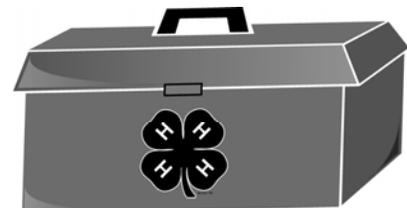


# 8

## "Life Skill Development" Lesson Plan





## Learning Objectives

1. Identify life skills developed by 4-H members.
2. Discuss methods to help youth develop life skills.
3. Explore examples of activities to assist youth with life-skill development.



## Supplies & Resources Needed

- Lesson plan with instructional objectives
- Notes pages of PowerPoint presentation with talking points
- LCD projector and laptop with PowerPoint presentation loaded
- Copies of PowerPoint slides printed as a three-slides/page handout for each participant
- Copies of "Life Skill Development" quiz for each participant
- Pencils or pens for volunteers to take notes and complete the quiz
- Copies of "Life Skill Development" fact sheet
- Copies of materials and other supplies needed for any of the other optional activities



## References

Hendricks, Pat. (1998). "Targeting Life Skills Model."

<http://www.extension.iastate.edu/4h/lifeskills/previewwheel.html>

Kress, Cathann. "Essential Elements of 4-H Youth Development." National 4-H Headquarters.

<http://www.national4-hheadquarters.gov/library/elements.ppt>

McKinley, S. (2006). Positive Youth Development & Life Skill Development. Retrieved December 18, 2007, from:

<http://www.four-h.purdue.edu/volunteer/index.html>

USDA/Army Youth Development Project. (2003). "4-H 101, The Basics of Starting 4-H Clubs."

[http://www.national4-hheadquarters.gov/library/4h\\_docs.htm](http://www.national4-hheadquarters.gov/library/4h_docs.htm)

## Projected Length

Instruction for the "Life Skill Development" lesson plan will take 15-20 minutes.

Estimated time lengths for the optional activities included in the lesson are listed below:

"Budget Busters," 30-40 minutes

"Germ Warfare 101," 15-20 minutes

"Knowledge Is Power," 10 minutes

"Problem-Solving Squares," 15 minutes



## Instructor Notes

- If you will be using the PowerPoint presentation to share this lesson with the volunteers, set up the laptop and LCD projector prior to the start of the program and test the equipment to be sure it is working properly.
- Welcome the group and thank them for their participation.
- Begin "Life Skill Development" PowerPoint presentation.
- Utilize the talking points found on the notes pages of the PowerPoint presentation to guide you during the presentation.
- Review the purpose and objectives for this lesson plan.
- Provide a brief introduction of the lesson, including its importance to the 4-H Youth Development Program.
- Proceed with the lecture portion of the lesson.
- Distribute "Life Skill Development" fact sheet to each participant.
- Conclude the lesson with a time for questions from the participants.

## Methods/Content



**Information found on Slides #1-2.**

## Introduction



*"Engagement in Learning" and "Opportunity for Mastery" are the two Essential Elements of 4-H Youth Development included within the Mastery concept. When youth are engaged in learning and have the opportunity to achieve mastery, then they are well on their way to developing life skills. 4-H offers a number of ways by which members can develop skills that they will use throughout their lives. This lesson is designed to briefly look at some of the life skills developed in 4-H, to discuss methods to help members learn these skills, and to share some specific activities that can be led with members.*

*In this lesson, we will focus on these objectives:*

1. Identify life skills developed by 4-H members.
2. Discuss methods to help youth develop life skills.
3. Explore examples of activities to assist youth with life-skill development.

## Objective 1

Identify life skills developed by 4-H members.



**Information found on Slides #3-10.**



*Youth who gain competencies and master skills exhibit a number of positive characteristics. As they learn to solve problems and meet challenges through hands-on activities such as 4-H provides, youth learn that they are capable and build their self-confidence. As a result, these youth are much more likely to live productive adult lives.*



Life Skill Development

- Life Skills are competencies that help people function well in their environments.
- They are learned in sequential steps related to person's age and developmental stage.
- They are acquired through "learn-by-doing" activities.

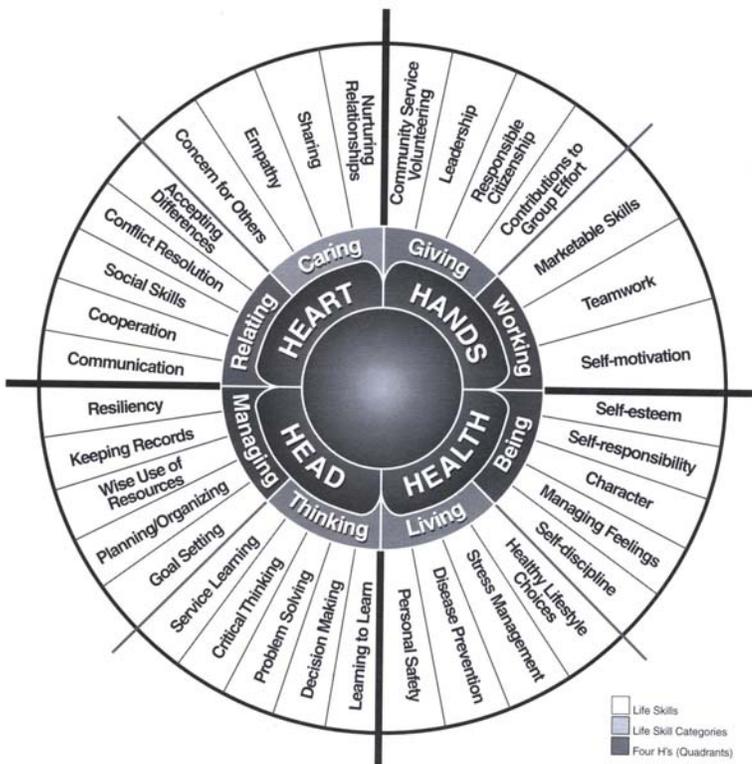
Characteristics of youth who develop life skills:

- Achieving
- Successful
- Creative
- Problem-solving
- Motivated
- Persistent
- Competent



The "Targeting Life Skills" Model developed by Pat Hendricks at Iowa State University is one method to illustrate the life skills that members gain through 4-H participation.

In this model, you will see a total of 35 life skills that youth can learn. These are divided into 8 categories, organized around the four "H" quadrants of Head, Heart, Hands, and Health. The next slides look at each of these quadrants in more detail.

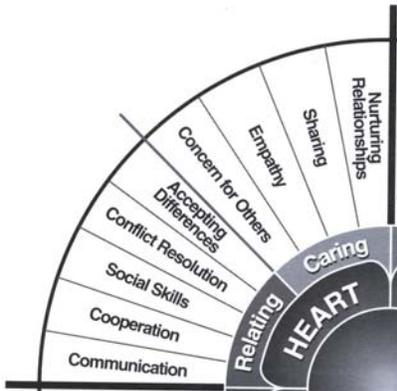




The “Head” quadrant includes the categories of Managing and Thinking. Here, you’ll recognize a number of skills that 4-H members gain through keeping accurate records of their 4-H projects, planning and organizing their club activities, setting personal and group goals, learning to serve others, and making decisions.



In the “Heart” quadrant, we find the Relating and Caring categories. Here we see the importance of participating in club activities as members learn to build relationships, show concern for others, resolve conflicts, cooperate, and communicate.

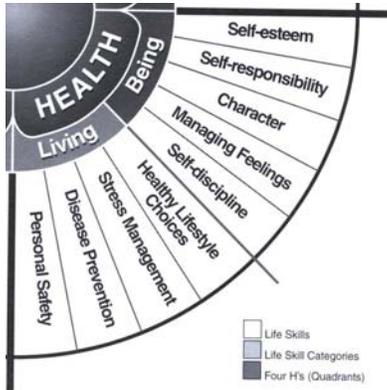


In the “Hands” quadrant, members focus on the categories of Giving and Working. Skills they learn here include leadership, citizenship, teamwork, and self-motivation. All of these skills will help the members be more marketable once they reach the workforce.





Finally, the “Health” quadrant includes the categories of Living and Being. Here, the members learn to make healthy lifestyle choices, manage their stress more effectively, build character and self-esteem, and take steps to ensure their personal safety.



As members go through their 4-H experience, they will have the opportunity to develop skills representing each of these quadrants. By the time the members have completed their 4-H participation, they will be more well-rounded individuals and productive members of society.

## Objective 2

Discuss methods to help youth develop life skills.



### Information found on Slides #11-13.

Methods used in 4-H to help youth develop life skills:

- 4-H projects
- Activity manuals
- Demonstrations/Public Speaking
- Judging events
- Skill-a-Thons



There are a number of methods that can be used in a 4-H setting to help youth develop their life skills. Some are listed on these two slides.

4-H projects are opportunities for members to gain knowledge about certain topics of interest to them. Each project typically includes an educational project or activity manual that includes basic information about the topic and related activities. The manuals include information developed for certain grade levels. Usually a 4-H project has some type of exhibit that the



member can create to demonstrate knowledge about the topic. This exhibit is then often put on display at the County 4-H Fair.

*Demonstrations/Public Speaking provide the chance for members to practice their personal and group communication skills. Speaking opportunities may include grab-bag demonstrations given at a 4-H Club meeting, more formal presentations in front of a club, and contests held at the county and state levels. Additional lesson plans on communication are provided in the 2007 and 2008 VolunteerIN series.*

*Judging events allow members to practice their critical-thinking and decision-making skills. Any number of items can be provided for the members to judge. A "Mock Judging" lesson plan is included in the 2008 VolunteerIN series, which provides additional tips for setting up and organizing a judging event for the members.*

*Skill-a-Thons are a series of learning stations that allow members to learn by doing. The stations can be on a wide variety of topics. A "Skill-a-Thon" lesson plan is also included in the 2008 VolunteerIN series.*

Methods used in 4-H to help youth develop life skills (continued)

- Project workshops
- Educational trips
- Resume building
- Camp counselors
- 4-H Club meeting activities



*Project workshops are designed to offer in-depth information on specific project areas. Members may attend to obtain information or to bring their projects with them to receive feedback on their progress.*

*Educational trips may be conducted at the local club, county, state, and national levels. Trips can be project-specific or offer general knowledge that helps the members develop their skills. The County Extension office has additional information about trips that are available to 4-H members.*

*Resume-building can be achieved as members complete their 4-H project records and detail their activities, along with the skills and knowledge they have gained through 4-H participation. Older 4-H members have the opportunity to develop resumes as a part of the 4-H Scholarship application process. Resume-building skills can help the members as they apply to colleges, universities, and potential employers.*

*Camp Counselors provide older 4-H members with the chance to build their leadership, team-building, and organizational skills. Counselors are typically responsible for a small group of 4-H Campers for the duration of the camp and may also lead activities and/or class sessions for all of the camp participants. Information on the selection process and responsibilities of 4-H Camp Counselors is available in the County Extension Office.*

*4-H Club meeting activities allow the leaders to provide further chances for the members to gain life skills. The activities can be fun and/or educational, but will always include opportunities for interaction. Examples of these activities are included in the next objective of this lesson.*



### Objective 3

Explore examples of activities to assist youth with life-skill development.



**Information found on Slide #14.**



*There are a number of activities that can be used in a 4-H Club meeting setting to teach members life skills. This lesson includes four of these activities. The next few slides briefly describe the activities. Files with the activities and further instructions are included on the VolunteerIN CD.*



**Information found on Slide #15.**

Budget Busters



*The Budget Busters activity allows students to understand the importance of budgeting and managing their finances in a game format.*

*Each small group of students receives a salary based on education level, and then makes decisions regarding how to spend money on housing, transportation, insurance, and food. Situations are presented which either increase or decrease the income level. In the end, the small group with the largest cash in hand is declared the winner.*

*Specific instructions and masters for leading this activity are included in this lesson plan.*



**Information found on Slide #16.**

Germ Warfare 101



*The purpose of this lesson is to reinforce the importance of hand washing to prevent communicable diseases such as colds, strep throat, and the flu.*

*Participants in the lesson will participate in a hand-washing exercise to compare the amount of germs on their hands before and after washing.*

*A list of resources and lesson suggestions are provided.*





### **Information found on Slide #17.**

#### Knowledge Is Power



*This activity encourages youth who are shy and self-conscious to share knowledge of value with their peers. It can be used as a method to introduce a discussion about decision-making, especially in the area of peer pressure.*

*Limited supplies are required. These are listed on the instruction sheet included with this lesson.*



### **Information found on Slide #18.**

#### Problem-Solving Squares



*Problem-Solving Squares help members to sharpen their problem-solving skills and challenge them to think "outside of the box."*

*Specific instructions are included in this lesson plan.*

## **Conclusion and Quiz**



### **Information found on Slides #19-21.**



*What questions do you have about the "Life Skill Development" lesson?*

Briefly review the lesson. Then, distribute the "Life Skill Development" quiz questions. Allow volunteers time to answer the questions. Provide the correct answers from the key provided in the packet. You may choose to collect the quizzes or allow the volunteers to keep them as a review of the lesson.

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## “Life Skill Development” Quiz

1. Which of the following is not a characteristic of youth who develop life skills?

- A. Achieving
- B. Creative
- C. Problem-solving
- D. Unmotivated

2. Match the life skill with the “H” quadrant in which it is categorized.

- A. Keeping Records                      \_\_\_\_\_ Hands
- B. Concern for Others                    \_\_\_\_\_ Head
- C. Leadership                              \_\_\_\_\_ Health
- D. Stress Management                    \_\_\_\_\_ Heart

3. Name three methods used in 4-H to help youth develop their life skills.



- KEY -

## “Life Skill Development” Quiz

1. Which of the following is not a characteristic of youth who develop life skills?

D. Youth with life skills will be motivated.

2. Match the life skill with the “H” quadrant in which it is categorized.

A. Keeping Records            \_\_C\_\_ Hands

B. Concern for Others        \_\_A\_\_ Head

C. Leadership                \_\_D\_\_ Health

D. Stress Management        \_\_B\_\_ Heart

3. Name three methods used in 4-H to help youth develop their life skills.

Any three of the following methods would be acceptable.

- 4-H projects
- Activity manuals
- Demonstrations/Public Speaking
- Judging events
- Skill-a-thons
- Project workshops
- Educational trips
- Resume building
- Camp counselors
- 4-H Club meeting activities

