

# Accepting Differences

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

**Accepting differences** projects and experiences should help youth learn how to openly welcome and accept unique qualities that differentiate one person from another. Some of the skills youth can learn when accepting differences include:

- » Treating everyone with respect and dignity.
- » Exploring and embracing differences.
- » Welcoming diverse opportunities to gain cultural appreciation and perspective.
- » Sharing and understanding the value in diversity and the connectedness to our society.

### 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 people are different.
- ▶ Celebrate family traditions.

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

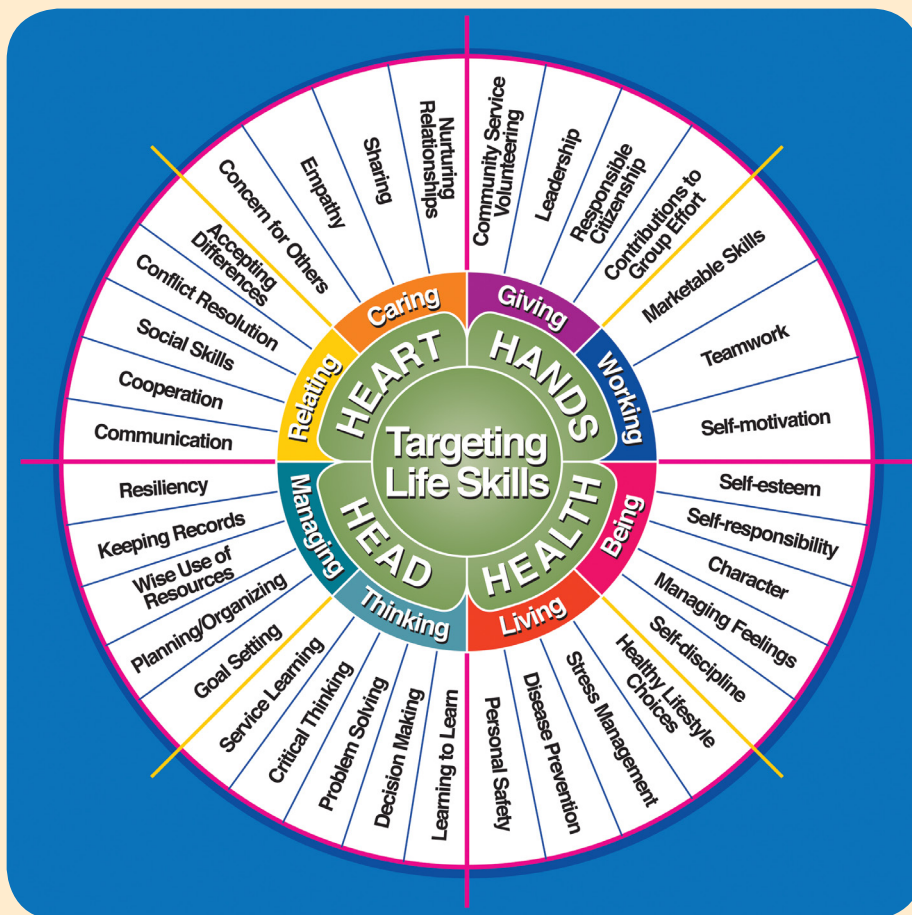
- ▶ Recognize there are differences and similarities in cultures and traditions.
- ▶ Appreciate unique qualities in others including differences beyond physical appearance.

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

- ▶ Begin to develop their own sense of values toward differences.
- ▶ See the role of diversity in their own lives.
- ▶ Value differences among peers.

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

- ▶ Participate in diverse opportunities.
- ▶ Appropriately advocate for personal values.
- ▶ Understand their own unique qualities.



# Accepting Differences



## Discussion Questions

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

### 5- to 8-year-olds

- » Who helped you during this activity?
- » What did you need help with during this activity and why?
- » Did others need your help? Why?

### 9- to 11-year-olds

- » Did anyone have different ideas than you did? What were they?
- » What do you do when you don't agree with the group?
- » How do you keep track of everyone's ideas?

### 12- to 14-year-olds

- » What were viewpoints that were similar to yours? Different from yours?
- » What did you learn about yourself by doing this activity? What did you learn about others?
- » What did you learn by observing others?

### 15- to 19-year-olds

- » Why is learning with others sometimes more fun than learning alone?
- » What did you learn about communicating with others?
- » Why do you think people have different ideas about what is correct or right?

## Related Activities

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

- ▶ Host an exchange student.
- ▶ Start or join an additional 4-H club in your county or surrounding counties.
- ▶ Seek learning opportunities surrounding other cultures.
- ▶ Participate in a Be SAFE: Safe, Affirming and Fair Environments training.
- ▶ Explore global and cultural programs.

## Learning Opportunities

- » 4-H Capitol Experience ([http://msue.anr.msu.edu/program/info/4\\_h\\_capitol\\_experience](http://msue.anr.msu.edu/program/info/4_h_capitol_experience))
- » 4-H Environmental and Outdoor Education ([http://msue.anr.msu.edu/topic/info/environmental\\_outdoor\\_education](http://msue.anr.msu.edu/topic/info/environmental_outdoor_education))
- » 4-H Exploration Days ([http://msue.anr.msu.edu/program/info/4\\_h\\_exploration\\_days](http://msue.anr.msu.edu/program/info/4_h_exploration_days))
- » 4-H Global and Cultural Education ([http://msue.anr.msu.edu/topic/info/global\\_cultural\\_education](http://msue.anr.msu.edu/topic/info/global_cultural_education))
- » 4-H Kettunen Center volunteer workshops ([http://msue.anr.msu.edu/program/info/4h\\_volunteer\\_training](http://msue.anr.msu.edu/program/info/4h_volunteer_training))

## 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.

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# Communication

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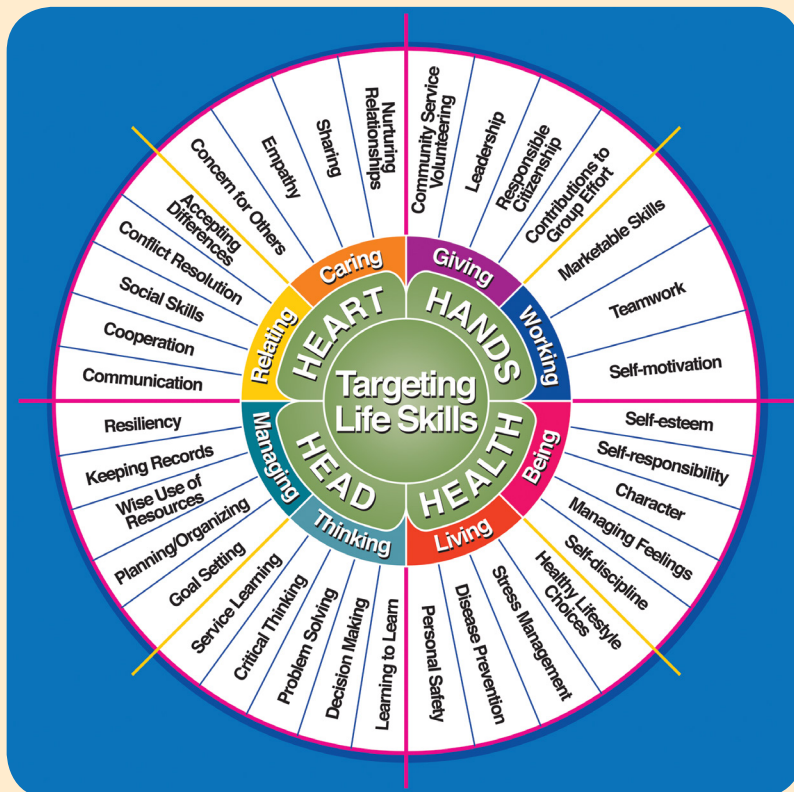
members to help connect life skills learned through hands-on 4-H projects to real-life experiences. Through the provided age-appropriate discussion questions, you can help youth process the life skills they learn in their 4-H projects.



## Life Skills

**Communication** projects and experiences should help youth gain skills in exchanging of thoughts, information or messages. Sending and receiving information using speech, writing, gestures and artistic expression are examples of forms of communication. Some of the skills youth can learn when communicating include:

- » Reading: considering written ideas, thoughts, information or messages.
- » Speaking: talking or taking part in verbal communication and conversation; planning, organizing and presenting a speech.
- » Listening: hearing and interpreting verbal communications.
- » Giving feedback: responding to communications from others.
- » Observing: being attentive to and interpreting nonverbal communication, such as body language and gestures.
- » Empathizing: being sensitive to thoughts and feeling of 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:

- ▶ Be outgoing and talkative, and carry on a conversation.
- ▶ Engage in group discussion.
- ▶ Discover how to communicate emotions.

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

- ▶ Verbalize freely especially in small and familiar groups.
- ▶ Use technology to communicate.

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

- ▶ Communicate effectively through written, verbal and nonverbal communication.
- ▶ Gain experience presenting to groups.

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

- ▶ Express opinions and communicate ideas.
- ▶ Persuade and convince.
- ▶ Challenge existing procedures and policies.
- ▶ Ask clear questions.



## Discussion Questions

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

### 5- to 8-year-olds

- » What new words did you learn?
- » 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?
- » Why was this important?
- » What are qualities that you think are important for all youth?
- » 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

- » Why is it important to think through and decide something?
- » Why is it important that each person have his or her own viewpoint?
- » 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 communication activity?
- » How would you teach someone about this activity or concept?
- » Can you name a time when you will need to use these skills 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.

- » Have members do a demonstration or speech at a club meeting about a topic they are interested in.
- » Encourage youth to perform a song or dance.
- » Challenge members to summarize a guest speaker's message back to the whole group.
- » Practice and then write thank-you notes to leaders, parents, fair contributors, donors, local partners and others.

## Learning Opportunities

- » Express Yourself – Communications (National 4-H Curriculum Series) (<http://new.4-hcurriculum.org/projects/communications/default.htm>)
- » 4-H Exploration Days ([http://msue.anr.msu.edu/program/info/4\\_h\\_exploration\\_days](http://msue.anr.msu.edu/program/info/4_h_exploration_days))
- » 4-H Scholarships and Recognition Program ([http://msue.anr.msu.edu/program/4\\_h\\_scholarships\\_and\\_recognition\\_program/4\\_h\\_awards\\_and\\_recognition\\_program](http://msue.anr.msu.edu/program/4_h_scholarships_and_recognition_program/4_h_awards_and_recognition_program))
- » Michigan 4-H Communications Toolkit: Fun, Skill-Building Activities to Do With Kids (4H1560) ([http://msue.anr.msu.edu/resources/communications\\_toolkit\\_fun\\_skill\\_building\\_activities\\_to\\_do\\_with\\_kids\\_4h1560](http://msue.anr.msu.edu/resources/communications_toolkit_fun_skill_building_activities_to_do_with_kids_4h1560))
- » State Livestock/Animal Events/Expo's Contests

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# Concern for Others

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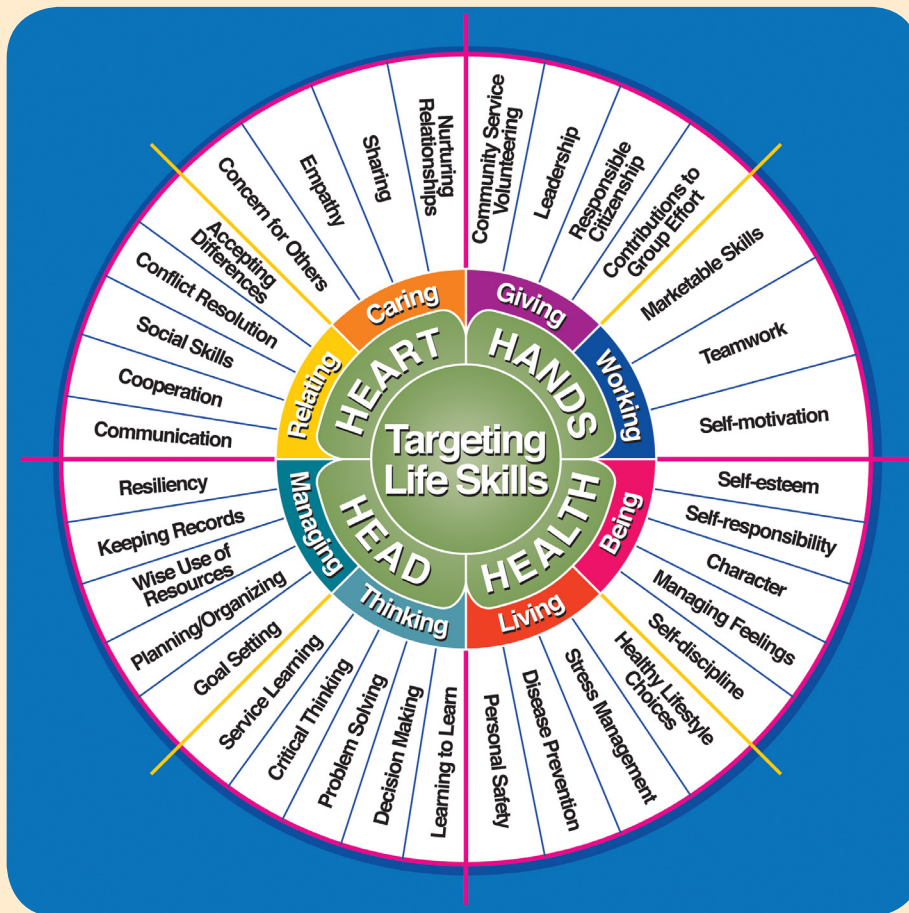
members to help connect life skills learned through hands-on 4-H projects to real-life experiences. Through the provided age-appropriate discussion questions, you can help youth process the life skills they learn in their 4-H projects.



## Life Skills

**Concern for others** projects and experiences should help youth show compassion and give attention to the well-being of others. Some of the skills youth can learn involving concern for others include:

- » Being sensitive to others' situations and their well-being.
- » Offering assistance to those in need.
- » Being aware of their own emotions and feelings.
- » Showing compassion and caring for others' feelings.



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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:

- ▶ Identify and recognize their own feelings and the feelings of others.
- ▶ Show care and concern toward others.

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

- ▶ Show interest and compassion for global conditions.
- ▶ Genuinely care about others and their well-being.

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

- ▶ Consider what can be done for others.
- ▶ Seek out opportunities to assist others.
- ▶ Gain an understanding of volunteerism.

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

- ▶ Have a sense of social responsibility.
- ▶ Contribute to the well-being of their families and communities.



## 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?
- » How did the activity make you feel?
- » Did it help someone else?

### 9- to 11-year-olds

- » How did you feel about the activity?
- » What were some decisions that you had to make during this activity?
- » What would you do differently next time?

### 12- to 14-year-olds

- » What did you learn about yourself through this activity?
- » Give an example of a challenge that you had and what you did to resolve it.
- » How could the things you learned today be used in other situations?

### 15- to 19-year-olds

- » How can you apply what you learned to real-life experiences?
- » Did the person react the way you anticipated?
- » Did you receive an unfavorable response?

## Related Activities

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

- » Identify and complete service-learning projects with club members such as volunteering at a nursing home or creating cards for service members.
- » Be intentional about caring and showing concern for peers as well as animals while interacting at club meetings.
- » Allow time for 4-H youth to research current events and natural disasters affecting people around the world while brainstorming resolutions.
- » Provide team-building activities for youth to depend on and assist each other.

## Learning Opportunities

- » Community Service Projects ([http://msue.anr.msu.edu/topic/info/4\\_h](http://msue.anr.msu.edu/topic/info/4_h))
- » 4-H Capitol Experience ([http://4h.msue.msu.edu/events/4-h\\_capitol\\_experience](http://4h.msue.msu.edu/events/4-h_capitol_experience))
- » 4-H Exploration Days ([http://msue.anr.msu.edu/program/info/4\\_h\\_exploration\\_days](http://msue.anr.msu.edu/program/info/4_h_exploration_days))
- » Heifer Global Village (<http://howellnaturecenter.org/programs/heifer-global-village/>)
- » MSU Global Day of Service (<https://serviceday.msu.edu/index.cfm>)

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# Conflict Resolution

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

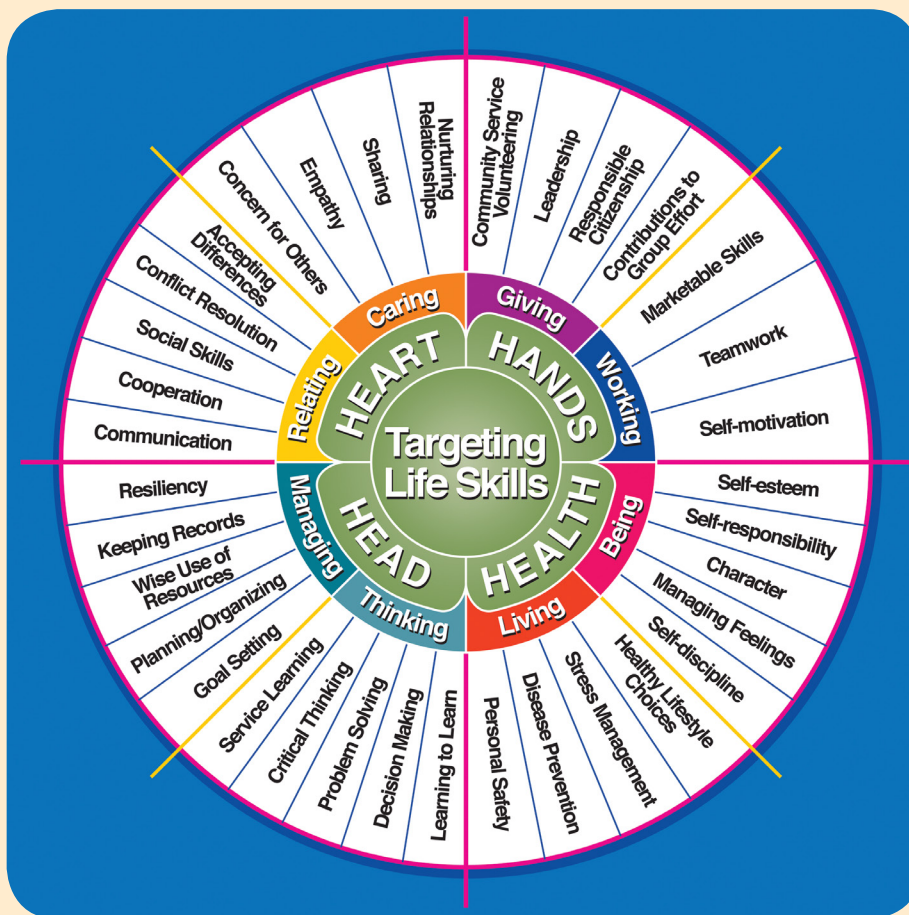
members to help connect life skills learned through hands-on 4-H projects to real-life experiences. Through the provided age-appropriate discussion questions, you can help youth process the life skills they learn in their 4-H projects.



## Life Skills

**Conflict resolution** projects and experiences should help youth gain life skills. Conflict resolution means finding and applying creative and nondestructive solutions to differences between two or more persons. Some of the skills youth can learn involving conflict resolution include:

- » Speaking up for your own thoughts, feelings and opinions.
- » Understanding how others express their own thoughts, feelings and opinions.
- » Recognizing other points of view.
- » Negotiating, mediating and developing strategies for problem solving.
- » Communicating your rights while allowing others to communicate theirs as well.
- » Mediating to reach consensus.



### 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:

- ▶ Seek guidance from supportive adults to resolve conflicts.
- ▶ Recognize and be sensitive to the needs and feelings of others.

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

- ▶ Perceive two points of view.
- ▶ Generate potential outcomes of different points of view.

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

- ▶ Develop negotiation skills.
- ▶ Apply personal values when choosing solutions.

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

- ▶ Negotiate, mediate and assist in reaching consensus.
- ▶ Perceive multiple points of view.
- ▶ Recognize the lessons learned through conflict.



## 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?
- » How did your group work together?

### 9- to 11-year-olds

- » How did you feel in your role?
- » Why do you think everyone in your group didn't agree about \_\_\_\_\_?
- » What kinds of feelings did you have when group members argued?

### 12- to 14-year-olds

- » Why do you think people have different ideas about what is correct?
- » How were each person's viewpoints the same? How were they different?
- » What do you do when you don't agree with the group?

### 15- to 19-year-olds

- » What did you learn about communicating with others?
- » What did you do if everyone in the group didn't agree on \_\_\_\_\_?
- » What are some other situations when you will need to use the skills you learned today?
- » When do you make decisions that require everyone in the group to agree?

## Related Activities

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

- » Role-play solving an argument or real-world problem while working in a club or group setting.
- » At the end of each meeting, have a wrap-up discussion of 5 minutes (discuss what worked, what needed improvement and what you won't try again).

## Learning Opportunities

- » Character COUNTS! (<https://charactercounts.org/>)
- 4-H camps ([http://msue.anr.msu.edu/topic/info/4\\_h](http://msue.anr.msu.edu/topic/info/4_h))
- » 4-H Exploration Days ([http://msue.anr.msu.edu/program/info/4\\_h\\_exploration\\_days](http://msue.anr.msu.edu/program/info/4_h_exploration_days))
- » Michigan 4-H Communications Toolkit: Fun, Skill-Building Activities to Do With Kids (4H1560) ([http://msue.anr.msu.edu/resources/communications\\_toolkit\\_fun\\_skill\\_building\\_activities\\_to\\_do\\_with\\_kids\\_4h1560](http://msue.anr.msu.edu/resources/communications_toolkit_fun_skill_building_activities_to_do_with_kids_4h1560))
- » RELAX: Alternatives to Anger Curriculum ([http://msue.anr.msu.edu/resources/relax\\_alternatives\\_to\\_anger\\_curriculum](http://msue.anr.msu.edu/resources/relax_alternatives_to_anger_curriculum))

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# Cooperation

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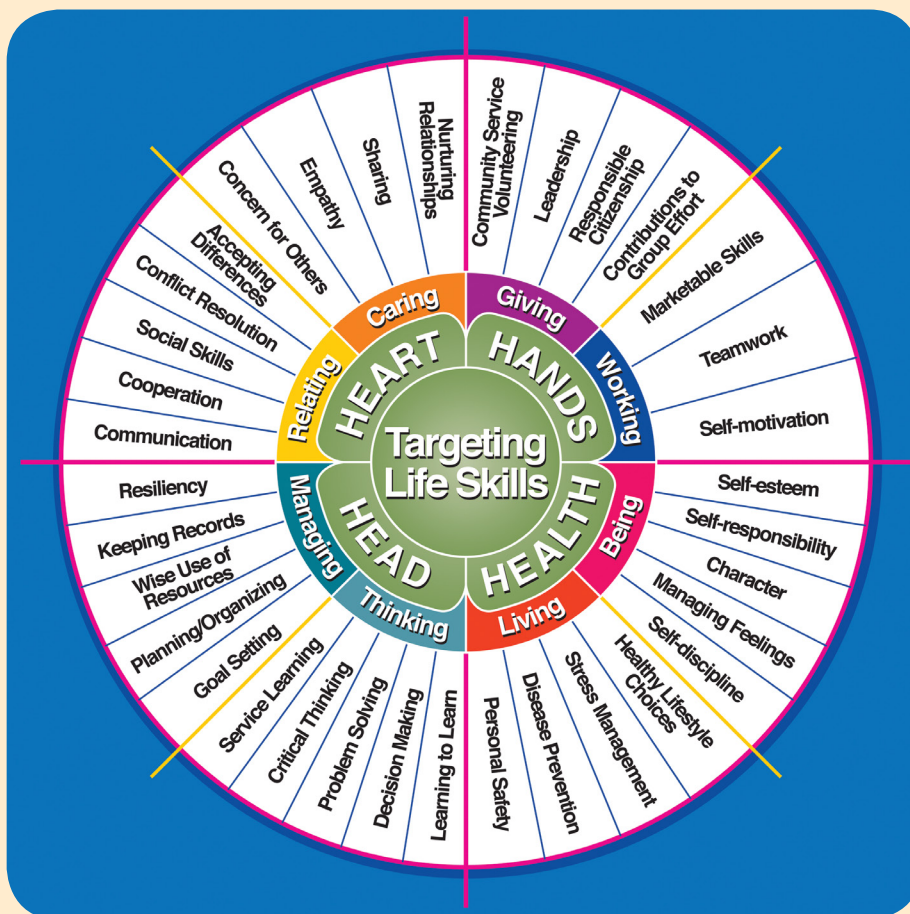
members to help connect life skills learned through hands-on 4-H projects to real-life experiences. Through the provided age-appropriate discussion questions, you can help youth process the life skills they learn in their 4-H projects.



## Life Skills

**Cooperation** projects and experiences should help youth learn to work or act together for a common purpose or mutual benefit. Some of the skills youth can learn involving cooperation include:

- » Working well as part of a team.
- » Practicing good sportsmanship.
- » Working with others to reach a decision.
- » Creating and sustaining relationships with peers and adults.
- » Providing leadership by taking on responsibilities and managing conflicts that arise.
- » Working to create a trusting environment.



### 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:

- ▶ Have cooperative group experiences.
- ▶ Cooperate, not compete.

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

- ▶ Develop teamwork skills.
- ▶ Practice good sportsmanship.
- ▶ Enjoy cooperation.

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

- ▶ Increase responsibility for applying group skills to advanced tasks.

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

- ▶ Focus on building partnerships and coordinating a variety of experiences.
- ▶ Work toward group consensus in decision making.



## 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 well did everyone share in the responsibilities for this activity?
- » What was your role in the activity?

### 9- to 11-year olds

- » What was easy (or hard) about working together on this project?
- » How did you feel about working together with others on this project?
- » What are some other ways that you help in your community?
- » What did you learn about working with others?

### 12- to 14- year olds

- » Did everyone agree? How did you work it out?
- » What did you learn in a group that you might not have learned alone?
- » What did you learn about communicating with others?
- » What do you do when you don't agree with the group?

### 15- to 19-year olds

- » Give an example of a challenge you faced and how you handled it.
- » In what other situations will that knowledge help you to be successful?
- » What advice would you give to someone else who wants to cooperate on a project with others?
- » What did you learn participating in this activity 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.

- » Organize a scavenger hunt that members must work on cooperatively.
- » Divide the larger group into smaller teams to work on a trivia project.
- » Work together on a puzzle.
- » Give every member of the group a large piece of paper with a different letter of the alphabet printed on it. Give the group 5 minutes to line up people to spell out different words relating to the project they are working on.
- » Play games that focus on cooperation and teamwork.

## Learning Opportunities

- » 4-H Capitol Experience ([http://4h.msue.msu.edu/events/4-h\\_capitol\\_experience](http://4h.msue.msu.edu/events/4-h_capitol_experience))
- » 4-H Exploration Days ([http://msue.anr.msu.edu/program/info/4\\_h\\_exploration\\_days](http://msue.anr.msu.edu/program/info/4_h_exploration_days))
- » 4-H quiz bowl team or 4-H judging team
- » Local 4-H Council, county council or committee

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# Empathy

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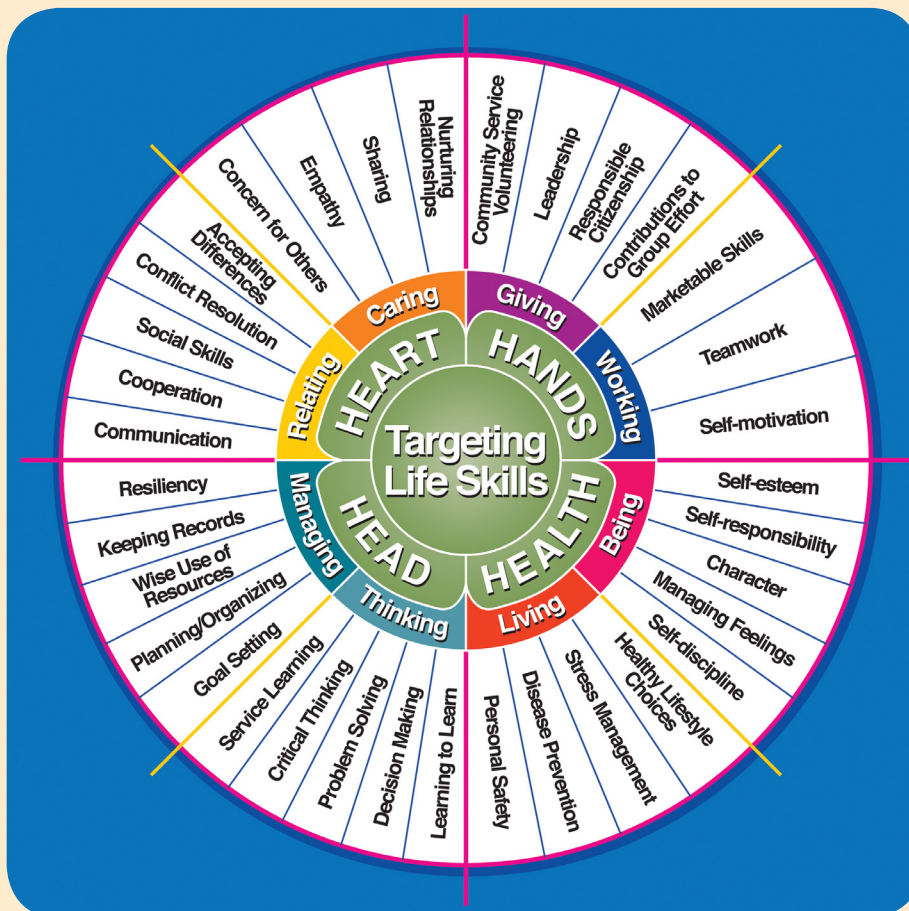
members to help connect life skills learned through hands-on 4-H projects to real-life experiences. Through the provided age-appropriate discussion questions, you can help youth process the life skills they learn in their 4-H projects.



## Life Skills

**Empathy** should help youth learn how to be sensitive to or identify with another person's situation, feelings or motives. Some of the skills youth can learn concerning empathy include:

- » Sharing emotionally significant experiences with another person.
- » Identifying and understanding another person's situation, feelings or motives.
- » Experiencing another person's feelings without judgment.
- » Sharing feelings or behaviors 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:

- ▶ Be aware of differences in situations.
- ▶ Show concern for others.
- ▶ Learn how to express and talk about feelings appropriately.

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

- ▶ Be sensitive to others' situations.
- ▶ Express concern for the feelings of others.
- ▶ Understand how feelings affect behaviors, thoughts and actions.

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

- ▶ Compare their experiences to that of others.
- ▶ Identify, appreciate and respect others' situations and feelings.

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

- ▶ Imagine how others actually think and feel.
- ▶ Model empathy toward others.



## 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 before the activity? After the activity?
- » What did you learn from this activity that you didn't know before?
- » In what ways do people help each other learn new things?

### 9- to 11-year-olds

- » How did it feel to do this activity?
- » Did others have the same feelings or did you observe different feelings?
- » What did you learn about yourself from doing this activity?
- » What did you learn about others from doing this activity?

### 12- to 14-year-olds

- » How do you think other people were feeling during this activity?
- » How was it different from how you were feeling?
- » Were you able to observe other people having a different reaction to the activity than you were having?

### 15- to 19-year-olds

- » What did you learn about yourself by doing this activity?
- » What did you learn about others by doing this activity?
- » In what ways were you able to consider others' feelings and change what you were doing?
- » In what ways is your situation similar to another person's? In what ways is your situation different from another person's?

## Related Activities

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

- » Have members learn about other cultures, ethnicities and races, and talk about what is different and what is similar to their own culture, ethnicity and race.
- » Have members learn about other areas of the world, and talk about what is different and what is similar to where they live.
- » Discuss how it feels during competition when they win or lose. Ask how they would want other members to react to their winning or losing.
- » Make up different scenarios and present them to the youth. Ask them how they would feel in those specific situations and how they might be able to help.

## Learning Opportunities

- » Be SAFE: Safe, Affirming and Fair Environments (Bullying Curriculum) ([http://msue.anr.msu.edu/program/info/be\\_safe](http://msue.anr.msu.edu/program/info/be_safe))
- » Character COUNTS! (<https://charactercounts.org/>)
- » 4-H Global and Cultural Education ([http://msue.anr.msu.edu/topic/info/global\\_cultural\\_education](http://msue.anr.msu.edu/topic/info/global_cultural_education))
- » 4-H Exploration Days ([http://msue.anr.msu.edu/program/info/4\\_h\\_exploration\\_days](http://msue.anr.msu.edu/program/info/4_h_exploration_days))
- » Global Youth Service Day (<http://www.gysd.org/>)
- » Make a Difference Day (<http://makeadifferenceday.com/>)

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# Nurturing Relationships

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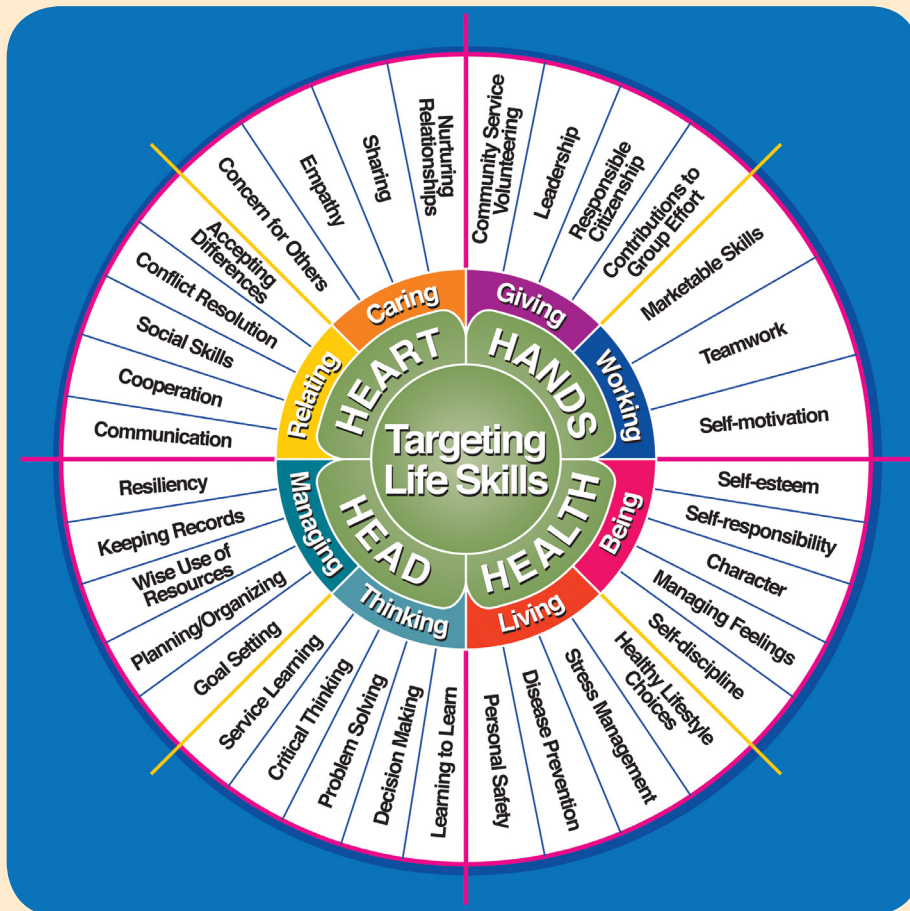
members to help connect life skills learned through hands-on 4-H projects to real-life experiences. Through the provided age-appropriate discussion questions, you can help youth process the life skills they learn in their 4-H projects.



## Life Skills

**Nurturing relationships** projects and experiences should help youth form a connection with another individual or individuals. In that relationship, all individuals mutually benefit, each providing care and attention for the other. Some of the skills youth can learn involving nurturing relationships include:

- » Creating relationships where self and others feel included and experience a sense of belonging.
- » Assisting others to feel wanted.
- » Contributing to the well-being of others.
- » Staying in good communication with others.
- » Sharing interests and goals.



### 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:

- ▶ Have a "best friend."
- ▶ Identify characteristics of a friend.
- ▶ Seek guidance from caring adults.
- ▶ Recognize and react to the emotions of others.

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

- ▶ Want approval, support and acceptance from caring adults.
- ▶ Form loyal friendships.
- ▶ Seek appropriate mentors and role models.

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

- ▶ Build positive relationships with peers and adults.
- ▶ Practice assertiveness.

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

- ▶ Form relationships for life.
- ▶ Form intimate relationships.
- ▶ Be good role models and mentors.



## 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 others help you \_\_\_\_\_?

### 9- to 11-year-olds

- » How did you work together with your group to \_\_\_\_\_?
- » Why is it important for other people to know \_\_\_\_\_?

### 12- to 14-year-olds

- » What did the leader do to make you feel he or she was the group leader?
- » Why is it important that each person have his or her own view?

### 15- to 19-year-olds

- » What works best to get people involved and excited about doing this type of activity?
- » How would you teach someone about this activity or concept?

## Related Activities

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

- » Begin events and activities with an icebreaker where everyone can get to know each other.
- » Encourage youth to participate in a mentoring or teen leadership program.
- » Create opportunities for youth to discuss positive attributes of a role model. Ask them to tell about their personal role model(s).

## Learning Opportunities

- » Be SAFE: Safe, Affirming and Fair Environments (Bullying Curriculum) ([http://msue.anr.msu.edu/program/info/be\\_safe](http://msue.anr.msu.edu/program/info/be_safe))
- » 4-H Teen Leader ([http://msue.anr.msu.edu/topic/info/leadership\\_citizenship](http://msue.anr.msu.edu/topic/info/leadership_citizenship))
- » 4-H Youth Mentoring ([http://msue.anr.msu.edu/program/info/youth\\_mentoring](http://msue.anr.msu.edu/program/info/youth_mentoring))
- » Safe Dates (<http://www.crimesolutions.gov/ProgramDetails.aspx?ID=142>)

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# Sharing

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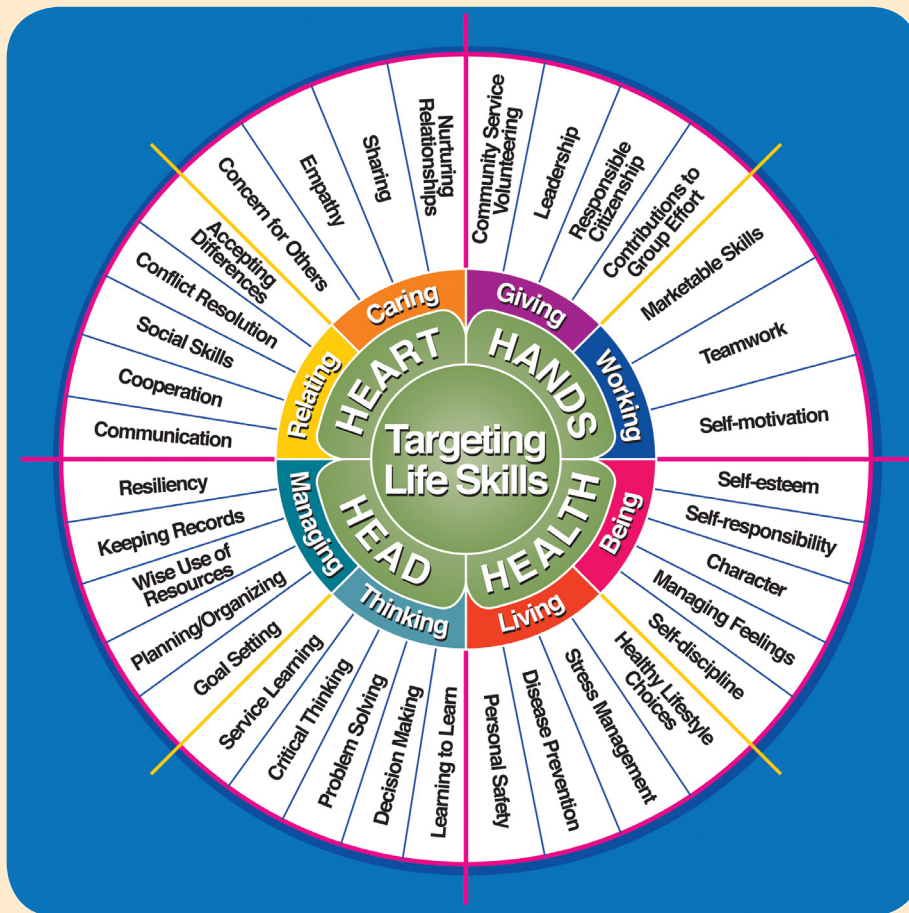
members to help connect life skills learned through hands-on 4-H projects to real-life experiences. Through the provided age-appropriate discussion questions, you can help youth process the life skills they learn in their 4-H projects.



## Life Skills

**Sharing** projects and experiences should help youth to create relationships with others. Some of the skills youth can learn related to sharing include:

- » Working together.
- » Showing kindness.
- » Sharing material things, thoughts and feelings.
- » Participating together on a task at the same time.



### 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 to share toys.
- ▶ Share time with adults.
- ▶ Learn to take turns.

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

- ▶ Learn to share objects, articles or tools while working together.
- ▶ Have concern for others.

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

- ▶ See the mutual benefits of sharing and working together.
- ▶ Be sensitive to other people's feelings.

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

- ▶ Understand that sharing involves taking risks.
- ▶ Be willing to risk losing something in the act of sharing.
- ▶ Accept expressions of concern from others.



## 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?
- » Can you give some examples of sharing?
- » Tell about a time when you shared something.

### 9- to 11-year-olds

- » Give an example of sharing.
- » What is your favorite way of sharing?

### 12- to 14-year-olds

- » Why is learning with others sometimes more fun than learning alone?
- » What do you think about your own sharing skills?
- » What did you observe about others sharing?

### 15- to 19-year-olds

- » Why is it important to be able to share?
- » What did you do if everyone in the group didn't agree on sharing?

## Related Activities

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

- » In your club, do some role-playing of sharing vs. not sharing.
- » Discuss in the club setting what sharing means to the members. Have the group give examples.
- » Discuss why sharing is an important skill.
- » Help in community gardens.
- » Have a car pool set up for driving to and from meetings and activities.
- » Make snacks and share with club members.

## Learning Opportunities

- » County fairs (<http://msue.anr.msu.edu/county>)
- » 4-H camps ([http://msue.anr.msu.edu/topic/info/4\\_h](http://msue.anr.msu.edu/topic/info/4_h))
- » 4-H Community Service and Service Learning ([http://4h.msue.msu.edu/programs/community\\_service\\_learning](http://4h.msue.msu.edu/programs/community_service_learning))
- » 4-H Teen Leader ([http://msue.anr.msu.edu/topic/info/leadership\\_citizenship](http://msue.anr.msu.edu/topic/info/leadership_citizenship))

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# Social Skills

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## Life Skills

**Social skills** projects and experiences should help youth interact in an appropriate way in group settings.

Some of the skills youth can learn related to social skills include:

- » Greeting others.
- » Conversing with others.
- » Expressing feelings appropriately.
- » Being respectful of others' feelings.
- » Using good manners while following customs and traditions.
- » Being aware of the norms in the culture and environment in which they are living or participating.

### 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 set up or clean up.
- ▶ Learn basic greetings.
- ▶ Learn from and with others in small groups.
- ▶ Make eye contact during conversation.
- ▶ Express feelings through words and actions.

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

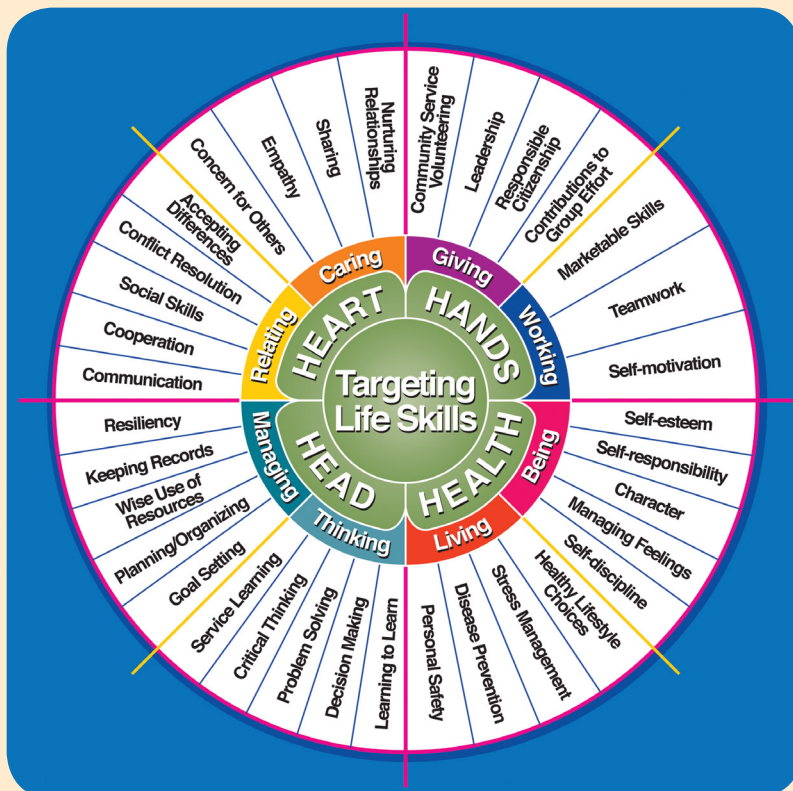
- ▶ Meet new people.
- ▶ Identify with those with common interests.
- ▶ Learn good manners.
- ▶ Decide if a question is appropriate and ask it.

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

- ▶ Talk to others about simple and more complicated topics.
- ▶ Know when they need permission to do something and what they need to do to get permission.
- ▶ Socialize with individuals who are the opposite gender.
- ▶ Recognize and follow trends of associated groups.

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

- ▶ Identify a peer group to which they would like to belong.
- ▶ Understand, practice and adapt manners within cultural norms.
- ▶ Stay out of situations that may get them into trouble.
- ▶ Recognize when they have been left out and decide what to do to make themselves feel better.





## Discussion Questions

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

### 5- to 8-year-olds

- » Why is learning with others sometimes more fun than learning alone?
- » In what ways do people help each other learn new things?

### 9- to 11-year-olds

- » What help did you get?
- » What kinds of feelings did you have when group members argued?

### 12- to 14-year-olds

- » Do you think you get more ideas working alone or in a group? Why?
- » What did you do if everyone in the group didn't agree on \_\_\_\_\_?

### 15- to 19-year-olds

- » Why do you think everyone in your group didn't agree about \_\_\_\_\_?
- » What did you learn by participating in this process 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.

- » Hold a club picnic or other fun activity where members can interact in a nonformal setting.
- » As a group, develop ground rules for the meetings to communicate the social norms of the group.
- » Use group-building mixers to give members an opportunity to get to know each other in small and large groups.

## Learning Opportunities

- » 4-H camps ([http://msue.anr.msu.edu/topic/info/4\\_h](http://msue.anr.msu.edu/topic/info/4_h))
- » 4-H Exploration Days ([http://msue.anr.msu.edu/program/info/4\\_h\\_exploration\\_days](http://msue.anr.msu.edu/program/info/4_h_exploration_days))
- » 4-H Kettunen Center volunteer workshops ([http://msue.anr.msu.edu/program/info/4h\\_volunteer\\_training](http://msue.anr.msu.edu/program/info/4h_volunteer_training))
- » 4-H Teen Leader ([http://msue.anr.msu.edu/topic/info/leadership\\_citizenship](http://msue.anr.msu.edu/topic/info/leadership_citizenship))
- » 4-H events ([http://msue.anr.msu.edu/topic/events/4\\_h](http://msue.anr.msu.edu/topic/events/4_h))

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