

# Teaching Life Skills

4H1641



**Life Skills  
for 4-H Projects**

## Why Life Skills?

Life skills are a basic foundation that prepares youth for success in life. The goal is that every youth possess the necessary life skills to succeed and lead a productive life.

### What is the Targeting Life Skills (TLS) Model?

The TLS Model is designed to provide a simple and coordinated way for those who work with youth to incorporate life skills into their youth development work.

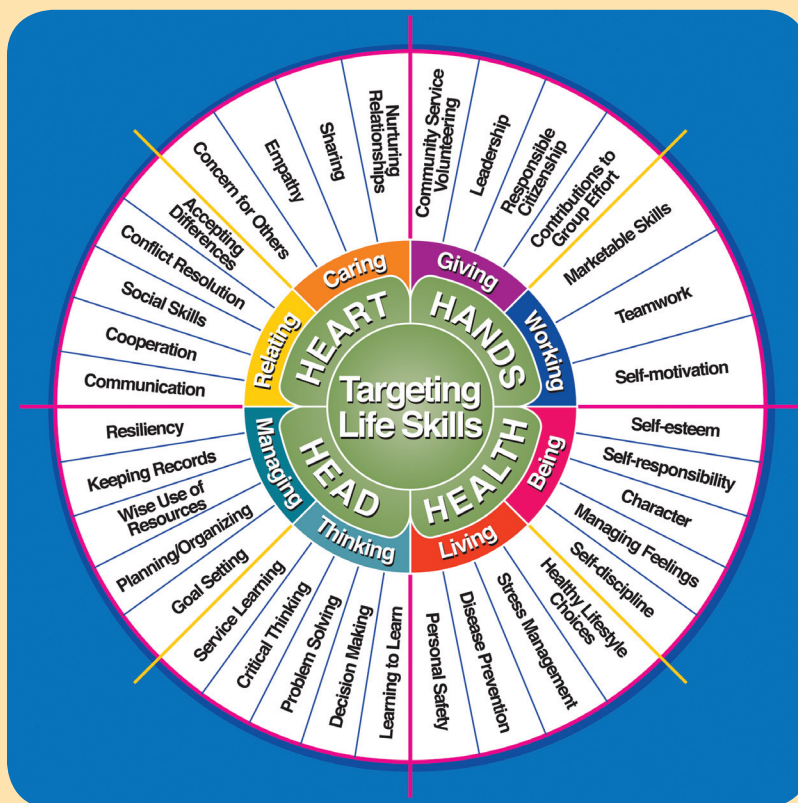
### How is the TLS Model Organized?

In the TLS Model, categories of life skills are identified and divided on the basis of the familiar four H's from the 4-H Clover — Head, Heart, Hands and Health. Two general categories of skills are included under each of the four “H” headings.

### Why is TLS Important to 4-H?

The Targeting Life Skills Model can help you plan age-appropriate activities for your 4-H participants. Think about the following questions as you plan your 4-H experiences:

- » What is the life skill I want youth to learn?
- » How can I teach this life skill through experiences?
- » How can I help youth apply this life skill in future situations?
- » How can this life skill be used to strengthen family relationships?
- » How can I involve youth as resources for teaching others this life skill?



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4-H Clover	Life Skills Model	Definition
Head	Thinking Managing	Using one's mind to make informed decisions and utilize resources to accomplish a purpose
Heart	Caring Relating	Understanding kindness and concern and having a mutual connection to others that is wholesome and meaningful
Hands	Giving Working	The physical or mental effort that is required to accomplish something while contributing to the common good
Health	Living Being	Personal development through one's actions and behaviors



## Learn-by-doing and 4-H

The learn-by-doing or experiential learning model is a critical component of 4-H to help youth learn new life skills and topics.

- » The learn-by-doing approach allows youth to experience something with minimal guidance from an adult.
- » Instead of being told the answers or shown what to do, youth are presented with a question, problem, situation or activity that they must make sense of themselves.
- » When this model is used, youth both experience and process the activity and are able to apply the skills learned to other areas of their lives.
- » Using learn-by-doing and the TLS Model to help youth fully understand both the 4-H content and life skill practices helps them gain the ability to apply both types of skills.

## 4-H MISSION

To create non-formal educational opportunities to help youth thrive in a complex and changing world.

## 4-H VISION

Michigan 4-H Youth Development mobilizes volunteers and communities to meet the needs of youth.

## How to Apply the TLS Model

The TLS Model is a guide for planning activities to ensure that 4-H members are gaining life skills and to help volunteers see the interrelatedness of activities and learning. Below is an example of applying the TLS Model using a life skill under “Hands”.

- » **Activity:**  
Planting flowers at community center

- » **Related project area:**  
Citizenship, service learning

- » **Life skill:**  
Community service volunteering

- » **Success indicator:**  
Participate in a community service project — planting the flowers



# Animals

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

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## Life Skills for 4-H Projects

### Life Skills

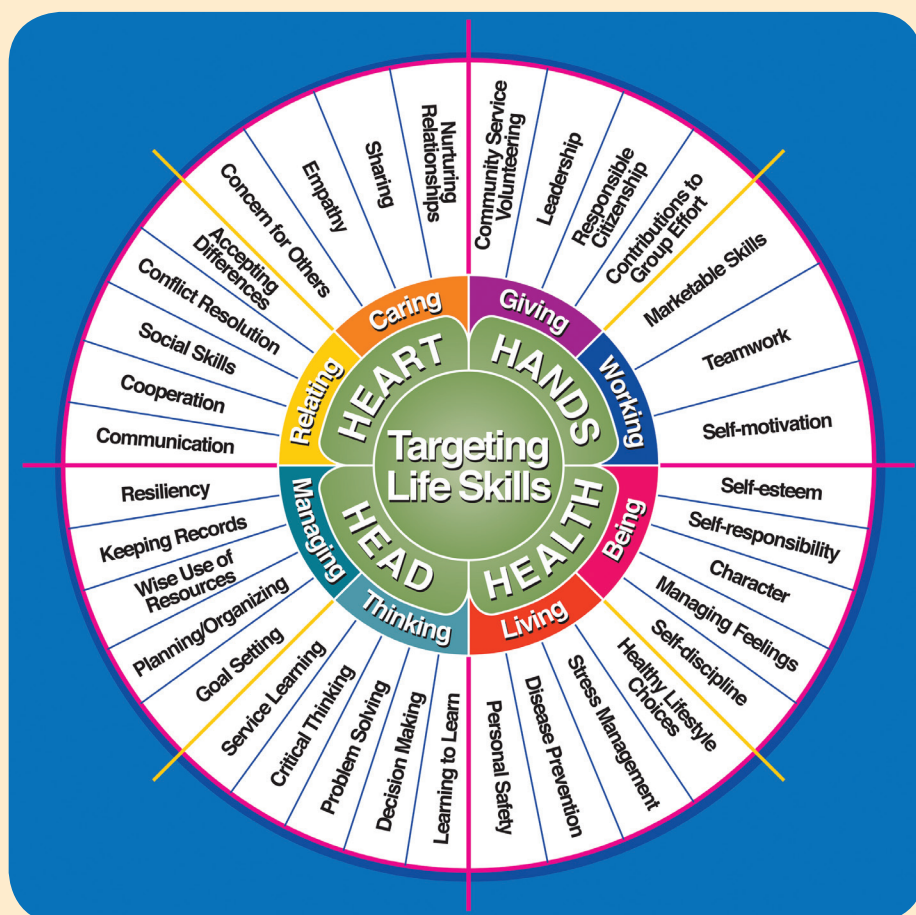
**4-H animal** projects and experiences should help youth gain life skills. The following are a few life skills that can be mastered through this area.

**Goal setting** — Deciding on the purpose or desired result as something to work toward.

» Be SMART about goal setting to ensure success:

**S:** Goals should be Specific.

**M:** Goals should be Measurable (so you can determine if you were successful).



**A:** Goals should be Achievable (a goal should be a challenge but not impossible).

**R:** Goals should be Relevant (be sure the goal relates to your project area).

**T:** Goals should be Time-bound (include a timeline).

**Leadership** — Assisting the group in meeting its goals by showing or directing along the way; using personal influence to guide the group in reaching its goal.

- » Mentor a Cloverbud who is new to your club.
- » Run for a leadership position within your club, county, school, etc.

**Self-responsibility** — Demonstrating accountability through reliability, good judgment and good decision making.

- » Providing daily care of your animals.
- » Obtaining timely, proper vet care.



## Discussion Questions

(For more discussion questions, please visit Missouri 4-H Experiential Learning Model and Processing Questions — <http://oces.okstate.edu/sedistrict/educators-only/protected/4-h-resources/4-h-times-newsletters/learningmodelquestions.pdf>)

### 5- to 8-year-olds

- » What was your favorite part of this activity?
- » What do you know now that you did not know before?
- » What do you want to explore next?

### 9- to 11-year-olds

- » What problems came up? How did you handle them?
- » What do you want to learn/explore next?
- » What did you learn that you will be able to use in school?

### 12- to 14-year-olds

- » How will you share what you have learned with someone else?
- » What do you do when you don't agree with the group?
- » Share what you learned through competition.

### 15- to 19-year-olds

- » What did you learn that you can use in the future?
- » What did you learn as a group that you might not have learned alone?
- » What can people do to help themselves to continue learning?

## Learning Opportunities

- » 4-H Exploration Days ([http://www.canr.msu.edu/4\\_h\\_exploration\\_days/](http://www.canr.msu.edu/4_h_exploration_days/))
- » Kettunen Center Workshops ([http://4h.msue.msu.edu/4h/4\\_h\\_volunteer\\_training\\_workshop\\_schedule](http://4h.msue.msu.edu/4h/4_h_volunteer_training_workshop_schedule))
- » Vet Science ([http://www.canr.msu.edu/veterinary\\_science/](http://www.canr.msu.edu/veterinary_science/)) and Vet-a-Visit (<http://cvm.msu.edu/alumni-friends/vetavisit>)
- » Horse programs ([https://www.canr.msu.edu/horses\\_ponies/](https://www.canr.msu.edu/horses_ponies/)): State 4-H Horse Jamboree, State 4-H Trail Ride, 4-H Horse Benefit Clinic
- » Dairy ([http://www.canr.msu.edu/dairy\\_cattle/](http://www.canr.msu.edu/dairy_cattle/)): Dairy Quiz Bowl, 4-H Dairy Days, Dairy Judging
- » Beef, Sheep and Swine ([https://www.canr.msu.edu/ans/extension/youth\\_events/](https://www.canr.msu.edu/ans/extension/youth_events/)): Green and White Swine Show, livestock judging, skill-a-thon
- » Companion Animals ([http://www.canr.msu.edu/companion\\_animals/](http://www.canr.msu.edu/companion_animals/)); Rabbits & Cavies ([http://www.canr.msu.edu/rabbits\\_cavies/](http://www.canr.msu.edu/rabbits_cavies/))
- » Poultry ([http://www.canr.msu.edu/4h\\_poultry/](http://www.canr.msu.edu/4h_poultry/)): Poultry Palooza, skill-a-thons
- » Goats ([http://www.canr.msu.edu/4h\\_goats/](http://www.canr.msu.edu/4h_goats/)): State 4-H Goat Expo



## For More Information...

Contact your local MSU Extension office (<http://www.canr.msu.edu/outreach/county>) 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://4-h.org/wp-content/uploads/2016/02/101.9\\_Targeting\\_Life\\_Skills.pdf](https://4-h.org/wp-content/uploads/2016/02/101.9_Targeting_Life_Skills.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.

# Biological Sciences

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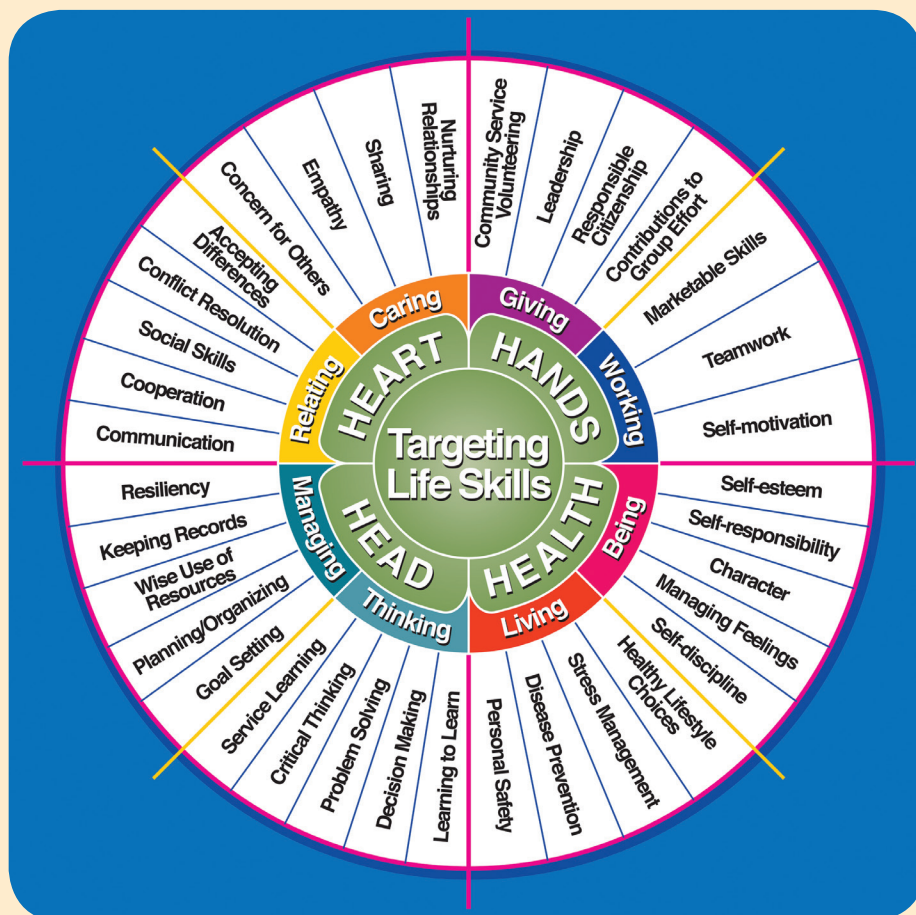
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**4-H biological sciences** projects and experiences should help youth gain life skills. The following are a few life skills that can be mastered through this area.

**Critical thinking** — Analyzing through comparison, reasoning and past experiences to consider alternatives.

- » Discuss and hypothesize how various types of food affect the human body differently.
- » Explore the digestive tract of your species of interest, and associate what you've learned with why certain animals are fed in specific ways.



**Problem solving** — Clearly identifying a problem while strategically considering potential solutions through weighted alternatives, goal setting, implementation and evaluation.

- » Using case studies, explore interesting medical cases and work as a group to diagnose the patients.
- » Explore how reproductive problems can cause serious issues for a farm. Outline a plan to determine what the problem is and propose possible solutions.

**Communication** — Designing and exhibiting or demonstrating scientific information.

- » Develop an ad campaign to educate others on the dangers of second-hand smoke.
- » Write a press release to your local newsletter describing how your 4-H club members pledge "Their health to better living."



## Discussion Questions

(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 was your favorite part of this activity?
- » What do you know now that you did not know before?
- » What do you want to explore next?

### 9- to 11-year-olds

- » What did you observe?
- » What was the most difficult part of this activity?
- » What did you learn that you will be able to use in school?

### 12- to 14-year-olds

- » What happened during this activity?
- » What was the most challenging or difficult part of this activity?
- » How could the things you learned today be used to help you in other situations?

### 15- to 19-year-olds

- » What are some decisions you had to make to carry out this activity?
- » What works best to get people involved and excited about doing this type of activity?
- » How would you teach somebody about this activity or concept?

## Learning Opportunities

- » Animal Science ([http://www.canr.msu.edu/animal\\_science/](http://www.canr.msu.edu/animal_science/))
- » Health and Well-Being ([http://www.canr.msu.edu/4\\_h\\_food\\_health\\_well\\_being/](http://www.canr.msu.edu/4_h_food_health_well_being/))
- » Food, Nutrition and Fitness ([http://www.canr.msu.edu/healthy\\_youth/](http://www.canr.msu.edu/healthy_youth/))
- » 4-H Exploration Days ([http://www.canr.msu.edu/4\\_h\\_exploration\\_days/](http://www.canr.msu.edu/4_h_exploration_days/))
- » Kettunen Center Workshops
- » Vet Science ([http://www.canr.msu.edu/veterinary\\_science/](http://www.canr.msu.edu/veterinary_science/)) and Vet-a-Visit



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# Civic Engagement

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## Life Skills

**4-H civic engagement** projects and experiences should help youth gain life skills. The following are a few life skills that can be mastered through this area.

### Responsible citizenship

Developing an individual civic knowledge and sense of responsibility in response to duties, rights and privileges as a member of a community or country.

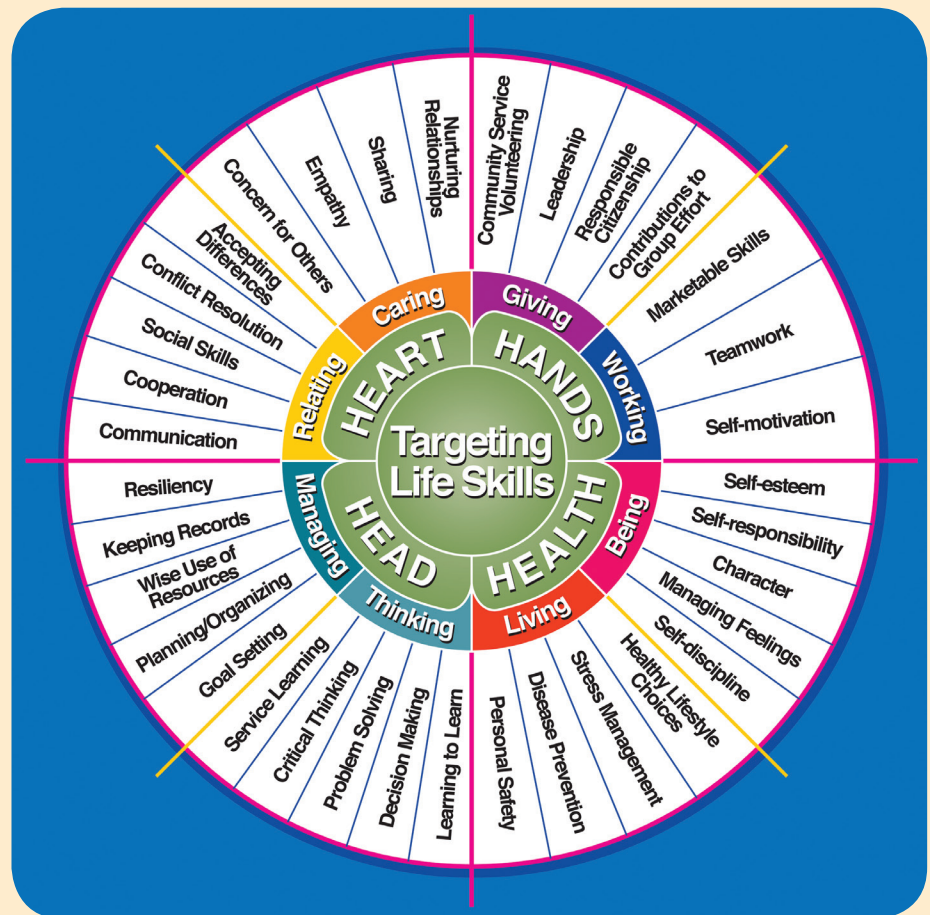
- » Attend a county, township or city council meeting.
- » Help a local politician run for office.
- » When an issue in the community is discussed at a club meeting, brainstorm ways to address it.

**Service learning** — Gaining skill and experience through active participation in organized service experiences that meet actual community needs and that are coordinated with the school and community; learning linked with real life.

- » Ask community members about needs for projects in the area.

**Communication** — Exchanging thoughts, information or messages between individuals; sending and receiving information using speech, writing, gestures and artistic expression.

- » Send a letter/e-mail to your local legislator about a topic that is important to your community.
- » Do a presentation on a topic of community concern at a club meeting.



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- » Present a point of view on an issue in writing, orally or visually.
- » Listen with an open mind to all perspectives on an issue.

**Conflict resolution** — Finding and applying creative and nondestructive ways to resolve differences between two or more persons; getting along with others.

- » Listening to two points of view on an issue and agreeing on how best to proceed.

**Planning/organizing** — Devising a method for doing something that has been thought out ahead of time; how the parts can be put together.

- » Making an outline of what you might say at a public meeting.



## Discussion Questions

(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 was your favorite part?
- » What are some ways we can learn new things?

### 9- to 11-year-olds

- » What did you observe?
- » What made this a good/fun activity?

### 12- to 14-year-olds

- » What surprised you about this civic engagement activity/event?
- » What did you learn from this activity that you didn't know before?

### 15- to 19-year-olds

- » How would you teach someone about this activity or concept?
- » What did you learn about your skill in communication with others?

## Learning Opportunities

- » 4-H Capitol Experience ([http://www.canr.msu.edu/4\\_h\\_capitol\\_experience/](http://www.canr.msu.edu/4_h_capitol_experience/))
- » Local Citizenship Academies
- » Kettunen Center workshop: Teen Leadership and Community Change Conference
- » Involvement in a political campaign
- » Global and Cultural competencies/experiences across county, region, state and nation (exchanges, travel)
- » Michigan 4-H History Project
- » Folkpatterns: a cultural heritage project
- » Service learning and community service
- » Serving on community boards and committee



## For More Information...

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# Communication & Expressive Arts

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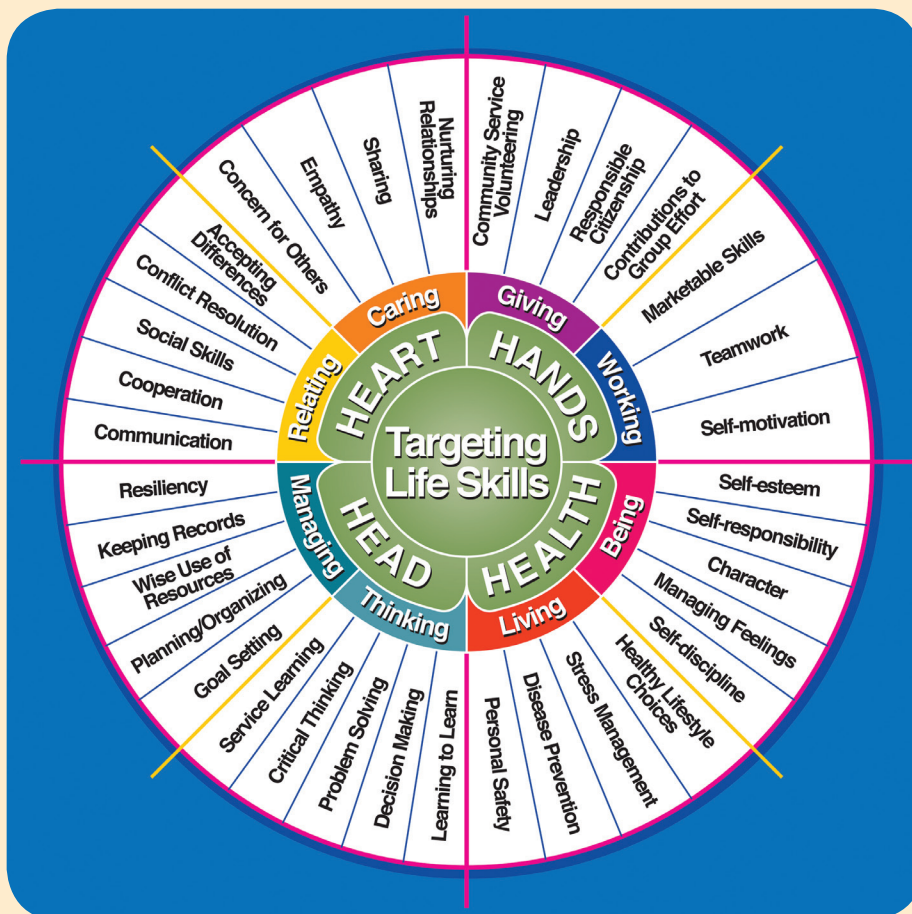
members to help connect life skills learned through their 4-H projects to real life experiences. Through the provided age-appropriate discussion questions, you can help youth connect their hands-on 4-H project experiences to apply the life skills learned to real life situations.

## Life Skills

**4-H communication and expressive arts** projects and experiences should help youth gain life skills. The following are a few life skills that can be mastered through this area.

**Planning/organizing** — Devising a method for doing something that has been thought out ahead of time; how the parts can be put together.

- » Sketching out a drawing and collecting the media materials before painting on canvas.



- » Working with others in your group to cast roles for a play or skit.

**Communication** — Exchanging thoughts, information or messages between individuals; sending and receiving information using speech, writing, gestures and artistic expression.

- » Participating in a demonstration contest.
- » Performing a song or dance.

**Self-esteem** — Having pride in oneself and proper regard for oneself as a human being; valuing oneself; feeling able to cope; learning to accept and like oneself.

- » Modeling in the fashion revue an outfit you designed and sewed.
- » Creating a memory album using photographs you took.



## Discussion Questions

(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 learn about communicating with others?
- » What are some ways we can learn new things?
- » How will your new skills help you at home?

### 9- to 11-year-olds

- » What did you learn about your skill in communicating with others?
- » Describe five ways in which new ideas are communicated to you.
- » What did you learn today that you will be able to use in school?

### 12- to 14-year-olds

- » What are some decisions that you had to make to carry out this activity?
- » Why is it important that each person has his/her own view?
- » What are some other situations when you will need to use the skills you learned today?

### 15- to 19-year-olds

- » What did you learn about yourself by doing this activity?
- » How would you teach someone about this activity or concept?
- » What did you learn by participating in this project that will help you in the future?

## Learning Opportunities

- » Visual arts — painting, drawing, sculpting, photography
- » Performing arts — dancing, acting, singing, clowning
- » Arts and crafts
- » Art display contest
- » Kettunen Center workshops
- » 4-H Exploration Days ([http://www.canr.msu.edu/4\\_h\\_exploration\\_days/](http://www.canr.msu.edu/4_h_exploration_days/))
- » 4-H demonstrations
- » Public speaking
- » State awards portfolio
- » China art exchange



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# Community/Volunteer Service

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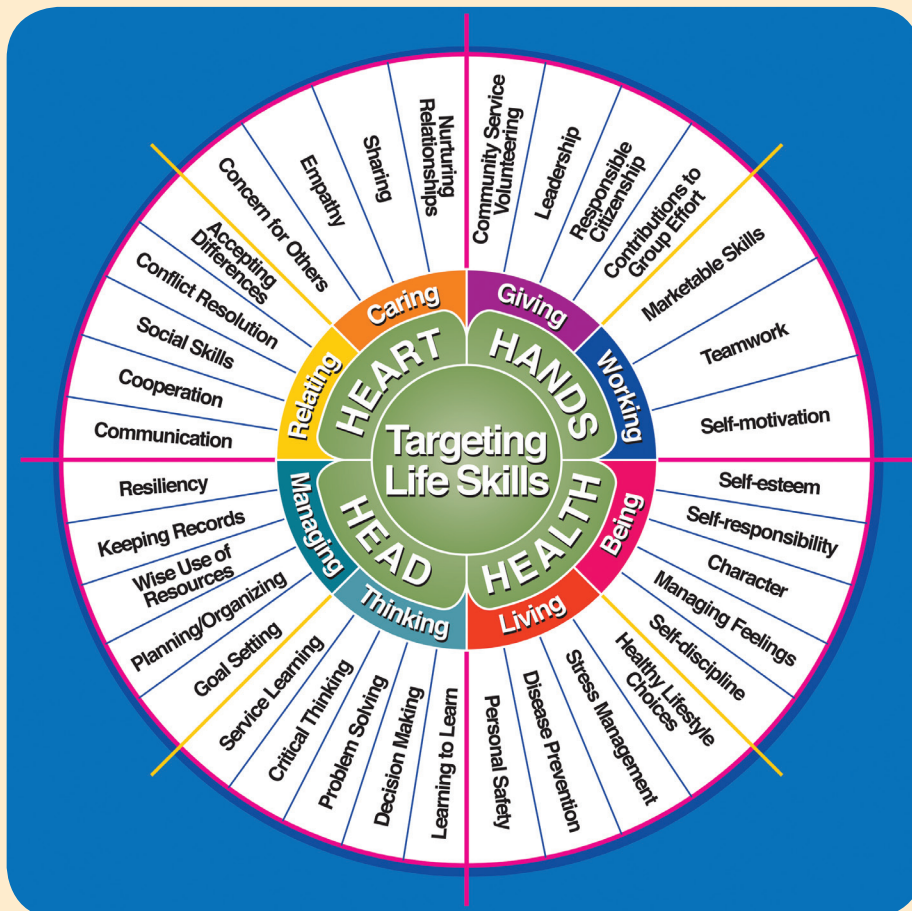


**Life Skills  
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**4-H Community/volunteer service** projects and experiences should help youth gain life skills. The following are a few life skills that can be mastered through this area.

» **Concern for others** — Giving attention to the well-being of others; sensitivity to others' situations and their well-being; capacity for understanding the feelings of another; involving oneself in helping others — demonstrating concern.



- » **Goal setting** — Deciding how best to address the purpose, issue or individual for which concern has been expressed; deciding on the desired result to work toward.
- » **Service learning** — Gaining skill and experience through active participation in organized service experiences that meet actual community needs; accomplishing the established goal; experiencing learning linked with real life.
- » **Responsible citizenship** — Demonstrating love and devotion in response to duties, rights and privileges as a member of your club and a citizen of your community, country and world.

# Community/Volunteer Service



## Discussion Questions

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### 5- to 8-year-olds

- » Why do you think it's important to help other people?
- » How do you feel when you help someone else? Or when someone helps you?
- » What is something you would like to change in your community?

### 9- to 11-year-olds

- » How did it feel when you were trying to get other people to help with this project?
- » Why did you think that you should be involved?
- » Do you think people volunteer to help their community enough? Why or why not?
- » What else would you like to do or see done in your community?

### 12- to 14-year-olds

- » How do you think you could encourage other people to get more involved in their community?
- » What is something that you would like to change in your state?
- » What do you get out of volunteering?
- » How can youth encourage adults to be more active volunteers?

### 15- to 19-year-olds

- » Do you think it is important for people to be involved by volunteering to help out? Why or why not?
- » Why should people in your neighborhood care about what happens to people in other countries?
- » What are some of the reasons that you think people decide not to volunteer?
- » What is something that you would be willing to work toward changing in the world?

## Learning Opportunities

- » Plant and maintain flowers at a nursing home; develop a community garden; raise produce for the local food bank.
- » Volunteer to help at Vet-A-Visit or sponsor a petting zoo at a community event.
- » Take pets to visit preschools or nursing homes; make pet toys for the humane society.
- » Make hats for newborns or cancer patients; make wraps or lap blankets for the elderly.
- » Recycle old computers/computer parts; volunteer to design a Web page for a community group; teach seniors how to use their new readers.
- » Host a get-out-and-play activity for children in the community; raise money for Meals on Wheels.
- » Collect and package items for military personnel.
- » Host and teach a youth gun safety class.
- » Help work on a Habitat home; build a handicap ramp for someone in need.
- » 4H 1553 – YEA! Youth Experiencing Action: Community Service Learning Guide
- » National 4-H Curriculum:
  - 08182 Service Learning 1: Agents of Change
  - 08183 Service Learning 2: Raise Your Voice
  - 08184 Service Learning: Helper's Guide
- » Global Youth Institute: (<https://www.canr.msu.edu/wfpmiyi/>)
- » Operation Military Kids: (<https://4hmilitarypartnerships.org/>) ([https://www.canr.msu.edu/news/hero\\_packs\\_a\\_way\\_to\\_support\\_military\\_youth](https://www.canr.msu.edu/news/hero_packs_a_way_to_support_military_youth))
- » Michigan 4-H: (<http://www.canr.msu.edu/4h/index>)
- » Revolution of Responsibility: (<https://4-h.org/inspire-kids-to-do/>)
- » Michigan Community Service Commission: (<http://www.michigan.gov/mcsc>)
- » Martin Luther King, Jr., National Day of Service: (<https://www.nationalservice.gov/serve-your-community/mlk-day-service>)
- » Volunteer Centers: (<http://www.mivolunteers.org> or 1-800-VOLUNTEER [800-865-868-8337])

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# Consumer & Family Science

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

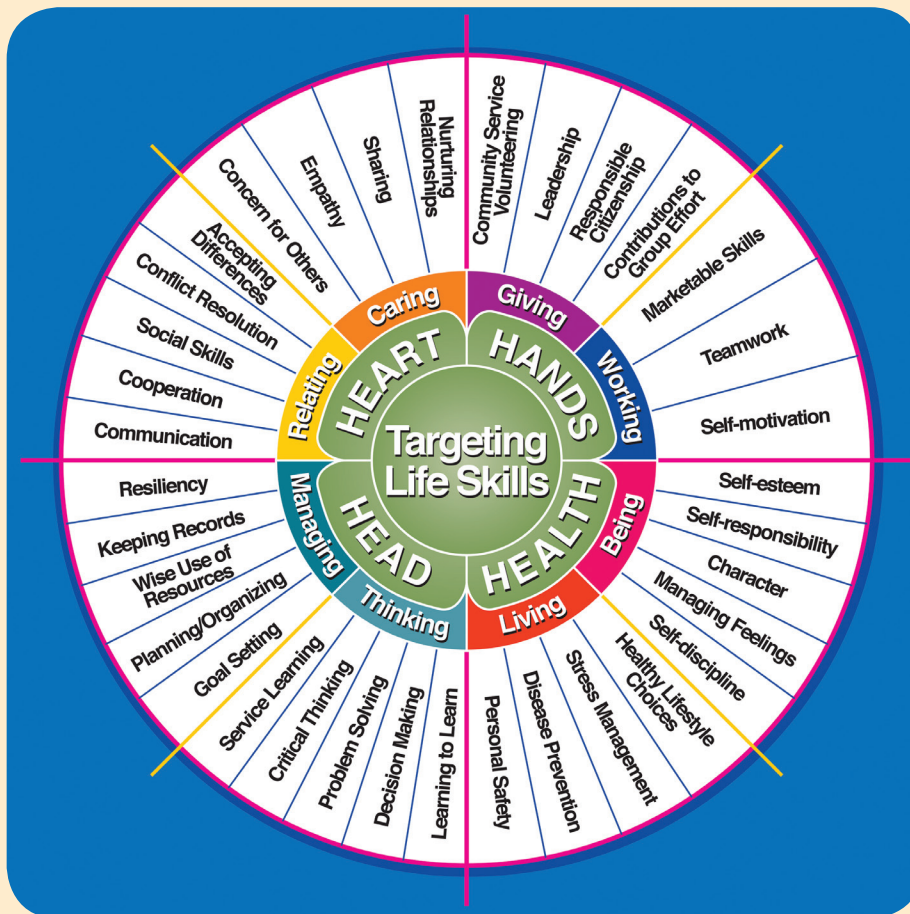
4H1641



**Life Skills  
for 4-H Projects**

## Life Skills

**4-H consumer and family science** projects and experiences should help youth gain life skills. The following are a few life skills that can be mastered through this area.



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- » **Decision making** — Making informed consumer decisions to reach goals and to solve problems.
- » **Communication** — Exchanging thoughts, information or messages between individuals; sending and receiving information using speech, writing, gestures, artistic expression.
- » **Leadership** — Identifying needs and wants of a club or group and assisting it to achieve them.
- » **Problem solving** — Identifying a problem and a plan of action for resolving the problem.



## Discussion Questions

(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 was your favorite part?
- » What do you know now that you did not know before?
- » What do you want to explore next?

### 9- to 11-year-olds

- » What problems came up during this activity?
- » What did you do to handle the problems?
- » What do you want to learn/explore next?
- » What did you learn that you will be able to use in school?

### 12- to 14-year-olds

- » How will you share what you have learned with someone else?
- » Give an example of a challenge you or a friend had and how you solved it.
- » What do you do when you don't agree with the group?
- » Share what you learned through competition.

### 15- to 19-year-olds

- » What did you learn that you can use in the future?
- » What did you learn as a group that you might not have learned alone?
- » What would you do differently if you conducted this activity?
- » What can people do to help themselves to continue learning?

## Learning Opportunities

- » Track your spending related to a 4-H project (livestock, photography, clothing, pets).
- » Job shadow at a local business in a career that interests you.
- » Attend session at 4-H Exploration Days ([http://www.canr.msu.edu/4\\_h\\_exploration\\_days/](http://www.canr.msu.edu/4_h_exploration_days/)).
- » Consider taking an exhibit/project to the fair for judging and to show off what you have learned throughout the year.
- » Help your club manage its resources by running for club treasurer.
- » Visit a local bank and learn about savings and credit opportunities.
- » Attend financial marketing entrepreneurship activities.
- » Attend a Kettunen Center workshop related to this project.



## 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 (<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.

# Engineering & Technology

4H1641



**Life Skills  
for 4-H Projects**

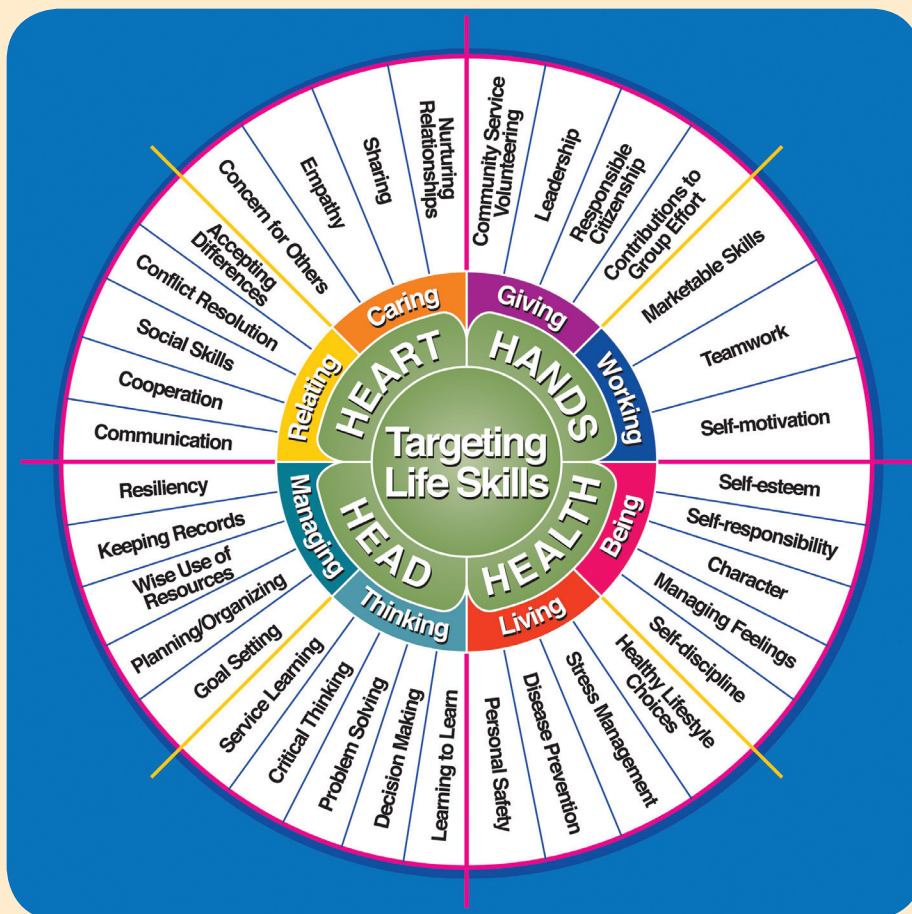
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## Life Skills

**4-H Engineering & Technology** projects and experiences should help youth gain life skills. The following are a few life skills that can be mastered through this area.

**Problem solving** — Clearly identifying a problematic situation and strategically considering potential solutions through weighted alternatives, goal setting, implementation and evaluation.



**Critical thinking** — Strategies for analyzing, comparing, reasoning and reflecting focused on deciding what to believe or do; discovering meaning and building connections with past learning.

**Decision making** — Ability to learn principles of science through the process of goal setting, weighing alternatives and, ultimately, implementing the decision.

**Planning/organizing** — Ability to effectively plan and organize projects or activities.



## Discussion Questions

(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 was your favorite part?
- » What do you know now that you did not know before?
- » What do you want to explore next?

### 9- to 11-year-olds

- » What happened during the activity? Did any problems occur?
- » What did you do to handle the problems?
- » What do you want to learn/explore next?
- » What did you learn that you will be able to use in school?

### 12- to 14-year-olds

- » What did you learn about this activity that you didn't know before?
- » Give an example of a challenge you have had and how you solved it.
- » Why is it important to have plenty of information before making decisions?
- » What are some other situations when you will need to use the skills you learned today?

### 15- to 19-year-olds

- » How would you teach someone about this activity or concept?
- » What did you learn that you can use in the future?
- » What would you do differently if you conducted this activity?
- » What can people do to help themselves to continue learning?

## Learning Opportunities

- » 4-H Discovery Camp. ([http://www.canr.msu.edu/4\\_h\\_renewable\\_energy\\_camp/](http://www.canr.msu.edu/4_h_renewable_energy_camp/))
- » Attend a teen and adult science, engineering and technology Workshop at Kettunen Center.
- » Job shadow at a local business.
- » Attend engineering and technology sessions at 4-H Exploration Days. ([http://www.canr.msu.edu/4\\_h\\_exploration\\_days/](http://www.canr.msu.edu/4_h_exploration_days/))
- » Consider developing and exhibiting a project at your local youth fair.
- » Enroll in one of the following 4-H project areas: robotics, electronics, computers (gaming, program development, repair), automotive/small engine, aerospace/rocketry, GIS/GPS, wood science and industrial arts



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# Environmental & Earth Sciences

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4H1641



**Life Skills  
for 4-H Projects**

## Life Skills

### 4-H environmental and earth sciences

projects and experiences should help youth gain life skills. The following are a few life skills that can be mastered through this area.

**Decision making** — Choosing among several alternatives.

- » Make a journal for a project, event or camp that you attend. Capture your goals for learning and what you feel might be your greatest challenge. Also, identify alternatives.
- » Create a display to teach others about your goals, challenges you encountered and your results. Take your display to the library or a school.

**Problem solving** — Clearly identifying a problem and a plan of action for resolving the problem.

- » Visit a local commission meeting to learn about environmental issues in the community. Do a community service-learning project focused on one of those issues.



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- » Create a game to gather information that is helpful to solving a problem. Let the youth be detectives as they uncover facts and resources, and interview experts.

**Critical thinking** — Analyzing, comparing, reasoning and reflecting focused on deciding what to believe or do; discovering meaning; building connections with past learning.

- » Consider local renewable resources. Make a pro and con chart for harvesting those renewable resources for energy (examples: corn, sun, wind, water, etc.).
- » Draw a timeline showing the short-, medium- and long-term effects of an environmental decision or incident.



## Discussion Questions

(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?
- » What made this a good activity?

### 9- to 11-year-olds

- » How did you feel about this game?
- » What did you learn from this activity that you didn't know before?
- » What other times have you had fun and learned new things at the same time?

### 12- to 14-year-olds

- » What surprised you about \_\_\_\_\_?
- » What did you learn about yourself by doing this activity?
- » What do you do when you don't agree with the group?

### 15- to 19-year-olds

- » What are some decisions that you had to make to carry out this activity?
- » How did this differ from the way you are usually taught in school?
- » What did you learn by observation?

## Learning Opportunities

- » Junior Citizen Planner ([http://www.canr.msu.edu/junior\\_citizen\\_planner/](http://www.canr.msu.edu/junior_citizen_planner/))
- » 4-H Exploration Days ([http://www.canr.msu.edu/4\\_h\\_exploration\\_days/](http://www.canr.msu.edu/4_h_exploration_days/))
- » Kettunen Center Events
- » 4-H Youth Conservation Council ([http://www.canr.msu.edu/4h\\_youth\\_conservation\\_council/](http://www.canr.msu.edu/4h_youth_conservation_council/))
- » Environmental Stewardship ([http://www.canr.msu.edu/environmental\\_outdoor\\_education/](http://www.canr.msu.edu/environmental_outdoor_education/))
- » Project F.I.S.H. (<http://spartanyouth.msu.edu/Resource.aspx?ResourceID=220>)
- » Great Lakes & Natural Resources Camp ([http://www.canr.msu.edu/4\\_h\\_great\\_lakes\\_natural\\_resources\\_camp/](http://www.canr.msu.edu/4_h_great_lakes_natural_resources_camp/))
- » Shooting Sports ([http://www.canr.msu.edu/shooting\\_sports/](http://www.canr.msu.edu/shooting_sports/))
- » Outdoor Adventure Challenge ([http://www.canr.msu.edu/outdoor\\_adventure\\_challenge/](http://www.canr.msu.edu/outdoor_adventure_challenge/))
- » Michigan Forests Forever! ([http://www.canr.msu.edu/4\\_h\\_forestry\\_fun\\_camp/](http://www.canr.msu.edu/4_h_forestry_fun_camp/))
- » Entomology (<http://www.canr.msu.edu/entomology/>)



## For More Information...

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# Foods & Nutrition

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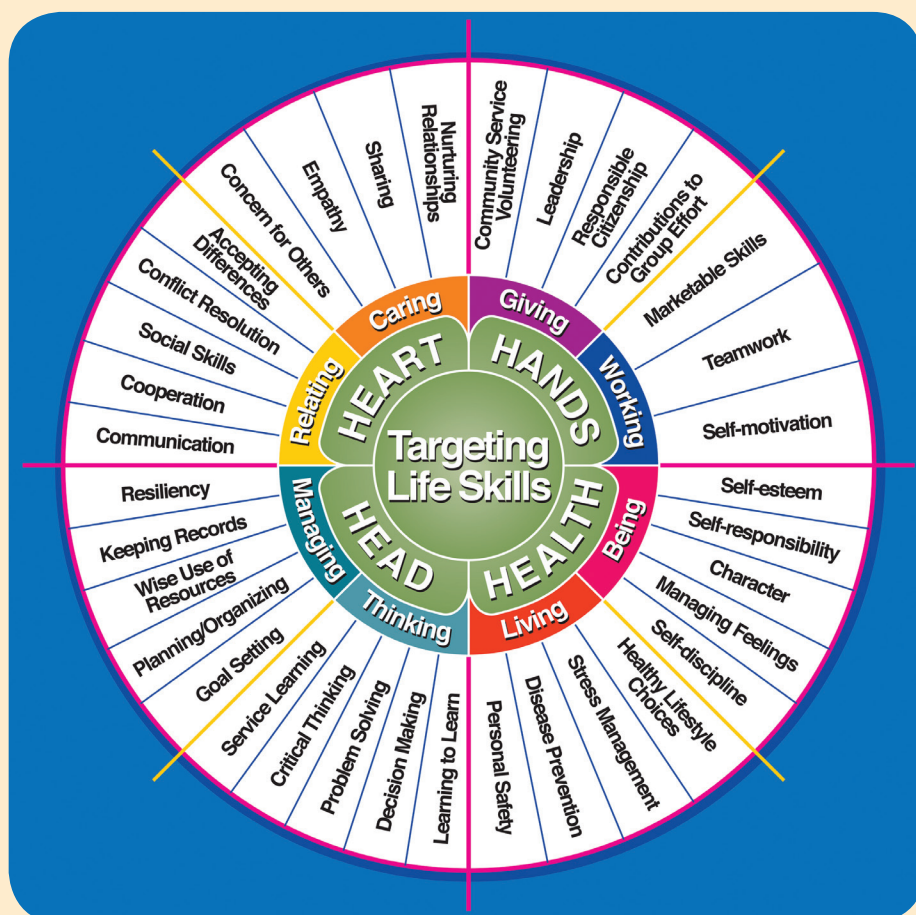
**Life Skills  
for 4-H Projects**

## Life Skills

**4-H foods and nutrition** projects and experiences should help youth gain life skills. The following are a few life skills that can be mastered through this area.

**Disease prevention** — Ward off conditions that keep the body from functioning normally.

- » Avoid risky situations.
- » Practice cleanliness by washing hands.
- » Get yearly doctor checkups.



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**Self-discipline** — Controlling one's self-conduct.

- » Having one piece of cake after dinner instead of two.
- » Choosing healthy foods for consumption.
- » Staying committed to being healthy overall.

**Goal setting** — deciding on clear expectations and working toward the desired result.

- » Create a nutrition plan.
- » Follow the nutrition plan.
- » Evaluate the results of the nutrition plan.

**Self-motivation** — Making the needed effort to carry out a task or plan; exercising personal will-power.

- » Taking the initiative to be in charge of healthy snacks for a club.
- » Working on tasks without being supervised.
- » Inspiring oneself to take action.



## Discussion Questions

(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 learn from doing this activity?
- » What do you like about the foods or nutrition activity?
- » Is there anything you would like to know more about?

### 9- to 11-year-olds

- » Tell me about what your activity was about today.
- » What would you share with your friends about your experience today?
- » Why was this activity important to you?

### 12- to 14-year-olds

- » How will you use this new skill in your life?
- » Tell me about how nutrition or food plays a role in your daily life.
- » What would you teach if you were teaching something from this topic?

### 15- to 19-year-olds

- » Can you name some times when you would use the skill you learned today?
- » Can you describe where you would find resources on the material discussed today?
- » What do you think works best when learning new skills?

## Learning Opportunities

- » Kettunen Center Workshops — Health and Well-Being
- » 4-H Exploration Days ([http://www.canr.msu.edu/4\\_h\\_exploration\\_days/](http://www.canr.msu.edu/4_h_exploration_days/))
- » Local 4-H food and nutrition programs

## For More Information...

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# Healthy Lifestyles

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4H1641



**Life Skills  
for 4-H Projects**

## Life Skills

**4-H health** projects and experiences should help youth gain life skills. The following are a few life skills that can be mastered through this area.

**Healthy lifestyle choices** — Selecting a way of living that is in accord with sound condition of body and mind and prevention of disease and injury.

» Role model safety.



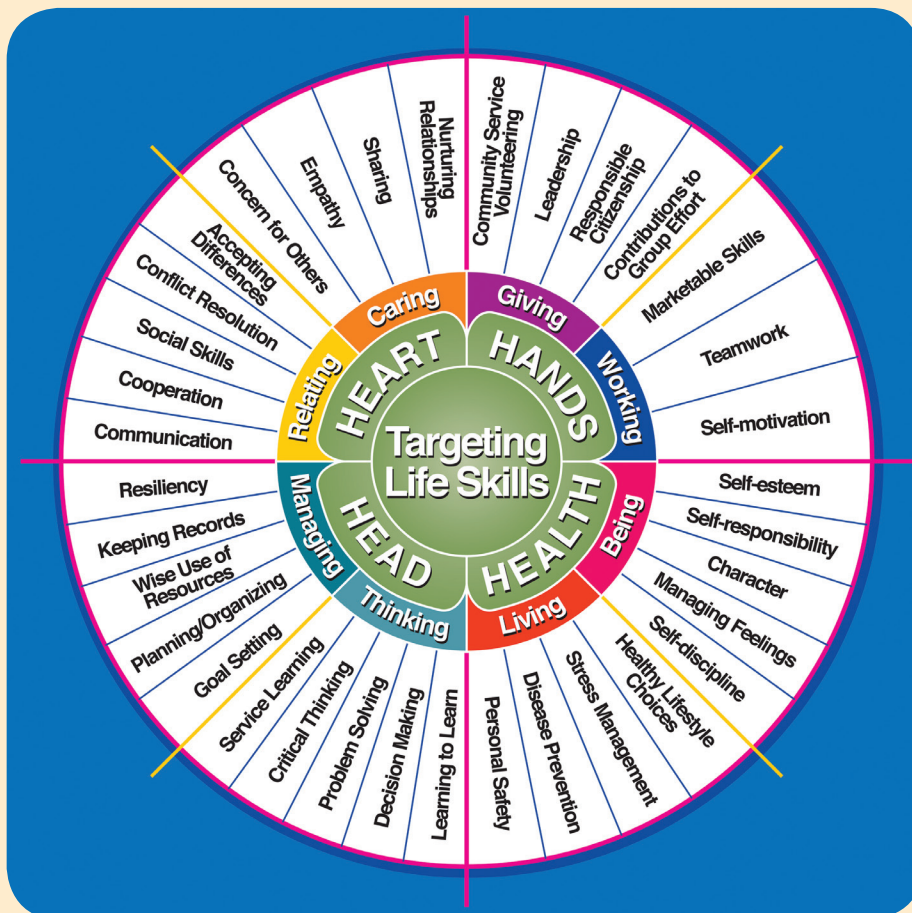
- » Lead a club in exercises/exercise daily.
- » Say “no” to drugs, alcohol and tobacco.

**Decision making** — Selecting a course of action from among several alternatives.

- » Choose the correct decision when faced with something you know is wrong.
- » Choose the healthier choice when eating foods.
- » Choose to work out daily rather than sit inside all day.

**Stress management** — Directing or having control over physical or mental strain and pressure; coping with change. Set daily health goals.

- » Identify personal stressors and manage them.
- » Identify support persons to help in stressful situations.





## Discussion Questions

(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 learn from doing this activity?
- » Tell me about your most favorite part of the activity.
- » Is there anything in the health area that you would like to learn more about?

### 9- to 11-year-olds

- » What happened during the activity?
- » What was the easiest part to do?
- » What made this a good activity?

### 12- to 14-year-olds

- » What did you learn from this activity that you didn't know before?
- » What made this a good activity?
- » What did you learn about health?

### 15- to 19-year-olds

- » What did you learn about yourself by doing this activity?
- » What would you do differently if you conducted this activity?
- » What did you learn today that you will be able to use in your everyday life?

## Learning Opportunities

- » Kettunen Center Workshops — Healthy Living
- » 4-H Exploration Days ([http://www.canr.msu.edu/4\\_h\\_exploration\\_days/](http://www.canr.msu.edu/4_h_exploration_days/))
- » Local 4-H healthy living programs

## For More Information...

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**Life Skills  
for 4-H Projects**

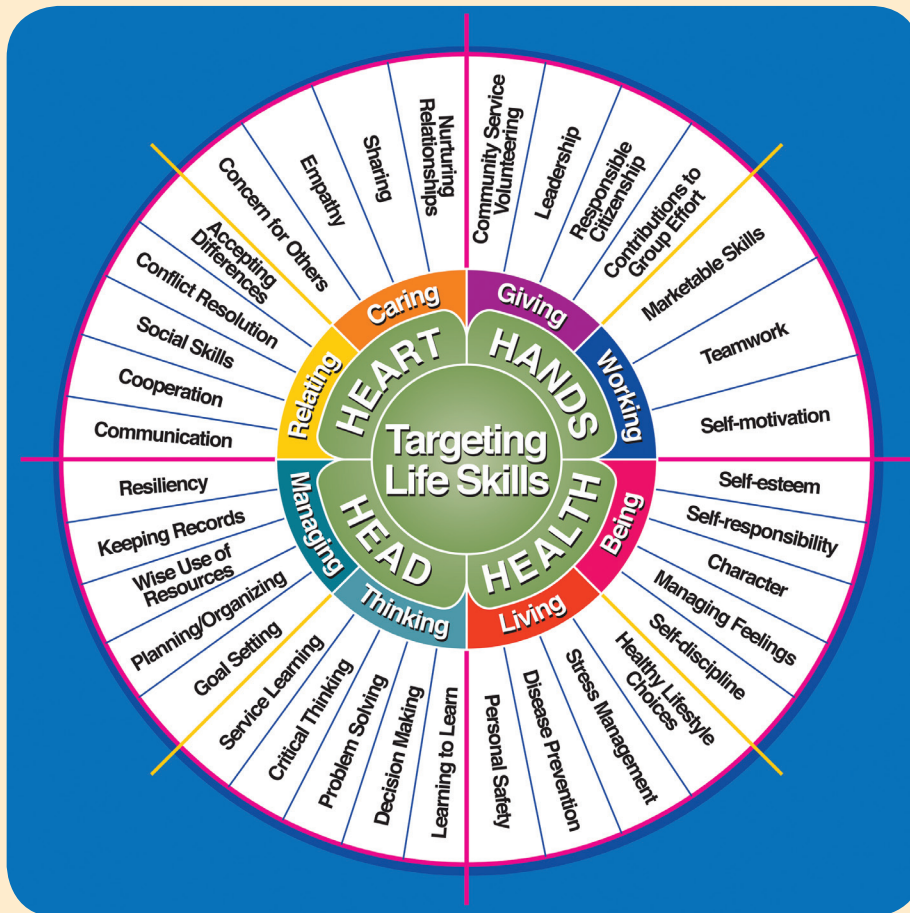
# Leadership & Personal Development

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## Life Skills

**4-H Leadership and personal development** projects and experiences should help youth gain life skills. The following are a few life skills that can be mastered through this area.



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- » **Leadership** — Youth will master skills in guiding, coaching and using personal influence to assist the group in reaching goals and completing projects.
- » **Self-motivation** — Youth will master skills in taking initiative and being self-driven in carrying out plans or doing activities.
- » **Goal setting** — Youth will master skills in establishing personal goals and objectives for accomplishment of desired outcomes.



## Discussion Questions

(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 was your favorite part in this project/activity?
- » Did you learn something new in doing this project/activity?
- » What do you want to do next?

### 9- to 11-year-olds

- » Can you share one thing that you learned in this project/activity?
- » Do you have ideas for ways to improve this project/activity?
- » What do you want to explore next?

### 12- to 14-year-olds

- » What did you learn from this project/activity that you plan to use in school?
- » Do you have suggestions for ways to lead this project/activity differently?
- » What skills did you develop by participating in this project/activity?

### 15- to 19-year-olds

- » In what ways did participating in this project/activity help you improve leadership skills?
- » What did you learn in this project/activity that you plan to use in the future?
- » How might you lead this project/activity in a different way to improve learning?

## Learning Opportunities

- » 4-H Exploration Days ([http://www.canr.msu.edu/4\\_h\\_exploration\\_days/](http://www.canr.msu.edu/4_h_exploration_days/))
- » 4-H Capitol Experience ([http://www.canr.msu.edu/4\\_h\\_capitol\\_experience/](http://www.canr.msu.edu/4_h_capitol_experience/))

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# The Lessons of Competition

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4H1641



**Life Skills  
for 4-H Projects**

## Life Skills

**Competition in 4-H events** should help youth gain life skills. The following are a few life skills that can be mastered through this area.

**Goal setting** — Deciding on the purpose or desired result as something to work toward.

» Whenever members are involved in a competitive activity, they should set goals for what they hope to accomplish as a result. For the 4-H member to have some control of the outcome, these goals should be specific to the project area or a skill and not based on simply winning a prize. Be SMART about goal setting to ensure success:

**S:** Goals should be Specific.

**M:** Goals should be Measurable (so you can determine if you were successful).

**A:** Goals should be Achievable (a goal should be a challenge but not impossible).

**R:** Goals should be Relevant (be sure the goal relates to your project area).

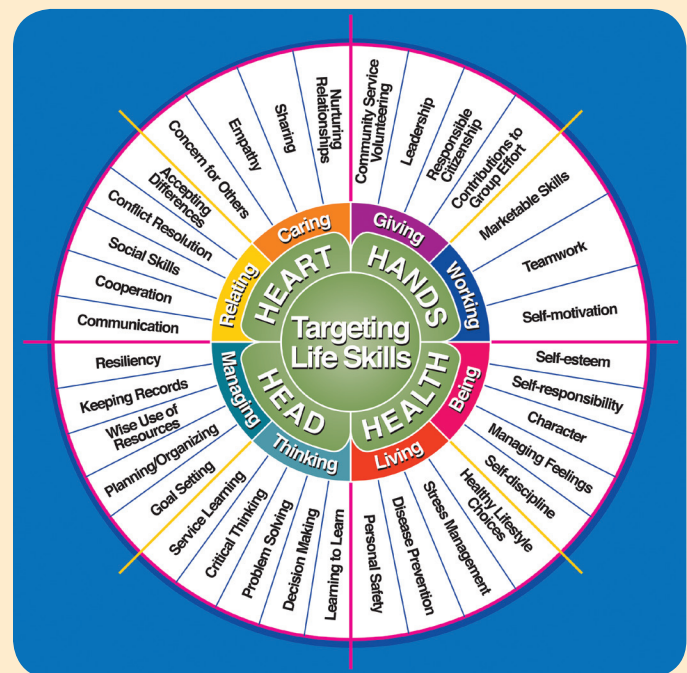
**T:** Goals should be Time-bound (include a timeline for completing the goal).

» Goals should be reviewed periodically and new ones set when previous goals are achieved.

**Self-motivation** — The ability to make the needed effort to carry out a task or a plan; personal will to take action.

» Developing the skills required for success depends on a member's willingness to practice and to work toward achieving his/her goals.

» Attending clinics, workshops and educational activities specific to project areas.



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**Managing feelings** —

Expressing one's feelings appropriately and in proportion to circumstance.

» Competitive events provide youth with the opportunity to demonstrate their skills and share what they have learned. It is important to remember, however, that competitive events provide the opportunity for young people to experience both success and disappointment. Caring adults can provide role models for appropriate management of feelings related to competitive experiences.

» Displaying good sportsmanship regardless of competitive outcome.

# The Lessons of Competition



## Discussion Questions

(For more discussion questions, please visit Missouri 4-H Experiential Learning Model and Processing Questions — <http://4h.missouri.edu/resources/youth/docs/learningmodelquestions.pdf>.)

### 9- to 11-year-olds

- » How did it feel to do this activity?
- » What did you learn from this activity that you didn't know before?
- » What are some ways we can learn new things?

### 12- to 14-year-olds

- » What surprised you about competing?
- » What did you learn about yourself from this activity?
- » What advice would you give someone who wants to compete?

### 15- to 19-year-olds

- » What skills do you need to compete?
- » What was the most difficult or challenging part of this activity?
- » How can you apply the thinking process used here to evaluate other issues at home or school?



## Learning Opportunities

- » 4-H Shooting Sports ([http://www.canr.msu.edu/shooting\\_sports/](http://www.canr.msu.edu/shooting_sports/))
- » Horse programs ([https://www.canr.msu.edu/horses\\_ponies/](https://www.canr.msu.edu/horses_ponies/)): State 4-H Horse Jamboree, State 4-H Trail Ride, 4-H Horse Benefit Clinic and more
- » Dairy ([http://www.canr.msu.edu/dairy\\_cattle/](http://www.canr.msu.edu/dairy_cattle/)): Dairy Quiz Bowl, 4-H Dairy Days, dairy judging and more
- » Beef, Sheep and Swine ([https://www.canr.msu.edu/ans/extension/youth\\_events/](https://www.canr.msu.edu/ans/extension/youth_events/)): Green & White Swine Show, livestock judging, skill-a-thon and more
- » Companion animals ([http://www.canr.msu.edu/companion\\_animals/](http://www.canr.msu.edu/companion_animals/)); Rabbits & Cavies ([http://4h.msue.msu.edu/4h/rabbits\\_cavies](http://4h.msue.msu.edu/4h/rabbits_cavies))
- » Poultry ([http://www.canr.msu.edu/4h\\_poultry/](http://www.canr.msu.edu/4h_poultry/)): Poultry Palooza, skill-a-thons
- » Goats ([http://www.canr.msu.edu/4h\\_goats/](http://www.canr.msu.edu/4h_goats/)): State 4-H Goat Expo

## More Information

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# Personal Safety

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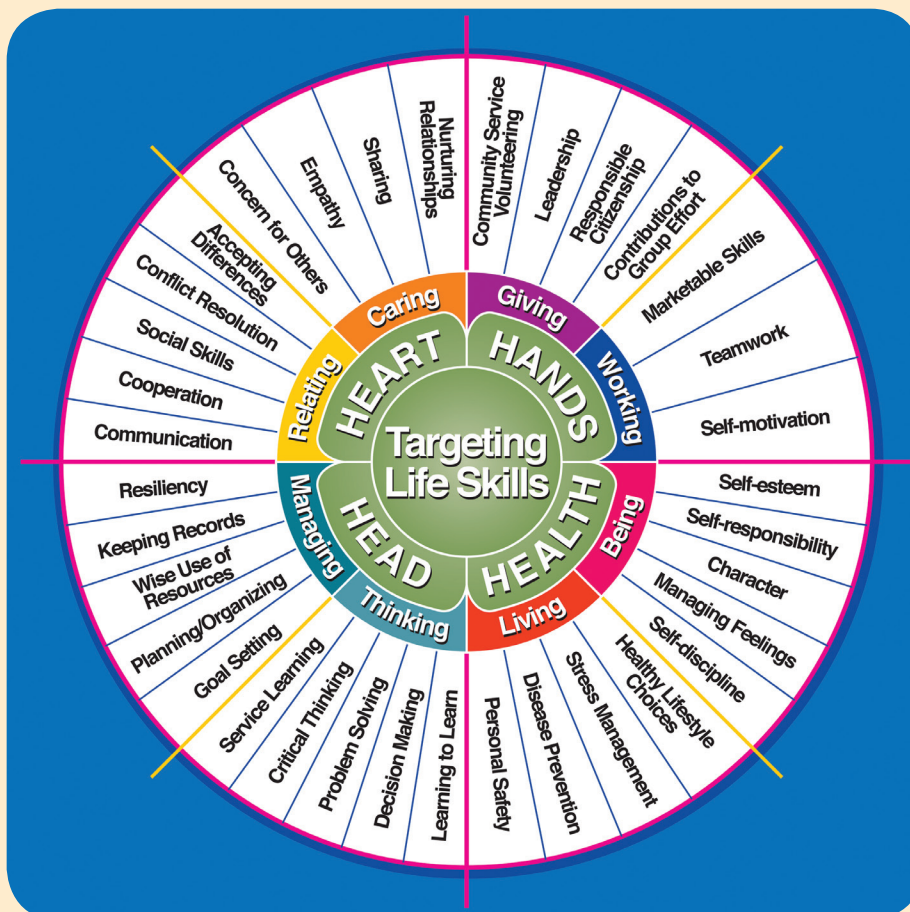
**Life Skills  
for 4-H Projects**

## Life Skills

**4-H Personal safety** projects and experiences should help youth gain life skills. The following are a few life skills that can be mastered through this area.

**Healthy lifestyle choices** — Selecting a way of living that is in accord with sound condition of body and mind, and prevention of disease and injury.

- » Keep a log of daily food intake and exercise. See how close you are to the recommendation on MyPlate (<http://www.choosemyplate.gov/>).
- » Discover healthy ways you like to relax.



### Disease prevention —

Anticipating and warding off conditions that keep the body from functioning normally, such as infection or stress that impairs normal physiological functioning.

- » Teach others how germs are spread from one person to another.
- » Script a skit showing risky situations and how to avoid them.

### Managing feelings —

Expressing one's feelings appropriately and in proportion to circumstance.

- » Create a journal to capture your thoughts and moods.
- » Observe friends or family members. Try to identify their emotions when they interact with others and when they are alone.



## Discussion Questions

(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 was the most fun about doing this activity?
- » Why is it important to know \_\_\_\_\_?

### 9- to 11-year-olds

- » How did it feel to do this activity?
- » What did you learn about making decisions?

### 12- to 14-year-olds

- » Tell us about your project experience?
- » What was the most challenging or difficult part of this activity?
- » How will learning \_\_\_\_\_ help you?

### 15- to 19-year-olds

- » If you did not know \_\_\_\_\_ before, how did you figure it out?
- » What suggestions would you have for someone who wanted to \_\_\_\_\_?
- » What did you learn by participating in this process that will help you in the future?

## Learning Opportunities

- » CPR/first aid
- » Character Counts
- » Health Rocks
- » Outdoor Adventure
- » ATV/Tractor Safety
- » Emergency Preparation and Management
- » Jump Into Foods and Fitness (JIFF) ([http://www.canr.msu.edu/jump\\_into\\_foods\\_and\\_fitness\\_jiff/](http://www.canr.msu.edu/jump_into_foods_and_fitness_jiff/))
- » Nibbles for Health



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# Physical Sciences

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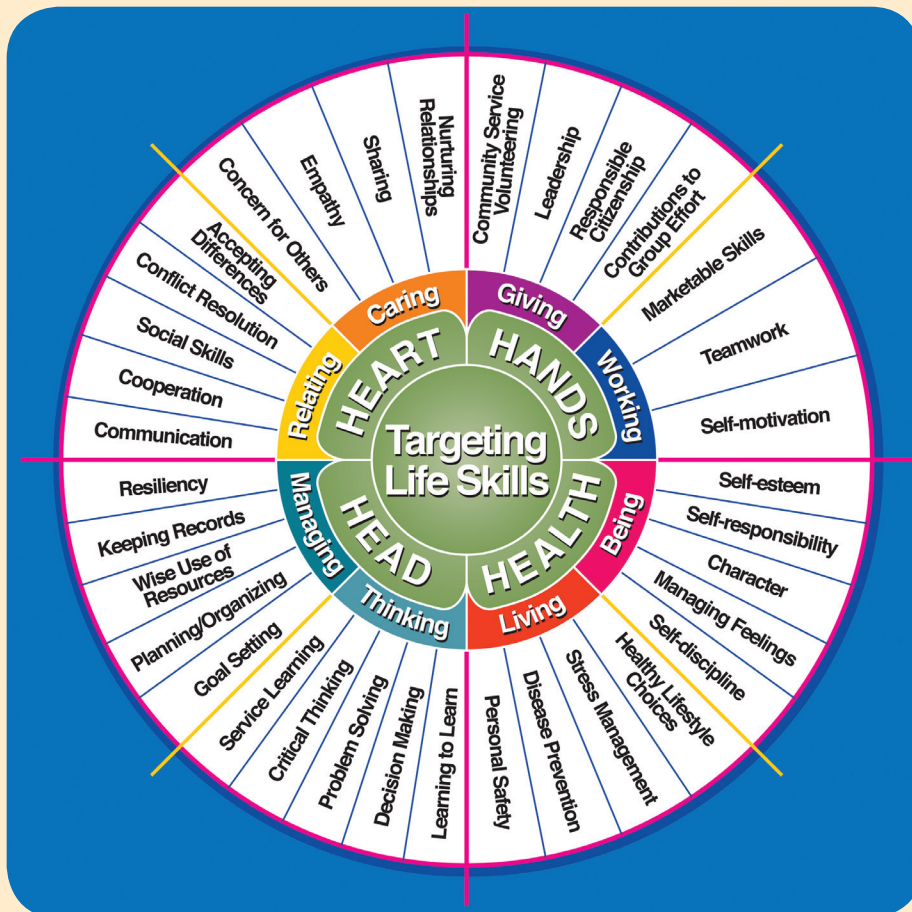
**Life Skills  
for 4-H Projects**

## Life Skills

**4-H physical sciences** projects and experiences should help youth gain life skills. The following are a few life skills that can be mastered through this area.

**Critical thinking** — Analyzing through comparison, reasoning and past experiences to consider alternatives.

- » Develop a list of questions about how a truck's engine works.
- » Compare and contrast the accuracy of various arrow types in shooting sports.



**Problem solving** — Clearly identifying a problem while strategically considering potential solutions through weighted alternatives, goal setting, implementation and evaluation.

- » After developing a question (hypothesis), design an experiment to find the answer.

**Communication** — Designing and exhibiting or demonstrating scientific information.

- » Present findings of your scientific theories, questions or completed experiments to your club or at a county or school science fair.
- » Share what you've learned with a Cloverbud.



## Discussion Questions

(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 was your favorite part of this activity?
- » What do you know now that you did not know before?
- » What do you want to explore next?

### 9- to 11-year-olds

- » What did you observe?
- » What was the most difficult part of this activity?
- » What did you learn that you will be able to use in school?

### 12- to 14-year-olds

- » What happened during this activity?
- » What was the most challenging or difficult part of this activity?
- » How could the things you learned today be used to help you in other situations?

### 15- to 19-year-olds

- » What are some decisions that you had to make to carry out this activity?
- » What works best to get people involved in and excited about doing this type of activity?
- » How would you teach somebody about this activity or concept?

## Learning Opportunities

- » Plants, Soils and Gardening ([http://www.canr.msu.edu/plants\\_soils\\_gardening/](http://www.canr.msu.edu/plants_soils_gardening/))
- » Environmental and Outdoor Education ([http://www.canr.msu.edu/environmental\\_outdoor\\_education/](http://www.canr.msu.edu/environmental_outdoor_education/))
- » Shooting Sports ([http://www.canr.msu.edu/shooting\\_sports/](http://www.canr.msu.edu/shooting_sports/))
- » 4-H Discovery Camp ([http://www.canr.msu.edu/4\\_h\\_renewable\\_energy\\_camp/](http://www.canr.msu.edu/4_h_renewable_energy_camp/))
- » 4-H Exploration Days ([http://www.canr.msu.edu/4\\_h\\_exploration\\_days/](http://www.canr.msu.edu/4_h_exploration_days/))
- » Kettunen Center Workshops
- » 4-H Great Lakes and Natural Resources Camp ([http://www.canr.msu.edu/4\\_h\\_great\\_lakes\\_natural\\_resources\\_camp/](http://www.canr.msu.edu/4_h_great_lakes_natural_resources_camp/))



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# Plant Science

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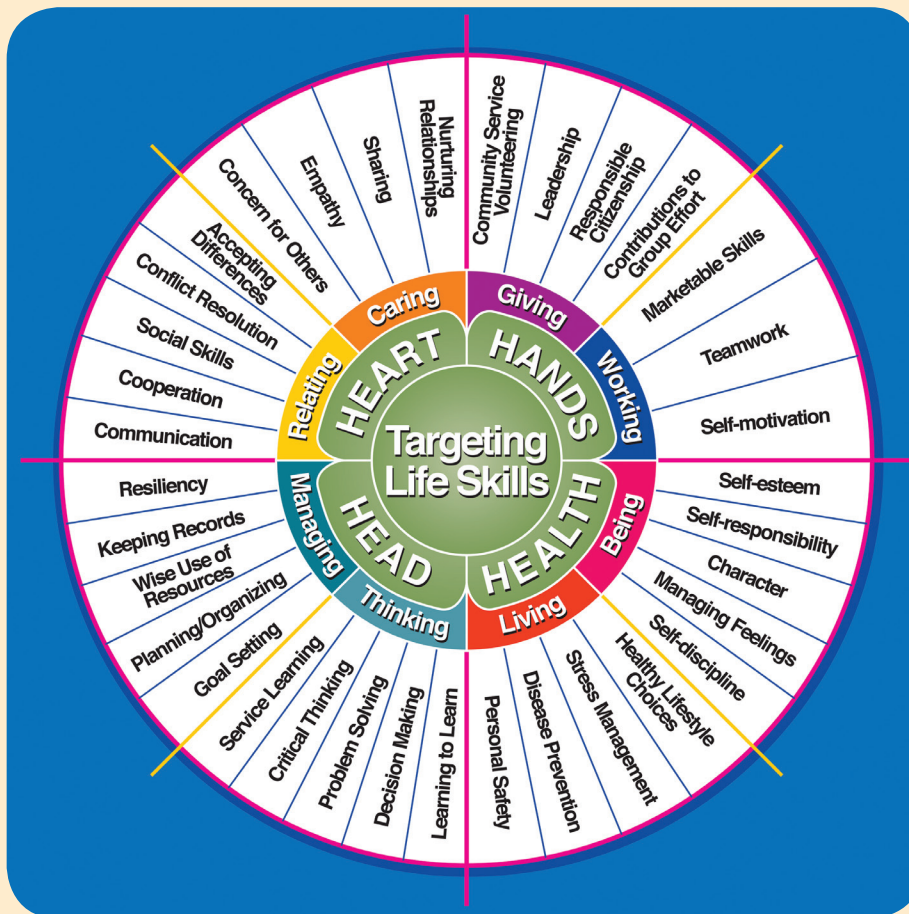
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**Life Skills  
for 4-H Projects**

## Life Skills

**4-H Plant science** projects and experiences should help youth gain life skills. The following are a few life skills that can be mastered through this area.



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- » **Wise use of resources** — Youth will master skills in using seeds and other resources wisely to grow plants.
- » **Self-motivation** — Youth will master skills in motivating themselves to take responsibility for weeding, watering and taking care of plants.
- » **Teamwork** — Youth will master skills in contributing to group efforts by working collectively with team members to complete tasks.



## Discussion Questions

(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 was most fun in this project/activity?
- » What did you learn new in doing this project/activity?
- » What do you want to plant/grow next?

### 9- to 11-year-olds

- » Can you share one thing that you learned in this project/activity?
- » Do you have ideas for ways to improve this project/activity?
- » How did you work in the group to do this project/activity?

### 12- to 14-year-olds

- » What did you learn from this project/activity that you plan to use in the future?
- » Do you have suggestions for ways to lead this project/activity differently?
- » What ideas do you have for future plant science projects?

### 15- to 19-year-olds

- » In what ways did participating in this project/activity help you take responsibility?
- » What did you learn in this project/activity that you plan to use in the future?
- » What important decisions did you make to help ensure that your plants will grow?

## Learning Opportunities

- » Learn skills in community beautification from planting in vacant lots.
- » Learn skills in youth entrepreneurship by selling plants.

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