

Skills to Live on Your Own



Objectives

- Identify life skills.
- Differentiate among various methods for teaching youth life skills.
- Explore lessons designed to teach life skills.



Objective 1

Identify life skills.

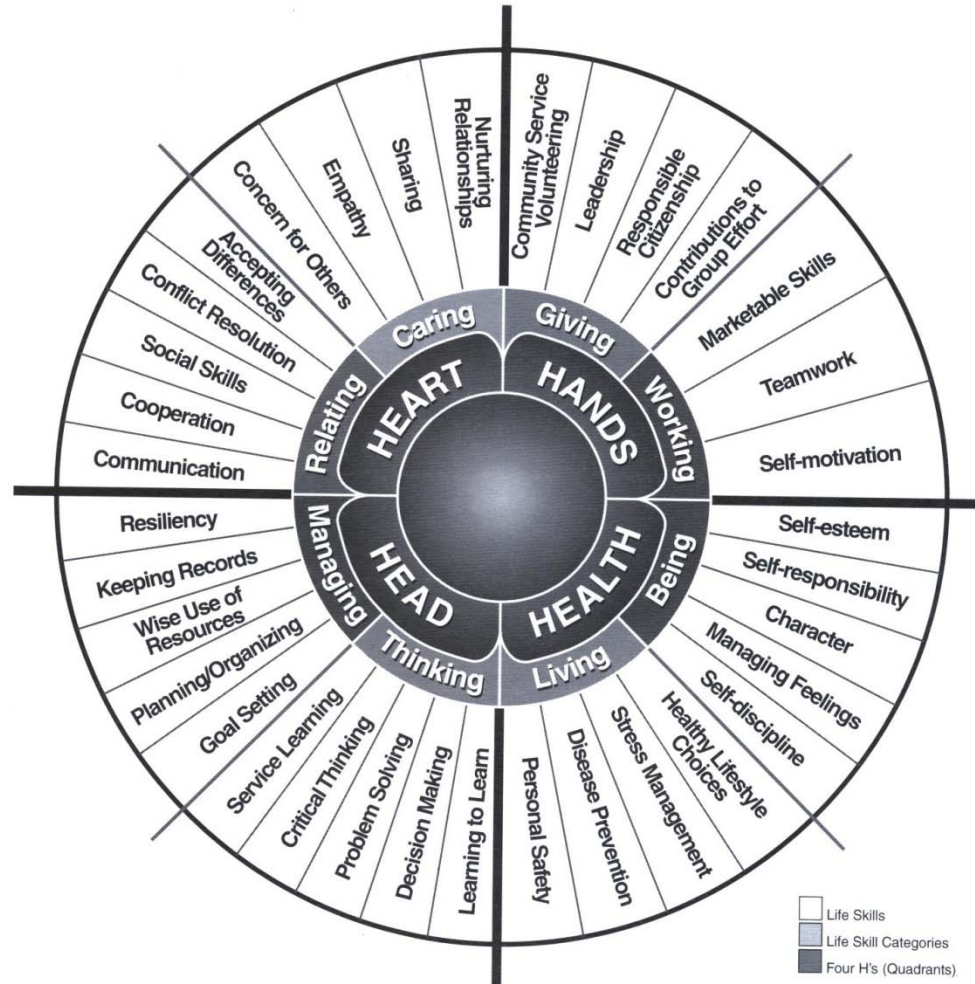


Life Skills

- Competencies that help people function well in their environments
- Learned in sequential steps appropriate to development
- Typically acquired through “learn-by-doing” activities



Targeting Life Skills Model



Objective 2

Differentiate among various methods for teaching youth life skills.

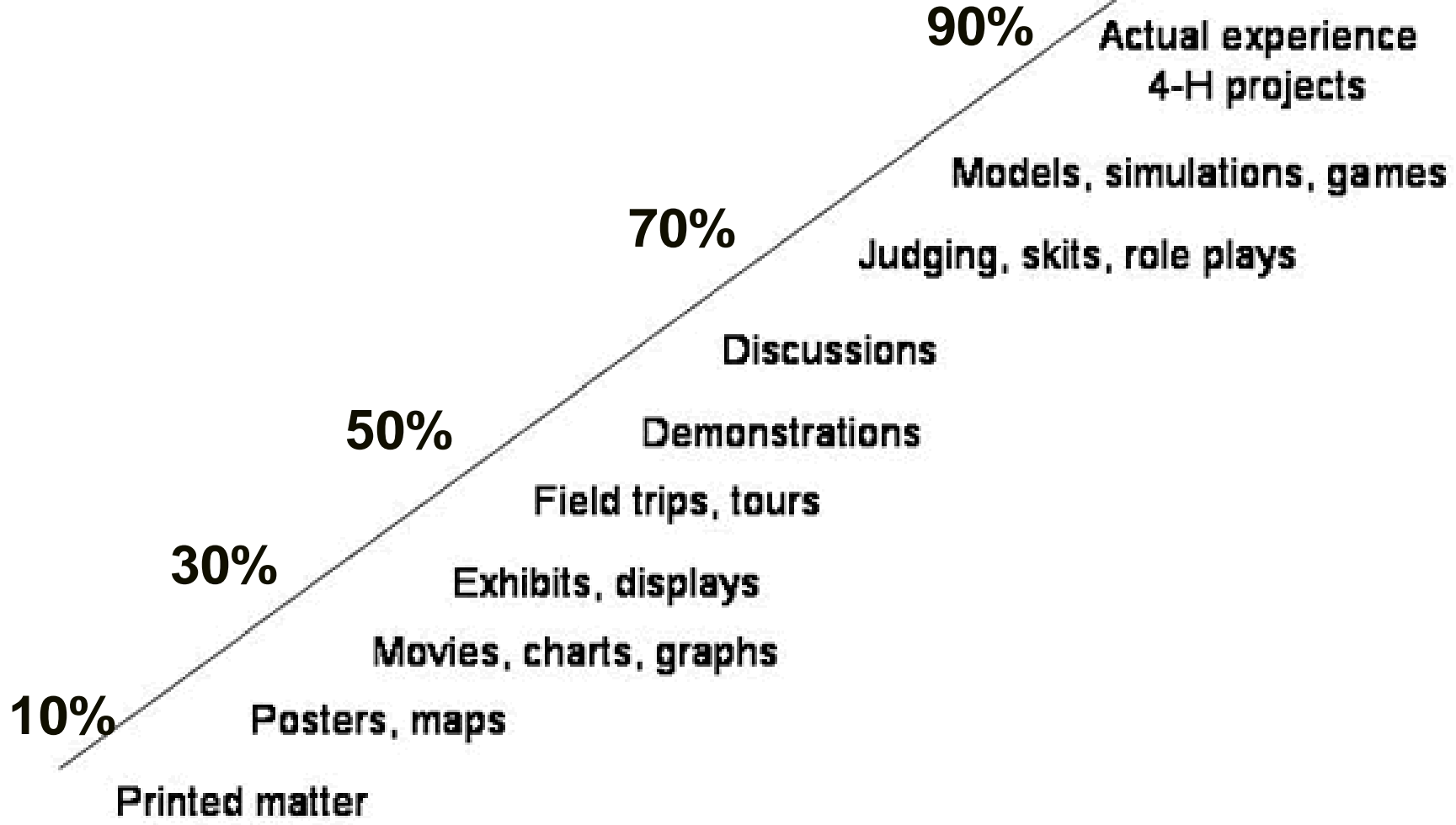


Methods for teaching life skills in 4-H

- 4-H projects
- Activity manuals
- Demonstrations/
Public Speaking
- Judging events
- Skill-a-thons
- Project
workshops
- Educational trips
- Resume building
- Work as camp
counselors



MOST LEARNING



LEAST LEARNING

Objective 3

Explore lessons designed to teach
life skills.



Childhood Obesity Facts

- The United States is ranked #1 among the heaviest nations.
- Across the United States, childhood obesity is rising.
- 10% of the states report that 33.75-38% of their 10-17-year-old youth are overweight.
- Overweight children have a 70% chance of becoming obese adults.
- The number of overweight children has doubled in the last 20-30 years.
- Kids need to understand the benefits of proper nutrition and physical activity.



Overview of “Ignition Nutrition” Lessons

- Lesson 1 Defines nutrition and exercise and encourages record keeping
- Lesson 2 Focuses on label reading and sugar in drinks
- Lesson 3 Teaches the food guide pyramid
- Lesson 4 Explores the fat in fast foods
- Lesson 5 Encourages 4-H members to move with dance
- Lesson 6 Focuses on combination foods

For more info, visit: <http://www.ces.purdue.edu/vigo>



Why teach nutrition and physical fitness together?

Good nutrition

+

Physical activity =

A healthy lifestyle



Physical Fitness and Exercise

- Children and adolescents age 6-17 should do one hour of physical exercise every day.
- Most exercise should be of either moderate or vigorous intensity.
- Muscle-strengthening and bone-strengthening activity should be done 3 days per week.



Evaluating Food Using Product Labels

Raise a finger if the food has:

- 10% or more Vitamin A
- 10% or more Vitamin C
- 10% or more Calcium
- 10% or more Iron
- 10% or more Protein
- 10% or more Fiber



Lower a finger if the food has:

- 10% or more Total Fat
- 200 or more Calories

If any fingers remain up, the food can be considered nutritious.



Healthy Eating-Out

Healthy food selections include:

- Foods that are fat-free or lower in fat
- Grilled, broiled, steamed, or baked food
- Plain chicken or fish instead of breaded
- Catsup or mustard instead of sauces
- Fat-free or low-fat salad dressings
- Small fries instead of large
- Regular or plain hamburger
- Burritos or tacos with just salsa
- Juice, water, or low-fat milk to drink
- Frozen yogurt or low-fat ice cream



Fast Food Choices Game

- This lesson will help you choose foods with less fat when eating out, especially at fast-food restaurants.
- Pretend that you are eating at a pizza place for dinner.
- Select a meal that would be typical for you, including your side orders and drinks, using the “Fast Food” cards provided.
- Look only at the fronts of the cards until instructed to turn them over.
- Once you have made your selection, turn the cards over and add up the amount of fat in your selected meal using the Fast Food Worksheet.



Fast Food Choices Game

- Select alternatives for reducing fat in your previous meal. Consider choices that you might actually make when you visit your favorite pizza place.
- After you have made your selections, look on the backs of the cards and add up the amount of fat in this meal.
- Subtract this number from the number in the first meal using the “Fast Food Worksheet.”
- How much were you able to reduce your fat intake with the second meal?



Manners & Etiquette

A sample of the topics covered include:

- Table manners
- Classroom manners
- Magic words
- Thank-you notes
- Cell phone etiquette
- Holiday manners

The Emily Post Institute: <http://www.emilypost.com/>



Cell Phone Etiquette

- Be the master of your phone, not a slave to it!
- Speak softly and use appropriate language.
- Be courteous to others; don't interrupt.
- Use the silent or vibrate ring mode and move away to talk.
- Don't make calls in a library, theater, or church or from your table in a restaurant.
- Don't text during class or a meeting at your job.



Group Discussion

- What other skills are important for 4-H Club members to learn that will help them to become more independent?
- What are some activities that could be led in a 4-H Club that would help members develop skills to live on their own?



Resources

- The Emily Post Institute. "Kids & Parents ~ For Parents." Retrieved December 22, 2008, from:
http://www.emilypost.com/kidsandparents/kids_8-12.htm
- Hendricks, Pat. 1998. "Targeting Life Skills Model."
<http://www.extension.iastate.edu/4h/lifeskills/previewwheel.html>



Resources

- Kress, Cathann. “Essential Elements of 4-H Youth Development.” National 4-H Headquarters. <http://www.national4-hheadquarters.gov/library/elements.ppt>
- Kuhl, Ken. “Fast Food Facts.” Retrieved December 22, 2008, from: www.foodfacts.info



Resources

- Trhlik, Corey. (2008). "Ignition Nutrition." Vigo County Office of the Purdue University Extension Service. Terre Haute, IN.
- Wisconsin Nutrition Education Program. (2005). "Making Fast Food Choices." Retrieved December 22, 2008, from: <http://www.uwex.edu/ces/WNEP/teach/Isnplns/fastchcs.pdf>

