

# LESSON 6

## 4-H Life Skills

- Competencies that help people function well in their environments
- Help youth successfully transition into adulthood
- Learned in sequential steps related to their age and developmental stage
- Acquired through "learn-by-doing" activities

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## Targeting Life Skills Model

Source: Pat Hendricks, Iowa State Extension

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## Examples of life skills developed through 4-H

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Head</b> <ul style="list-style-type: none"> <li>■ Decision making</li> <li>■ Wise use of resources</li> </ul> </li> <li><input type="checkbox"/> <b>Heart</b> <ul style="list-style-type: none"> <li>■ Communication</li> <li>■ Accepting differences</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Hands</b> <ul style="list-style-type: none"> <li>■ Leadership</li> <li>■ Responsible citizenship</li> </ul> </li> <li><input type="checkbox"/> <b>Health</b> <ul style="list-style-type: none"> <li>■ Healthy lifestyle choices</li> <li>■ Self-responsibility</li> </ul> </li> </ul> |
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Experiential Learning Model 



Miller, J. D., & Jones, J. D. (1990). Experiential Learning: A Guide to Experiences and Activities. © 1990, Center for Experiential Education, Inc. Reprinted with permission of Center for Experiential Education, Inc.

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Step 1 -- Experience 

- A planned experience designed to learn a specific skill.

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Step 2 -- Share 

- Begins with asking questions designed to get individuals to share reactions and observations and to discuss feelings.

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### Share Questions used for Balloon Shuttle Activity



- How did you feel when you were building your balloon shuttle?
- How did it feel when you were testing it?
- What did you think would happen when you launched your shuttle?
- What did you expect to happen when you added the baskets and weights?

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### Step 3 -- Process



- Identify how the experience was actually carried out. How were specific issues or problems addressed?

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### Process Questions used for Balloon Shuttle Activity



- How did you make your shuttle?
- How did your group decide who would do what parts of the task?
- What challenges did you have in making your shuttle?
- What effect did the size of your balloon have on the distance and speed of your shuttle?

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### Step 4 -- Generalize



- Begin to generalize from the experience. The learner applies what was learned to what he/she already knows.

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### Generalize Questions used for the Balloon Shuttle Activity

- What did you learn about building and launching a shuttle that could be applied to something else?
- What did you learn about involving everyone in your group in the task?



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### Step 5 -- Apply



- Addresses the "now what?" application of the experience and explores how the information learned can be applied to other situations.

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### Apply Questions used for the Balloon Shuttle Activity

- How would you teach youth to make a balloon shuttle?
- What would you do differently when you teach this?
- What did you learn from this experience that would help you teach other concepts to a group?



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### Debriefing the Activity



- Ask processing questions about the members' experiences
- Move the activity to a learning experience and allow members to integrate their learning

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### Tips for Successful use of the Experiential Learning Model



- Plan activities that relate to the learning goals or life skills.
- Plan for time to reflect on the experience.
- Ask the right questions. Prepare ahead of time as you are thinking through the learning activity.
- Listen carefully to the youth.
- Support each young person's unique learning style.

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### Tips (cont'd)



- Be aware of the Experiential Learning Model Step in which the group is working and be prepared to move the group to the next step when they are ready.
- Questions discussed in the processing and application steps provide feedback. Evaluation information also can be gathered by observing the group applying what was learned to another situation.

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