

Community Service Volunteering

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.



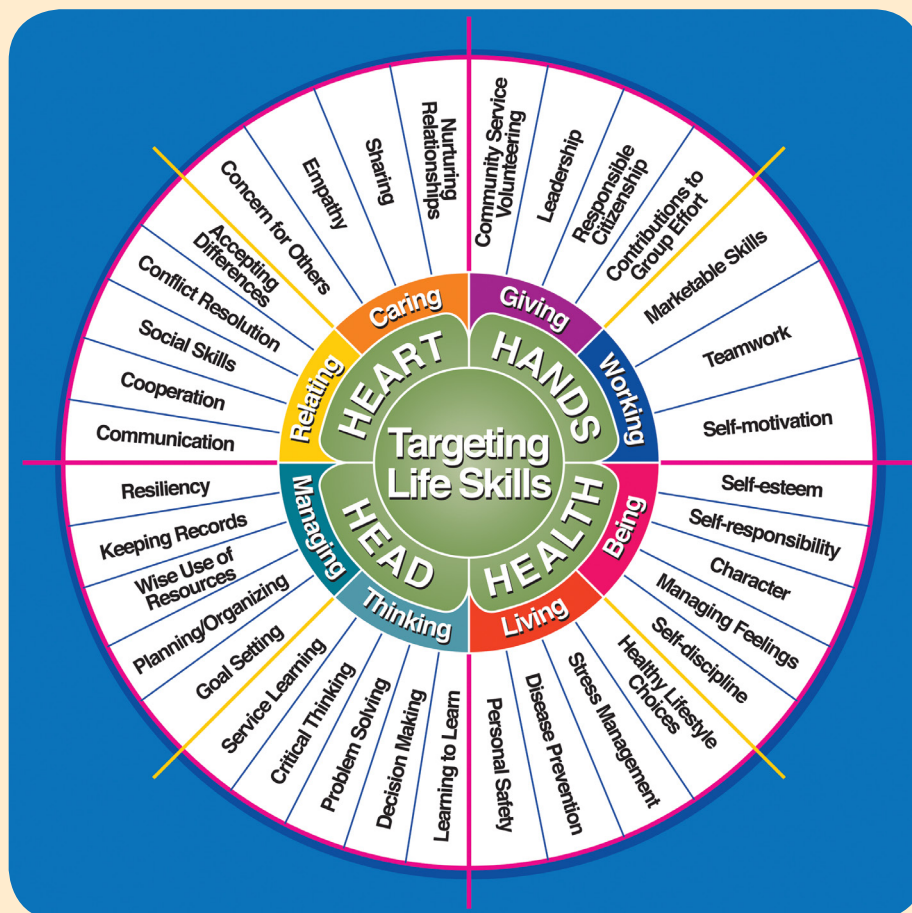
Life Skills

Community service volunteering projects and experiences should help youth gain life skills. Some of the skills youth can learn involving community service volunteering include:

- » Planning projects.
- » Learning to put forth time and effort to benefit others without guarantee of reward.
- » Working as a team toward a common goal that serves the community.

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:

- ▶ Help with appropriate tasks.
- ▶ Empathize with others.

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

- ▶ Participate in short-term group efforts to benefit the environment, school, community and other areas.

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

- ▶ Put forth effort and time for a cause.
- ▶ See the broader picture beyond self-interest.
- ▶ Participate in community service.
- ▶ Explore possibilities for addressing social issues.

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

- ▶ Make significant contributions to projects.
- ▶ Value contributions to a common good.
- ▶ Lead community service efforts.

Community Service Volunteering



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 work with others in your group on this activity?
- » How did you feel when you finished this service project?
- » How did you help with the activity?
- » What else do you think you could do as a volunteer in your community?

9- to 11-year olds:

- » What was easy or hard about trying to do this service project?
- » How did you feel about helping others?
- » What are some other ways that you volunteered in your community?
- » What did you learn while doing this activity?

12- to 14-year olds:

- » How did you decide on this activity?
- » Did everyone agree? If not, how did you work it out?
- » What other skills did people on your team need to have in order to accomplish your goals?
- » What did you learn that will help you next time you want to organize a project?

15- to 19-year olds:

- » What was a challenge you faced and how did you handle it?
- » In what other situations will that knowledge help you to be successful?
- » What advice would you give to someone else who wants to do something like this?
- » What did you learn participating in this service project that will help you in the future?

Related Activities

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

- » As a club or group, discuss how 4-H'ers can use their project skills to help others in their community.
- » As a group, plan an activity that you can do together to make the community a better place. (Examples might include raking lawns or shoveling snow for seniors, packing boxes or writing cards for service members, or holding a bake sale for a charitable cause.)
- » Plan a service project such as cleaning up a local park and invite another club or group to join you.
- » Help a member get a group of friends together to sew clothing for children in need in other countries.
- » At a club meeting, make thank-you cards for people who donate blood and give the cards to the American Red Cross or a blood drive coordinator in your community.

Learning Opportunities

- » 4-H Exploration Days (http://msue.anr.msu.edu/program/info/4_h_exploration_days)
- » 4-H volunteer workshops, camps and events (<http://4h.msue.msu.edu/events>)
- » 4-H Youth Mentoring (http://msue.anr.msu.edu/program/info/youth_mentoring)

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.

Contributions to Group Effort

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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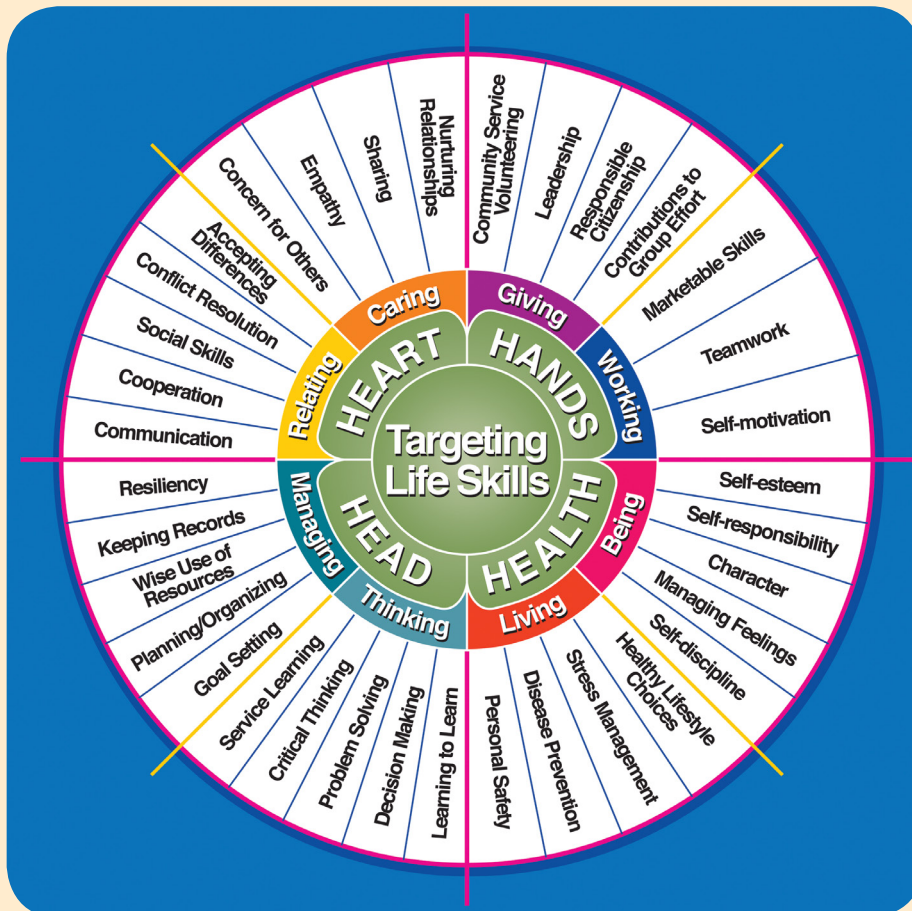
Life Skills

Contributions to group effort projects and experiences should help youth learn volunteerism toward a common purpose. Some skills youth can learn involving contributions to group effort include:

- » Identifying a mutual goal.
- » Sharing responsibility.
- » Participating voluntarily.
- » Sharing achievement.

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 age-appropriate household chores.
- ▶ Take pride in contributing to the group.
- ▶ Learn cooperation.
- ▶ Communicate how they contributed to a group, family, classroom or club project.

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

- ▶ Recognize work done by others.
- ▶ Contribute toward group work at school.
- ▶ Understand group decision-making processes.

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

- ▶ Understand the benefits of group work.
- ▶ Desire to work in a group.
- ▶ Understand how their contribution relates to the success or failure of the group project.

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

- ▶ Help the group set and reach goals.
- ▶ Understand the value of team-building in working in a group.
- ▶ See beyond the group to future applications.

Contributions to Group Effort



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 to plan and conduct the activity?
- » How did others help you?

9- to 11-year-olds:

- » How did you keep track of everyone's ideas?
- » Do you think you get more ideas working alone or in a group? Why?

12- to 14-year-olds:

- » Why do you think everyone in your group didn't agree about _____ ?
- » What did you observe about the way the groups agreed or disagreed?
- » Did everyone agree about decisions that were made? Why or why not?

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?

Related Activities

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

- » Plan and carry out a community service-learning project that involves all members of the club or group.
- » Plan and execute a group fundraiser to reach a common goal.
- » Determine a 4-H project that will require each member to bring designated supplies or ingredients to a future meeting, and then divide the ingredients among the members. (For example, have members teach a cooking lesson.)

Learning Opportunities

- » Community Service and Learning (http://4h.msue.msu.edu/programs/community_service_learning)
- » 4-H Community Service: Planning Your Community Service Project (<http://4h.msue.msu.edu/uploads/files/PlanYourCommServProj.pdf>)
- » 4-H Scholarships and Recognition Programs (http://4h.msue.msu.edu/awards_scholarships/4-h_recognition_program)
- » YEA! Youth Experiencing Action! A Community Service-Learning Guide (4H1553) (http://msue.anr.msu.edu/resources/yea_youth_experiencing_action_a_community_service_learning_guide_4h1553_1)

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Leadership

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

Leadership projects and experiences should help youth learn how to lead by developing qualities that will help them know how to assist a group or person in meeting goals. Some skills youth can learn through leadership include:

- » Developing self-confidence.
- » Communicating effectively such as learning to listen, and giving and receiving feedback.
- » Working well with people by involving them in meaningful ways, motivating and empowering them, and sharing leadership.
- » Planning, organizing, delegating and assessing.
- » Accepting differences in people and in their opinions.
- » Managing conflict and being flexible.

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:

- ▶ Act as a member of a group.
- ▶ Listen when others speak.
- ▶ Include others in a group.
- ▶ Be willing to be a helper.

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

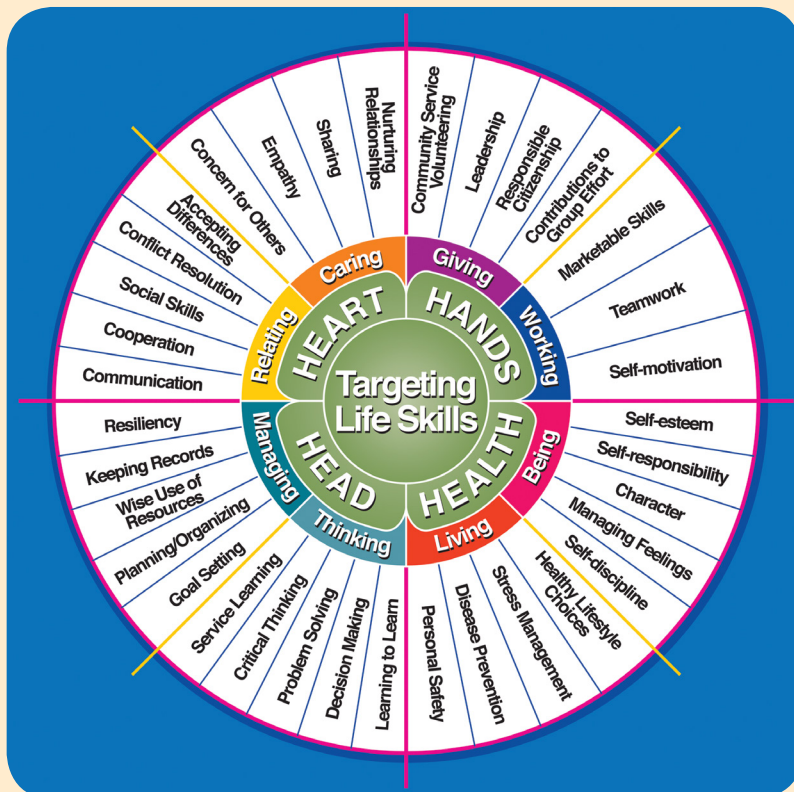
- ▶ Contribute to group effort.
- ▶ Help set group goals.
- ▶ Recognize and accept differences.
- ▶ Identify their own talents.

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

- ▶ Negotiate personal and group needs.
- ▶ Begin to recognize different leadership styles.
- ▶ Find roles to use their skills.
- ▶ Practice assertiveness.
- ▶ Identify role models.

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

- ▶ Organize groups to accomplish a purpose.
- ▶ Recognize there is more than one way to accomplish a task.
- ▶ Choose appropriately between leadership styles.
- ▶ Identify and use their personal strengths.
- ▶ Teach others new skills.
- ▶ Explore opportunities for adult leadership.





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 feel about this activity?
- » What did you learn about yourself during this activity?
- » What are some ways you like to learn?
- » How will your new skills help you in school?

9- to 11-year-olds:

- » What happened during the activity?
- » What did the leader do to make you feel you were a part of the group?
- » Why was this important?
- » What would you do differently if you did the activity?

12- to 14-year-olds:

- » What did you observe happened during the activity?
- » How did people communicate during the activity?
- » What are qualities that are important in a leader?
- » What are some other situations when you will need to use the skills you learned today?

15- to 19-year-olds:

- » What surprised you about the activity?
- » What works best to get people involved and excited about doing this type of activity?
- » What do you feel you need to work on to be a good leader?
- » In what other ways could you apply the skills you gained in this activity?

Related Activities

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

- » Assist a member in serving as an officer, teen leader, committee member or mentor in the club, group or county.
- » Encourage a member to teach younger youth a skill related to his or her 4-H project.
- » Teach the club or group about different leadership styles using temperament or personality assessments.

Learning Opportunities

- » 4-H Capitol Experience (http://4h.msue.msu.edu/events/4-h_capitol_experience)
- » 4-H Club Officer Positions (http://msue.anr.msu.edu/topic/info/leadership_citizenship)
- » 4-H Exploration Days (http://msue.anr.msu.edu/program/info/4_h_exploration_days)
- » 4-H volunteer workshops, camps and events (<http://4h.msue.msu.edu/events>)
- » 4-H Scholarships and Recognition Program (http://4h.msue.msu.edu/awards_scholarships/4-h_recognition_program)
- » State-level program committees for specific project areas (<http://4h.msue.msu.edu/programs>)

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Marketable Skills

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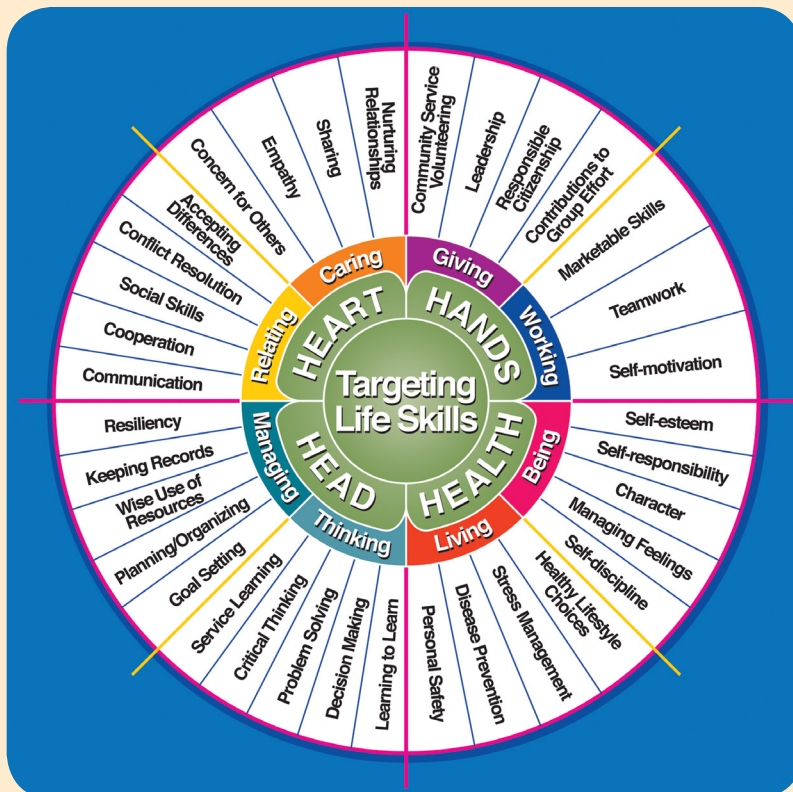
Life Skills

Marketable skills projects and experiences should help youth gain life skills. Marketable skills encompass the skills and abilities wanted by employers and that help employees maintain a job. Some of marketable skills youth can learn include:

- » Interviewing.
- » Using technology.
- » Making presentations.

Age-Appropriate Skills:

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

- ▶ Role-play a variety of career choices.
- ▶ Take field trips to explore careers; process information with adults.
- ▶ Explore age-appropriate technologies with adult supervision.

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

- ▶ Identify a variety of occupations and careers.
- ▶ Understand the similarities and differences between various jobs.
- ▶ Learn how to use and care for things.
- ▶ Be aware of the long-term consequences of their digital footprints.

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

- ▶ Participate in guided exploration and supervised experience in work environments.
- ▶ Learn, in detail, skills and education needed for specific jobs.
- ▶ Benefit from shadowing an experienced worker.
- ▶ Select appropriate technology and apply it to the task.
- ▶ Explore career opportunities through educational and extra-curricular activities.

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

- ▶ Participate in an apprenticeship or internship that integrates work and learning.
- ▶ Get experience in real-work environments, including being compensated and evaluated.
- ▶ Practice interviewing skills.
- ▶ Serve customers and clients.
- ▶ Find a pattern of interest, becoming more definite about a career choice.



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?
- » How did you decide what to choose?

9- to 11-year-olds:

- » How did you feel in your role?
- » What did you learn about yourself by doing this activity?
- » How does having fun help you learn?

12- to 14-year-olds:

- » What did you learn from this activity that you didn't know before?
- » What was the most challenging or difficult part of the activity?
- » When do you think you might need the skills or knowledge you learned today?

15- to 19-year-olds:

- » When else have you had fun and learned new things at the same time?
- » What did you learn today that you will be able to use in school?
- » How will your new skills help you at home?

Related Activities

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

- » Discuss the difference between technical skills and life skills.
- » Invite guest speakers to club or group meetings to explore different career opportunities.
- » Facilitate a résumé writing workshop with the club or group.
- » Set up mock job interviews at a club or group meeting.
- » Arrange a field trip to explore a broad spectrum of careers and learning opportunities.

Learning Opportunities

- » Career Preparation (http://4h.msue.msu.edu/programs/career_preparation)
- » Entrepreneurship (http://4h.msue.msu.edu/programs/youth_entrepreneurship)
- » 4-H Exploration Days (http://msue.anr.msu.edu/program/info/4_h_exploration_days)
- » 4-H Scholarships and Recognition Program (http://4h.msue.msu.edu/awards_scholarships/4-h_recognition_program)
- » Teen leadership conferences at Kettunen Center (http://4h.msue.msu.edu/events/4_h_volunteer_training_workshop_schedule)(<http://4h.msue.msu.edu/programs>)

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Responsible Citizenship

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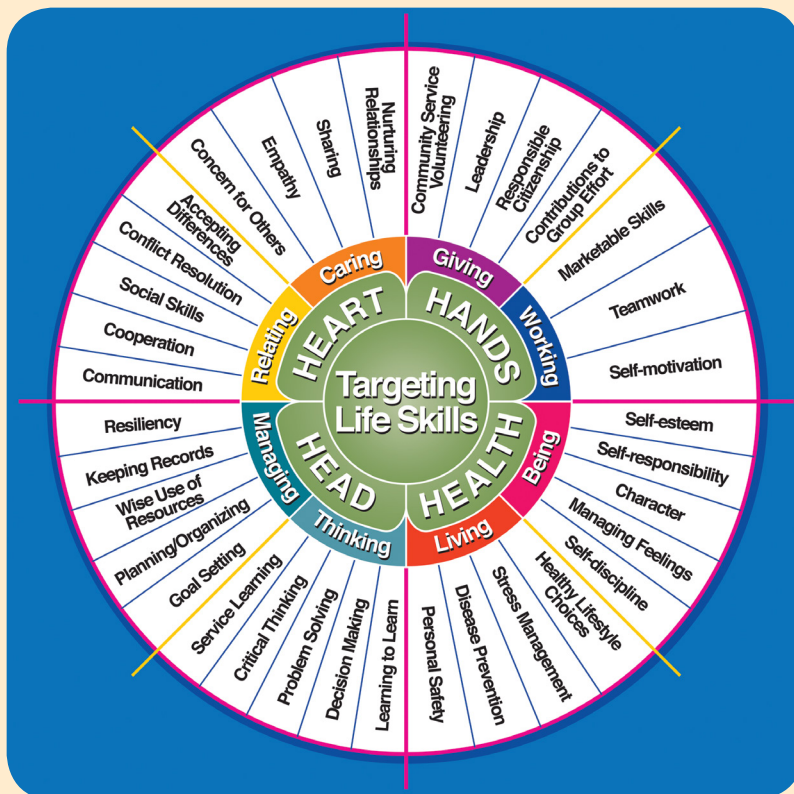
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Life Skills

Responsible citizenship projects and experiences should help youth gain life skills. Some of the skills youth can learn involving responsible citizenship include:

- » Showing concern for the safety and well-being of others.
- » Demonstrating responsibility and accountability in response to duties, rights and privileges as a member of a community or country.
- » Staying informed about issues and appropriately voicing their opinions.
- » Conserving resources and following the three Rs – reduce, reuse and recycle.



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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 the Pledge of Allegiance.
- ▶ Understand how elected officials represent them, and recognize key leaders.
- ▶ Understand the concept of voting.
- ▶ Become familiar with simple historical stories about their country.

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

- ▶ Learn the history of their country and find out about important leaders.
- ▶ Know how to get involved and participate in clubs and their community.
- ▶ Understand the effect they have on decision-making in groups.
- ▶ Understand how they can have an impact on their community.

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

- ▶ Learn respect for their flag and country.
- ▶ Demonstrate allegiance to their country and take part in patriotic events.
- ▶ Write letters to elected officials.
- ▶ Think globally.
- ▶ Understand the process of running a business meeting and the basics of parliamentary procedure.

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

- ▶ Discuss the needs of the community and ways to meet those needs.
- ▶ Discuss the role of government in society.
- ▶ Participate in student government or youth leadership activities.
- ▶ Engage in thoughtful debate on political issues with those who have a different political philosophy from their own.
- ▶ Work to change community laws and policies.

Responsible Citizenship



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? 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 fun activity?

12- to 14-year-olds:

- » What surprised you about this activity?
- » 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 own skill in communication with others?

Related Activities

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

- » Say the Pledge of Allegiance and the 4-H pledge before meetings start.
- » Have members attend a county board of commissioner, township or school board meeting.
- » Get members involved in a political campaign locally.
- » Visit the state Capitol.
- » When an issue in the community is discussed at a club meeting, brainstorm ways to address it.
- » Have members send a letter or email to their local legislator about a topic that is important to your community.

Learning Opportunities

- » Citizenship Washington Focus (<http://www.4hcenter.org/youth-conference-center-overview/educational-programs/citizenship-washington-focus/>)
- » 4-H Capitol Experience (http://4h.msue.msu.edu/events/4-h_capitol_experience)
- » 4-H Community Service and Learning (http://4h.msue.msu.edu/programs/community_service_learning)
- » 4-H Folkpatterns: a cultural heritage project (<http://4h.msue.msu.edu/programs/arts/folkpatterns>)
- » 4-H global and cultural competencies experiences (http://4h.msue.msu.edu/programs/global_cultural_education/international_exchange_programs)
- » 4-H volunteer workshops, camps and events (<http://4h.msue.msu.edu/events>)
- » Local Citizenship Academies
- » Wonders of Washington (<http://www.4hcenter.org/youth-conference-center-overview/educational-programs/>)

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Self-Motivation

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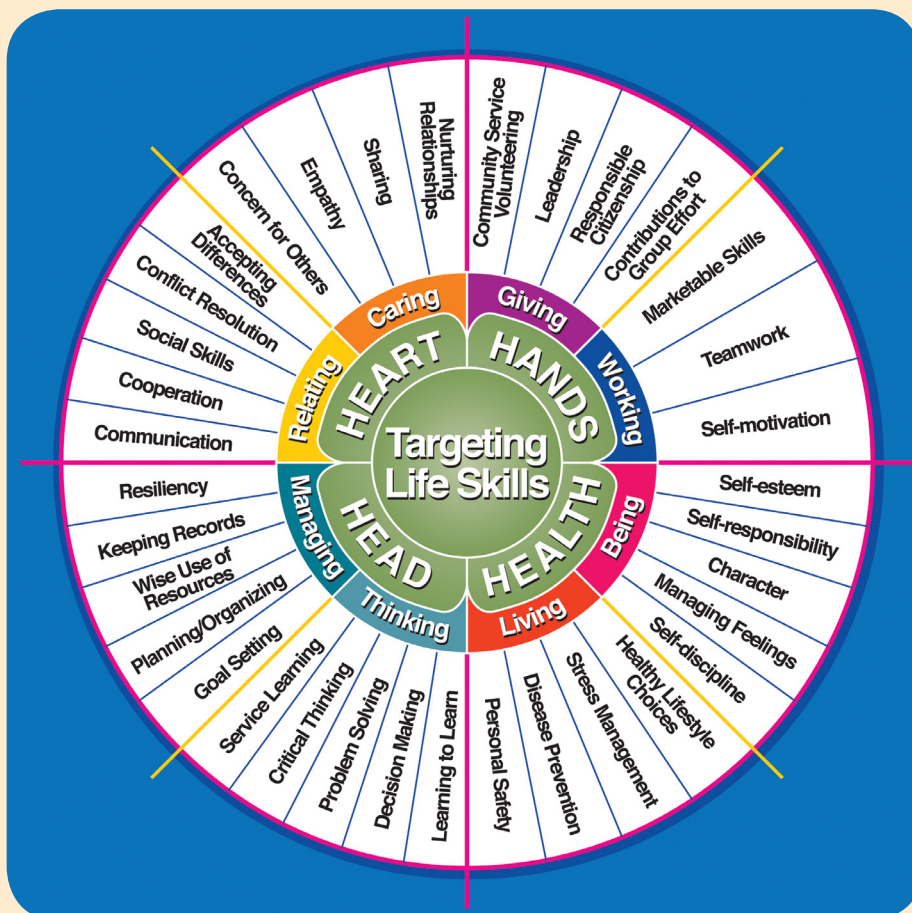
Life Skills

As youth develop the skill of **self-motivation**, they may find themselves able to make the needed effort to carry out a task or plan. Some of the skills youth can learn involving self-motivation include:

- » Taking initiative or acting on the necessary steps to begin or follow through with a plan or task.
- » Self-starting, which often means working independently or with little supervision.
- » Persevering.

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 about time and being on time.
- ▶ Be willing to make multiple attempts to master a task.

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

- ▶ Take responsibility for meeting deadlines.
- ▶ With adult encouragement, spend time on tasks wisely.
- ▶ With adult support, begin to break tasks into steps or parts for easier completion.
- ▶ Be willing to try new things.

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

- ▶ Start to become self-directed.
- ▶ Work and complete projects independently.
- ▶ Allocate time appropriately among tasks and usually meet deadlines.

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

- ▶ Organize several tasks into sequential segments and allocate needed time to each.
- ▶ Establish their own deadlines and meet them.
- ▶ Prioritize tasks.
- ▶ Use time responsibly.



Discussion Questions

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

5- to 8-year-olds:

- » What help did you get?
- » What are some ways you like to learn?

9- to 11-year-olds:

- » What would you do differently if you conducted this activity?
- » What did you learn?

12- to 14-year-olds:

- » What did you learn about making decisions?
- » What did you learn by observing?

15- to 19-year-olds:

- » Why is learning with others sometimes more fun than learning alone?
- » Why is it important to have plenty of information before making decisions?

Related Activities

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

- » After given project instructions, youth create a list of tasks they need to accomplish to complete the project.
- » Youth create checklists for carrying out goals.
- » After determining roles and responsibilities, youth can complete tasks on their own.
- » Youth create ideas for fundraising.
- » Youth generate a calendar for activities.

Learning Opportunities

- » County, regional or state events (<http://4h.msue.msu.edu/events>)
- » 4-H Exploration Days (http://msue.anr.msu.edu/program/info/4_h_exploration_days)
- » 4-H Mark of Excellence (http://4h.msue.msu.edu/awards_scholarships/4-h_recognition_program)
- » 4-H Scholarships and Recognition Program (http://4h.msue.msu.edu/awards_scholarships/4-h_recognition_program)

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.

Teamwork

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

Teamwork projects and experiences should help youth learn how to work with others to produce an outcome. Some of the skills youth can learn when developing teamwork include:

- » Communicating effectively.
- » Acting responsibly.
- » Sharing.
- » Working well with others.

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:

- ▶ Understand that their family is a team.
- ▶ Understand what teamwork is.

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

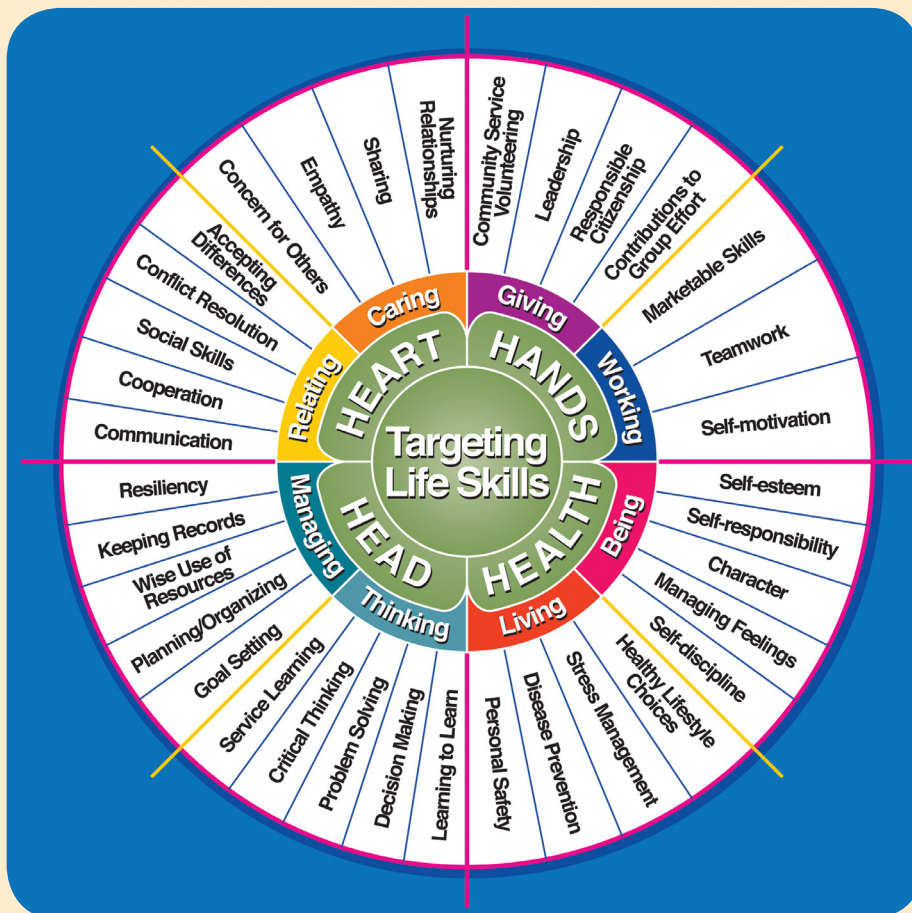
- ▶ Understand why working in a team is beneficial.
- ▶ Enjoy working in teams with other peers.

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

- ▶ Express appreciation of team members' contributions.
- ▶ Explore ways to work better as a team.
- ▶ Problem-solve issues with members not working as part of the team.

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

- ▶ Meet team deadlines.
- ▶ Put importance of the intended outcome above personal desires.
- ▶ Adjust personal expectations to be an effective team member.
- ▶ Advocate for equality within teams.





Discussion Questions

Use these questions to help youth process and think about what skills they are learning in their 4-H projects.

5- to 8-year-olds:

- » What would you do if you ran this activity?
- » What did you learn in this activity?
- » What made you want to be a part of the activity?

9- to 11-year-olds:

- » How will the skills you learned today in 4-H help you back in your school?
- » If you were to do this activity again, what would you change?
- » What three things did you learn that you didn't know prior to this activity?

12- to 14-year-olds:

- » How do you encourage team members who don't contribute to the team to get involved?
- » Why is teamwork important?
- » What makes you a good team member?

15- to 19-year-olds:

- » What did you learn about your teamworking skills?
- » Give an example when you worked in a team and you didn't like it.
- » What do you find challenging about working with team members on a project?

Related Activities

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

- » Encourage youth to join a team sport or activity.
- » Give opportunities for all members to take some leadership role in the 4-H club or group.
- » Allow youth to work together on community issues that interest them.
- » Encourage youth to seek out jobs and tasks where they work with other people.
- » Allow members to take turns leading team-building activities in the club or group.

Learning Opportunities

- » 4-H Environmental and Outdoor Education opportunities (http://4h.msue.msu.edu/programs/environmental_outdoor_education)
- » 4-H Exploration Days (http://msue.anr.msu.edu/program/info/4_h_exploration_days)
- » 4-H volunteer workshops, camps and events (<http://4h.msue.msu.edu/events>)
- » 4-H Scholarships and Recognition Program (http://4h.msue.msu.edu/awards_scholarships/4-h_recognition_program)

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