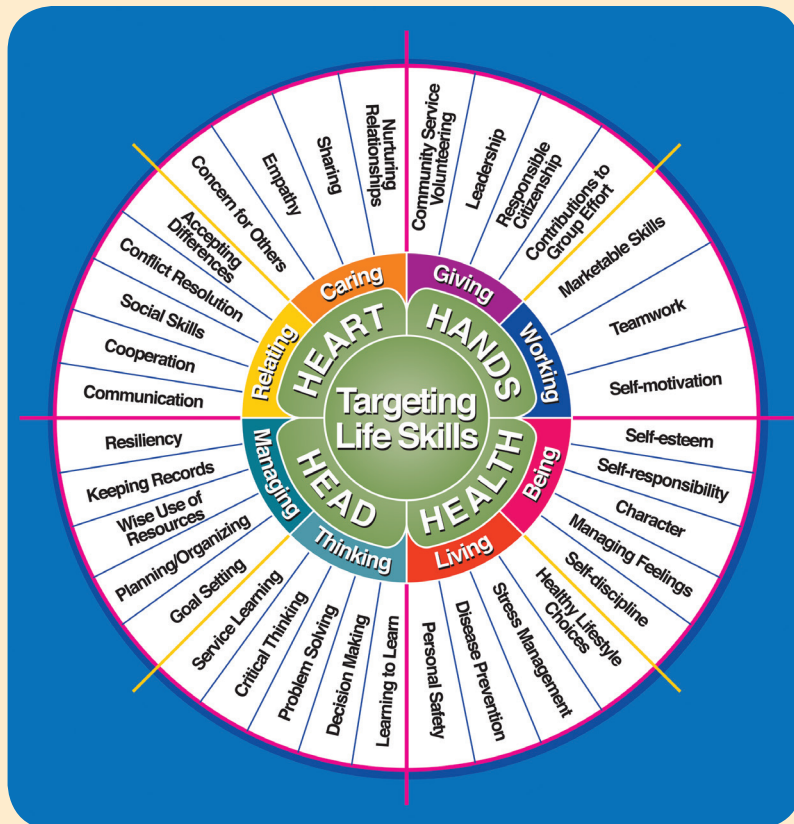
members to help connect life skills learned through hands-on 4-H projects to real-life experiences. Through the provided age-appropriate discussion questions, you can help youth process the life skills they learn in their 4-H projects.



Life Skills

Personal safety projects and experiences should help youth gain life skills. Some of the skills youth can learn involving personal safety include:

- » Understanding physical and emotional safety.
- » Taking care to avoid danger, risk or harm.
- » Exhibiting self-protection.
- » Being cautious and careful.
- » Handling emergencies.
- » Avoiding unhealthy attachments such as gangs or bullies.
- » Avoiding situations that might put them at risk such as using weapons or walking alone at night.
- » Practicing safe driving skills and avoiding riding with unsafe drivers.
- » Practicing refusal 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:

- » Learn appropriate responses to danger.
- » Apply information to situations.

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

- » Observe and identify dangerous situations.

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

- » Plan strategies to avoid danger.
- » Make decisions to improve personal safety.

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

- » Become involved in personal and community safety.
- » Make lifestyle decisions about self-protection.



Discussion Questions

Use these questions to help youth process the skills they learn in their 4-H projects. (For more discussion questions, please visit Missouri 4-H Experiential Learning Model and Processing Questions — <http://4h.missouri.edu/resources/youth/docs/learningmodelquestions.pdf>.)

5- to 8-year-olds

- » What help did you get?
- » What did you learn?
- » How would you teach someone about this activity or concept?

9- to 11-year-olds

- » What problems came up more than once?
- » How do you tell the difference between ___ and ___?
- » What do you do when you don't agree with the group?

12- to 14-year-olds

- » What are some decisions you had to make to carry out this activity?
- » What did you do if not everyone in the group agreed?
- » Can you name some times when you will need to use your skills in _____?

15- to 19-year-olds

- » Why do you think people have different ideas about what is correct?
- » What did you learn about yourself by doing this activity?
- » What are some other situations when you will need to use the skills you learned today?

Related Activities

Some activities that you can incorporate into any club meeting or project follow.

- » Encourage youth to become involved in shooting sports to learn about gun safety.
- » Arrange for a demonstration on CPR or basic first aid.
- » Discuss the importance of wearing helmets, pads and other protective gear when on bicycles, skateboards, rollerblades, or other riding devices or vehicles.
- » Invite a police officer to talk to the club about ways to stay alert and safe

Learning Opportunities

- » 4-H ATV Safety Curriculum (<http://www.atv-youth.org/>)
- » 4-H Bicycle Curriculum (<http://www.4-hmall.org/Category/4-hcurriculum-bicycle.aspx>)
- » 4-H Shooting Sports (http://4h.msue.msu.edu/programs/shooting_sports)
- » Be SAFE: Safe, Affirming and Fair Environments (Bullying Curriculum) (http://msue.anr.msu.edu/program/info/be_safe)
- » Michigan 4-H Safety Belt Program Toolkit (http://4h.msue.msu.edu/resources/mi4h_safety_belt_pgm_kit)

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Self-Discipline

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Life Skills

Self-discipline is the ability to control emotions and behavior. Some of the skills youth can learn when developing self-discipline include:

- » Making decisions.
- » Managing feelings and developing self-control.
- » Setting goals and carrying them out to completion.
- » Using goals to accomplish more and be productive.

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 activities to help develop self-discipline.
- » Begin to develop self-esteem.
- » Practice saying no.

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

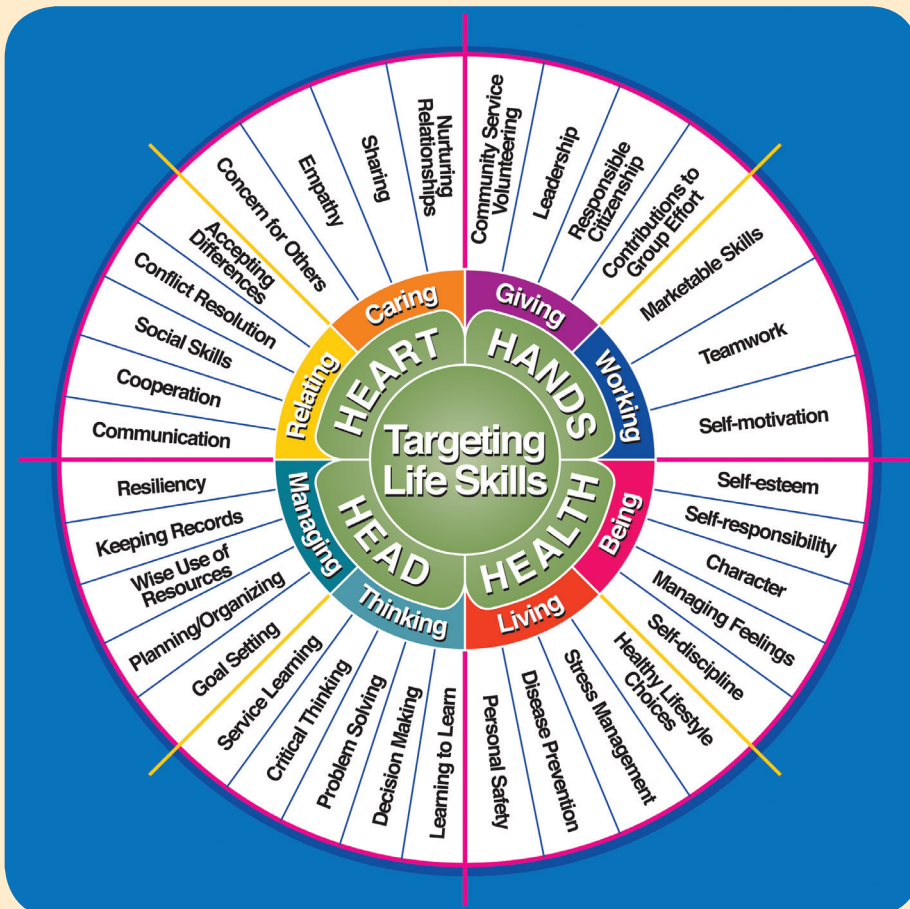
- » Establish short-term goals in school and outside of school.
- » Accept responsibility for their own actions.
- » Begin to practice self-control

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

- » Develop and practice self-denial and saying no.
- » Develop a sense of responsibility.
- » Be able to explain why it is important to do something a certain way.
- » Make certain behaviors routine.

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

- » Set long-term goals such as college and a career focus.
- » Use appropriate means to determine the issues they believe in and communicate them to others.
- » Think for themselves.
- » Exhibit self-control.



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Discussion Questions

Use these questions to help youth process the skills they learn in their 4-H projects. (For more discussion questions, please visit Missouri 4-H Experiential Learning Model and Processing Questions — <http://4h.missouri.edu/resources/youth/docs/learningmodelquestions.pdf>.)

5- to 8-year-olds

- » Was this a fun activity?
- » What did you learn by doing this activity?

9- to 11-year-olds

- » What made this activity good?
- » What did you learn?
- » Can you explain what self-discipline means?

12- to 14-year-olds

- » What are some decisions you had to make that required self-discipline?
- » Share some decision-making skills or goal-setting skills.
- » Did you learn anything about yourself by doing this activity?
- » Discuss what motivates you.

15- to 19-year-olds

- » What skills do you need to have self-discipline?
- » Describe a time you might use self-discipline.
- » What can you do to be self-disciplined?
- » What did you learn to help you in the future?

Related Activities

Some activities that you can incorporate into any club meeting or project follow. Members can:

- » Get involved in sports, learn to play a musical instrument, and join intramurals or youth leagues outside of school.
- » Get involved in an animal project and develop a routine to care for the animal.
- » Develop ethical scenarios related to 4-H projects and share them with the members in your club. Start by asking, “What would you do?”
- » Keep accurate records of 4-H activities and awards. Give a report on goals you set and attained.
- » Create a chore chart.

Learning Opportunities

- » 4-H Camps (<http://4h.msue.msu.edu/events>)
- » 4-H Exploration Days (http://4h.msue.msu.edu/events/4-h_exploration_days)
- » Exhibiting and Showing at Local, Regional and State Events (<http://msue.anr.msu.edu/events>)
- » Kettunen Center Workshops (http://4h.msue.msu.edu/events/4_h_volunteer_training_workshop_schedule)
- » State Awards (http://4h.msue.msu.edu/awards_scholarships/4-h_recognition_program)

For More Information...

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Self-Esteem

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.

4H1672



**Life Skills
for 4-H Projects**

Life Skills

Self-esteem projects and experiences should help youth gain a positive acceptance of themselves and their abilities. Some of the skills youth can learn involving self-esteem include:

- » Developing a realistic understanding of their strengths and limitations.
- » Discovering how they can best use their talents and improve in areas they are lacking.
- » Accepting themselves and learning to appreciate how others accept them.
- » Having a positive outlook on the ability to achieve success.
- » Building self-confidence through new experiences.

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:

- » Recognize the difference between criticism and praise.
- » Seek attention and affection from caring adults.

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

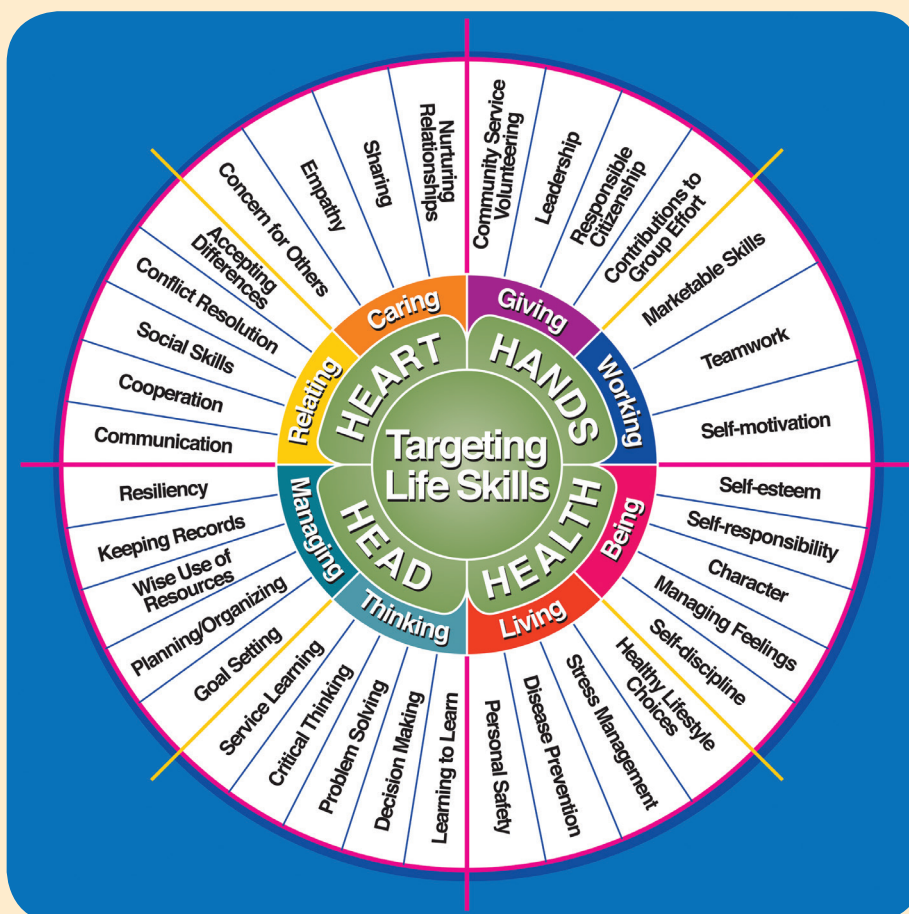
- » Show concern about acceptance from peers.
- » Begin identifying their talents and strengths.

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

- » Be conscience of making comparisons of physical development with peers.
- » Recognize the limitations of their abilities and talents.

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

- » Demonstrate a strong sense of independence and begin to identify sense of self.
- » Show a desire to find their place in peer groups.





Discussion Questions

Use these questions to help youth process the skills they learn in their 4-H projects. (For more discussion questions, please visit Missouri 4-H Experiential Learning Model and Processing Questions — <http://4h.missouri.edu/resources/youth/docs/learningmodelquestions.pdf>.)

5- to 8-year-olds

- » How did this activity make you feel?
- » What makes you proud?
- » What did you like best about this activity?

9- to 11-year-olds

- » How did it feel to do this activity?
- » What did you learn about your skills in ____ from this activity?
- » What skills did each member of the group contribute toward the activity?

12- to 14-year-olds

- » How did you feel about successfully being able to ____?
- » What did you learn about yourself by doing this activity?
- » If you needed help with _____, who would you ask? What do other members of your group ask you for help with?

15- to 19-year-olds

- » Give an example of a challenge you had and what you did to solve it.
- » What do you feel you need to work on to be effective at _____?
- » My preferred way to receive recognition is _____.

Related Activities

- » Use the *4-H Personal Record Book* to reflect on goal setting and accomplishments in project areas and the 4-H experience.
- » Provide recognition for accomplishments and contributions.
- » Incorporate the Experiential Learning Model into 4-H achievement events where participants receive positive feedback through judging from caring, knowledgeable adults.

Learning Opportunities

- » 4-H Exploration Days (http://4h.msue.msu.edu/events/4-h_exploration_days)
- » 4-H National Congress (<http://national4-hcongress.com/>)
- » County and State 4-H Awards Programs (http://4h.msue.msu.edu/awards_scholarships/4-h_recognition_program)

For More Information...

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Self-Responsibility

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Life Skills

Self-responsibility projects and experiences should help youth take care of themselves by being accountable for their own behavior and obligations. Some skills youth can learn involving self-responsibility include:

- » Being personally accountable without supervision.
- » Answering for their own actions.
- » Using good judgment.
- » Being reliable and dependable

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:

- » Accept responsibility for their own actions.

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

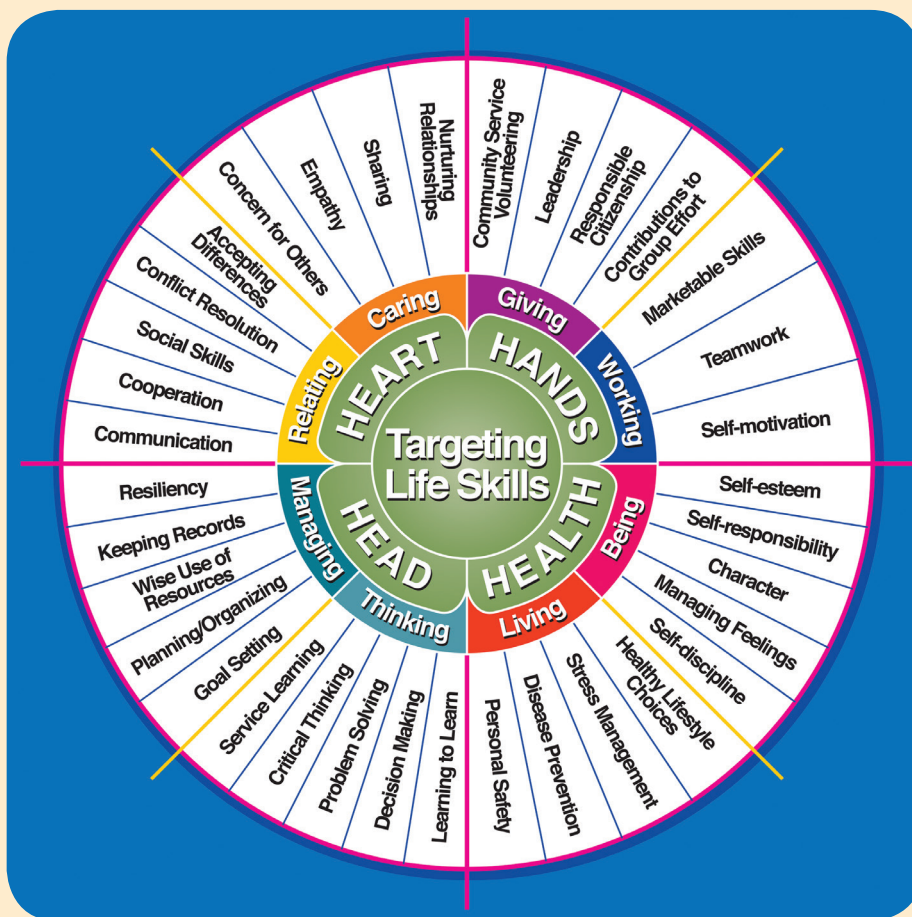
- » Understand their own needs and wants, and the difference between the two.

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

- » Pursue personal goals.
- » Demonstrate effort, and persevere to reach goals.

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

- » Accurately assess their own needs.
- » Be trustworthy.
- » Accept responsibility for their own needs.
- » Begin to see themselves as individuals.





Discussion Questions

Use these questions to help youth process the skills they learn in their 4-H projects. (For more discussion questions, please visit Missouri 4-H Experiential Learning Model and Processing Questions — <http://4h.missouri.edu/resources/youth/docs/learningmodelquestions.pdf>.)

5- to 8-year-olds

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

9- to 11-year-olds

- » What did you learn about yourself by doing this activity?
- » Why was this important?
- » What made this a good activity?

12- to 14-year-olds

- » What are some ways you like to learn?
- » What are some decisions you had to make to carry out this activity?
- » Why is it important to think through something before you make a decision?

15- to 19-year-olds

- » Give an example of a challenge you had and explain what you did to solve it.
- » Why is it important to have plenty of information before making decisions?
- » Describe a time when you might need the skills or knowledge you learned today.

Related Activities

Some activities that you can incorporate into any club meeting or project follow.

- » Develop ethical scenarios related to 4-H projects and share them with the members. Discuss solutions.
- » Explore activities from the CHARACTER COUNTS! curriculum.
- » Create a chore chart for the fair, so everyone is aware of their responsibilities.

Learning Opportunities

- » 4-H Exploration Days (http://4h.msue.msu.edu/events/4-h_exploration_days)
- » Be SAFE: Safe, Affirming and Fair Environments (Bullying Curriculum) (http://msue.anr.msu.edu/program/info/be_safe)
- » Global Youth Service Day (<http://www.gysd.org/>)
- » Kettunen Center Workshops (http://4h.msue.msu.edu/events/4_h_volunteer_training_workshop_schedule)
- » Make a Difference Day (<http://makeadifferenceday.com/>)
- » RELAX: Alternatives to Anger Workshop (http://msue.anr.msu.edu/program/info/alternatives_to_anger)

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Stress Management

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4H1672



**Life Skills
for 4-H Projects**

Life Skills

Stress management projects and experiences should help youth gain life skills. Some skills youth can learn involving stress management include:

- » Understanding the meaning of stress.
- » Recognizing signs of stress.
- » Identifying personal stressors.
- » Learning causes of good and bad stress.
- » Learning consequences of stress.
- » Learning ways to manage stress positively.
- » Identifying support persons to help with stressful situations.
- » Setting goals to reduce stress.

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:

- » Aware of stressful situations.
- » Aware of their own reactions to stress.

9- to 11-year-olds should be:

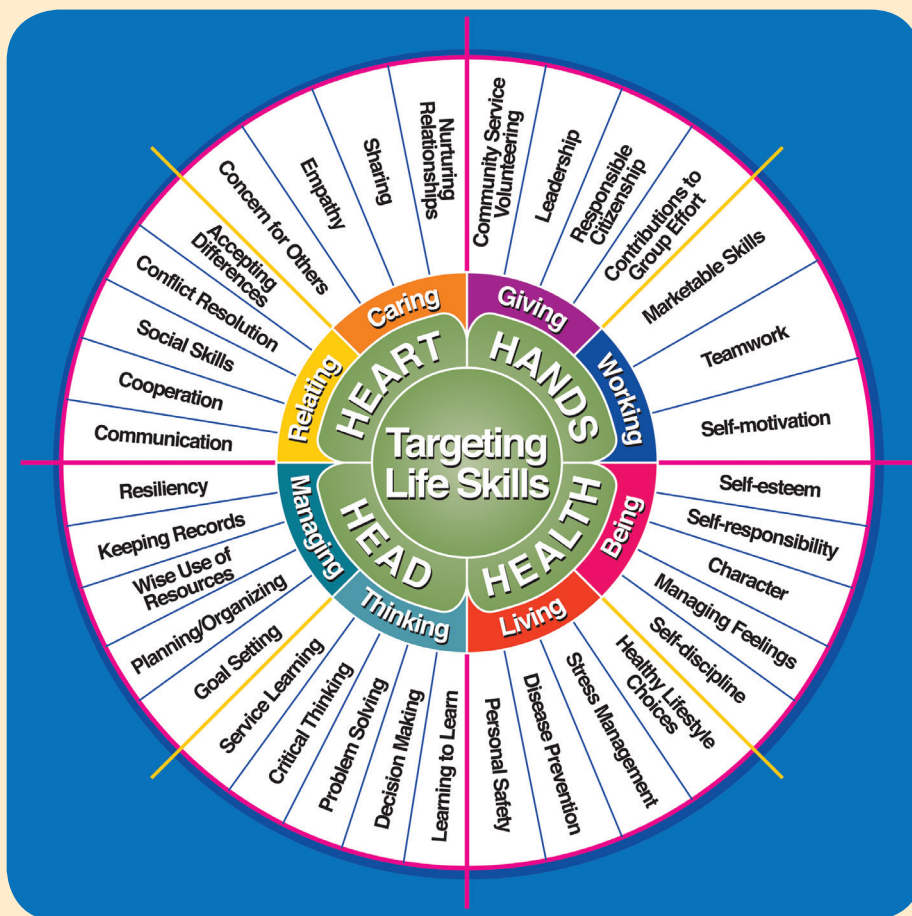
- » Aware of causes for stressful situations.
- » Able to react appropriately to stressful situations.

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

- » Learn ways to avoid or productively deal with stress.
- » Choose activities that are stress free or that lessen stress.

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

- » Help others deal appropriately with stressful situations.
- » Use appropriate means to deal with personal stress.





Discussion Questions

Use these questions to help youth process the skills they learn in their 4-H projects. (For more discussion questions, please visit Missouri 4-H Experiential Learning Model and Processing Questions — <http://4h.missouri.edu/resources/youth/docs/learningmodelquestions.pdf>.)

5- to 8-year-olds

- » Why is it important to _____?
- » What new words did you learn?
- » What did you learn?

9- to 11-year-olds

- » What made this activity good?
- » Do you think you get more ideas working alone or in a group? Why?
- » Why is knowing _____ important?

12- to 14-year-olds

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

15- to 19-year-olds

- » What did you learn about making decisions?
- » What skills do you need to have in order to _____?
- » How will your new skills help you at home?

Related Activities

- » Help youth to create a list of personal positive and negative stressors.
- » Encourage youth to identify individuals or mentors who can be support people to help with stressful situations.
- » Create a journal of positive ways to reduce stress. Have youth track what caused the stress and what they did to cope with it.
- » Discuss the need for relaxation and identify ways participants like to relax.

Learning Opportunities

- » 4-H Exploration Days (http://4h.msue.msu.edu/events/4-h_exploration_days)
- » Kettunen Center Workshops (http://4h.msue.msu.edu/events/4_h_volunteer_training_workshop_schedule)
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