

6

"Skills to Live on Your Own" Lesson Plan





Learning Objectives

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

Intended Audience

This lesson plan was developed for use with adult volunteers.



Supplies & Resources Needed

- Lesson plan with instructional objectives
- Notes pages of "Skills to Live on Your Own" 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
- Sample food product labels
- A set of "Fast Food Choices Game Cards" for a pizza place for each participant
- A copy of the "Fast Food Worksheet" for each participant
- Copies of "Skills to Live on Your Own" quiz for each participant
- Pencils or pens for volunteers to take notes and complete the quiz
- Copies of "Skills to Live on Your Own" fact sheet



References

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>

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

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/lsnplns/fastchcs.pdf>

Projected Length

One hour



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 "Skills to Live on Your Own" 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 to the lesson, including its importance to the 4-H Youth Development Program.
- Proceed with the lecture portion of the lesson.
- Distribute "Skills to Live on Your Own" fact sheet to each participant.
- Conclude the lesson with a time for questions from the participants.

Methods/Content

Information found on Slide #1.



This lesson, "Skills to Live on Your Own," is designed to provide 4-H Volunteers with tools they can use to help 4-H Club members develop life skills. As adults working with the 4-H program, we have the opportunity to instill life skills in our members through activities at 4-H Club meetings.

When members develop these skills to live on their own, they will achieve a sense of independence, one of the essential elements of positive youth development.

Included in this lesson is information from a number of resources that Adult 4-H Volunteers can use with the members of their clubs. These resources include "Ignition Nutrition" curriculum, which focuses on the importance of eating healthy diets and exercising. The Emily Post Institute Web site includes a number of helpful resources related to teaching youth about manners.

Let's take a look at the objectives for this lesson.

Information found on Slide #2.



In this session we will focus on these objectives.

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



Objective 1

Identify life skills.

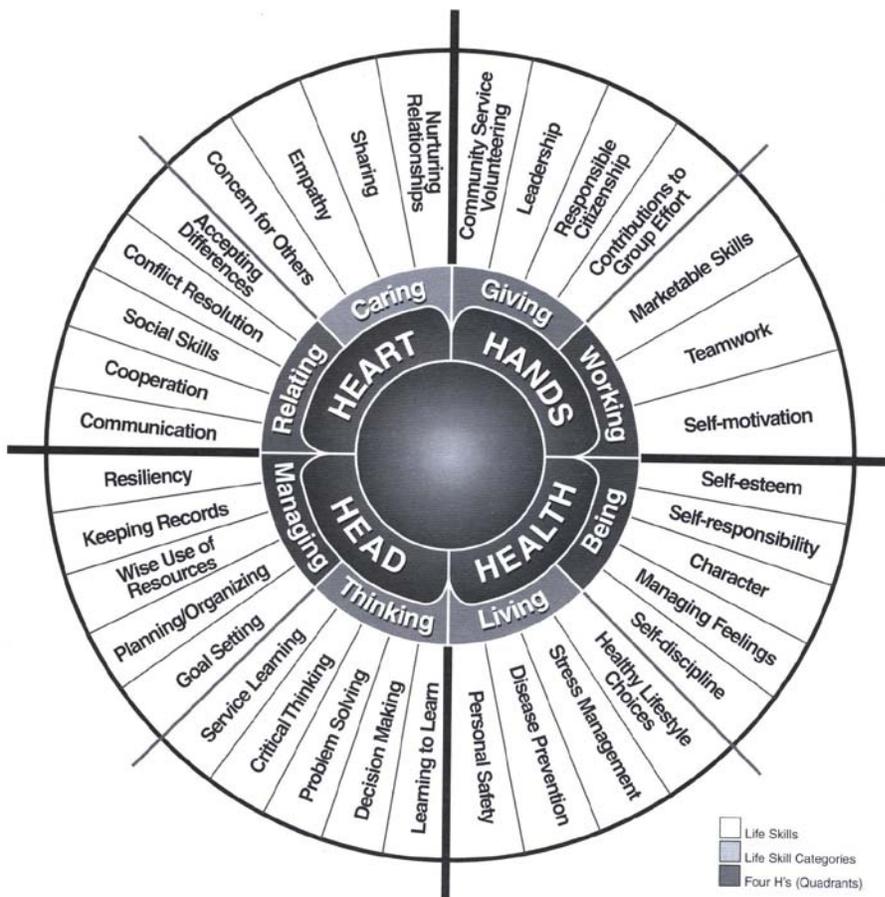
Information found on Slides #3-5.



What are life skills?

Life skills are competencies that help people function well in their environments. Life skills are learned in sequential steps related to the individual's age and developmental stage. These skills are typically acquired through "learn-by-doing" activities.

The Targeting Life Skills Model categorizes the various life skills by the components of the 4-H program: Head, Heart, Hands, and Health.



Objective 2

Differentiate among various methods for teaching youth life skills.

 **Information found on Slides #6-8.**



In 4-H, we use a number of different methods to help members develop their 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
- Working as camp counselors



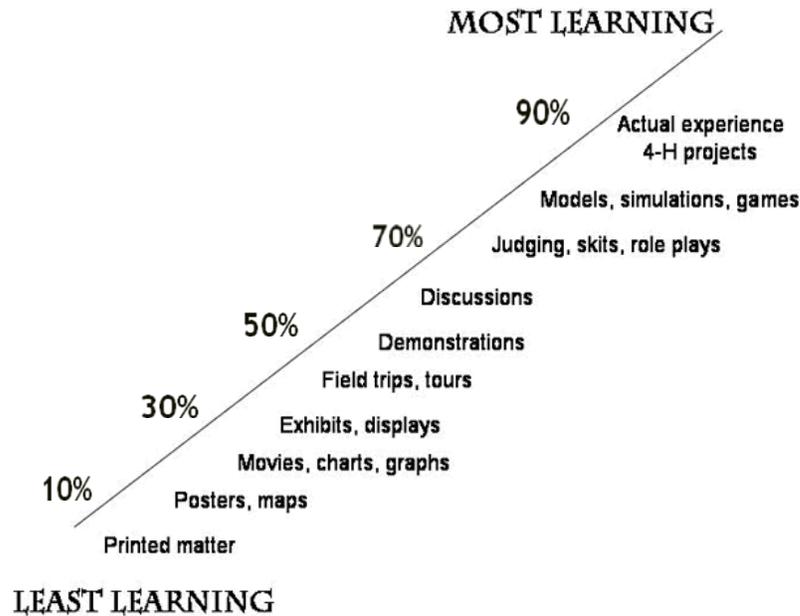
Many of these methods are very familiar to us, while some may be newer concepts.

- *A 4-H project is based on a certain subject matter that typically results in a product that the member has created or helped to grow.*
- *Activity manuals contain activities related to the topic of interest and in which members can participate.*
- *Demonstrations and public speaking opportunities help members learn to prepare and present information to an audience.*
- *Judging events encourage members to think critically and to communicate their thoughts clearly.*
- *Skill-a-thons provide members with the chance to learn a number of things on their own about a single topic, or a little about many topics. Station leaders offer guidance only after the participants have had a chance to experience the activity on their own.*
- *A project workshop helps members learn more in-depth information related to a certain topic.*
- *Educational trips and conferences place members in new settings away from home to learn specific items of interest.*
- *Resume building provides members the chance to relate the skills and experiences that they have gained in pursuit of a career or educational funding.*
- *Serving as a 4-H camp counselor helps older members develop the skills they need to interact with their peers and with younger 4-H members in an overnight camping experience.*

A mix of these activities is appropriate for teaching life skills to members. 4-H has long prided itself on the concept of “learn by doing.” We provide members with opportunities to learn, not just by reading a manual or listening to a presentation, but also by discussing and practicing the skills they are learning, hopefully in a real-life setting.



The diagram on this slide illustrates how various educational methods contribute to the members' knowledge gained.



Next let's take a look at some lessons that can help 4-H members reinforce learning of some specific life skills.

Objective 3

Explore lessons designed to teach life skills.



Information found on Slides #9-10.



One of the life skills found in the "Health" quadrant of the Targeting Life Skills Model is healthy lifestyle choices. Based on recent statistics, this is an area where our youth can use some further education.

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.





The “Ignition Nutrition” lessons are designed to not only teach, but also to reinforce fitness! These lessons were developed by the Vigo County Office of the Purdue Cooperative Extension Service. They are available on the Vigo County Extension Office Web site.



Information found on Slide #11.



The “Ignition Nutrition” curriculum focuses on nutrition and exercise where you can pick and choose lessons for your club.

- 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

To obtain additional information regarding the “Ignition Nutrition” curriculum, visit: <http://www.ces.purdue.edu/vigo/>



Information found on Slide #12.



Why should we teach nutrition and physical fitness together? Students will understand which foods they should eat and how much, and which physical activities they enjoy. Linking the two topics together helps the students understand that both are needed for a healthy lifestyle.

Why teach nutrition and physical fitness together?

Good nutrition + Physical activity = A healthy lifestyle



Information found on Slide #13.



The guidelines in this slide were released in October, 2008, from the U.S. Department of Health and Human Services. Physical fitness improves lung capacity, muscle fitness, circulation, bone health, emotional health, and body composition.

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 three days per week.




Information found on Slide #14.

Supplies needed: sample food product labels for members to review.



Lesson 2 from “Ignition Nutrition” is an easy activity you can do with 4-H members to evaluate the nutritional value of a food by reading the label.

Distribute the sample labels to the members and ask them to look for the nutrition facts chart. Then, ask the members to rate the food product by raising or lowering their fingers according to the following food nutritional characteristics per serving.

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.


Information found on Slide #15.


Dietary guidelines recommend total fat intake for 4-18-year-olds should be 25%-35% of their total calories. Too much fat can raise bad cholesterol levels, which can lead to heart disease. Meals prepared outside the home are higher in total fat, so making good choices away from home is important.

When you choose to eat away from home, here are some recommendations for healthy food selections.

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





Information found on Slides #16-17.



Lesson 4 in “Ignition Nutrition” helps members evaluate the fat contained in fast foods. The Fast Food Game provides students with the opportunity to choose from a variety of foods and then evaluate the fat content of the foods they have chosen.

Supplies needed:

- A set of “Fast Food” cards for a pizza place for each participant
- A copy of the “Fast Food Worksheet” for each participant

Instructions for 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.



There are a number of sources of fat at a fast food restaurant. Dietary guidelines provide recommendations for your daily fat intake. Restaurants have this information in brochures and the information is also available online. For example, McDonald’s information is available at: http://nutrition.mcdonalds.com/nutritionexchange/nutrition_mealSuggestions.html.

Next, you’ll return to the same pizza place where you just visited.

Instructions for Fast Food Choices Game continued

- Select alternatives for reducing the 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?



Information found on Slides #18-19.



Another important skill for members to learn so that they can live on their own independently is etiquette or good manners. A number of good resources exist that help adults teach these skills to youth. One that we are including in this lesson is an online resource, The Emily Post Institute. This resource provides a number of etiquette-related topics suitable for children and youth of various ages.



A sample of the topics covered includes:

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

To find The Emily Post Institute, visit <http://www.emilypost.com/>



Let's take a closer look at one of these topics on cell phone etiquette.

Cell phone etiquette

- Be the master of your phone, not a slave to it!
- Speak softly and use appropriate language.
- Be courteous to others; avoid unnecessary interruptions.
- Avoid talking about personal problems in public.
- 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.
- Never drive and phone at the same time.



Information found on Slide #20.

Group Discussion

Ask the following discussion questions:

- 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?

Conclusion and Quiz



Information found on Slides #21-23.



Providing opportunities for 4-H members to learn skills that can help them live on their own more effectively will help them meet the essential element of independence. When these skills are learned in a safe setting such as 4-H, the members will be able to apply these skills to other aspects of their lives as well.



Distribute the “Skills to Live on Your Own” Quiz questions provided as a handout. (Answer key is provided as a separate sheet.)

Review the references provided on Slide #21-23.

Distribute the “Skills to Live on Your Own” fact sheet for volunteers to use for future reference.

Thank the volunteers for their participation.

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“Skills to Live on Your Own” Quiz

1. Name five life skills from the Targeting Life Skills Model.
2. A _____ is a method for teaching life skills to 4-H members which includes a number of stations with station leaders who guide the members after they have first experienced the activity.
3. Actual 4-H project experiences provide the member with greater learning opportunities than do demonstrations.

TRUE or FALSE
4. From the examples shared in this lesson, which resource(s) do you think would be most helpful to your 4-H Club?



- KEY -

“Skills to Live on Your Own” Quiz

1. **Name five life skills from the Targeting Life Skills Model.**

Any five of the life skills included in the model would be appropriate answers.

2. **A __skill-a-thon_____ is a method for teaching life skills to 4-H members which includes a number of stations with station leaders who guide the members after they have first experienced the activity.**

3. **Actual 4-H project experiences provide the member with greater learning opportunities than do demonstrations.**

TRUE or FALSE

TRUE. 90% of learning occurs with actual 4-H projects as compared to approximately 60% with demonstrations.

4. **From the examples shared in this lesson, which resource(s) do you think would be most helpful to your 4-H Club?**

Any of the examples discussed in this lesson would be appropriate answers.

