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 . . .

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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 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

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

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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.

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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 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)

For More Information . . .

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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:**

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:**
  - 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.
Marketable Skills

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)

For More Information . . .

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Responsible Citizenship

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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.

**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.

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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.
Self-Motivation

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)

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Teamwork

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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.

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Teamwork

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)

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.