THE 5 C'S OF POSITIVE YOUTH DEVELOPMENT
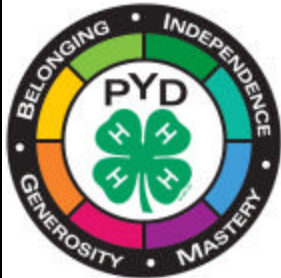
CONNECTION
A feeling of safety, structure, and belonging; positive bonds with people and social institutions

CONFIDENCE
A sense of self-worth and mastery; having a belief in one's capacity to succeed

COMPETENCE
The ability to act effectively in school, in social situations, and at work

CHARACTER
Taking responsibility; a sense of independence and individuality; connection to principles and values

CONTRIBUTION
Active participation and leadership in a variety of settings; making a difference

CARING*
Sympathy and empathy for others; commitment to social justice

Effective youth engagement is not just about "fixing" behavior problems. It's about building and nurturing "all the beliefs, behaviors, knowledge, attributes and skills that result in a healthy and productive adolescence and adulthood.[1]" This approach from Karen Pittman is supported by resiliency research as well as the emergence of 40 Developmental Assets identified by the Search Institute. The 5 C's is a framework for understanding positive youth development outcomes[2].

* In his 2007 book "The Good Teen," Richard M. Lerner included this additional outcome

PROJECT EVERLAST

[1] New York State Advancing Youth Development Partnership. (2006).
[2] Pittman, K., Irby, M., Tolman, J., N. Yohalem, N., &; Ferber, T. (2003). Preventing Problems, Promoting Development, Encouraging Engagement. Forum for Youth Investment.

PYD: Belonging

All young people want to belong and be members of groups. Groups may be formal like classrooms and school sports teams or informal like 4-H clubs and groups at libraries and youth centers. There are three essential elements that, when present in 4-H clubs, create a strong feeling of belonging among club members.

Essential Element: A Positive Relationship with a Caring Adult

This is without a doubt one of the most important elements in 4-H clubs. Young people in clubs are directly impacted by relationships with caring adults, and if the adult is outside the family, better social development and improved parental relationships occur. Young people in the club learn about different parenting styles and adult views from adults who are not their parents.

Continued positive contact with those caring adults as the club functions together over time creates a mentoring and supportive relationship that nurtures the young person as they grow and develop. The adult helps set boundaries and expectations while acting as a coach and advocate for their club members.

Youth in clubs feel respected and more comfortably interact with club members about their needs and interests when a positive relationship with a caring adult exists in the club. Adults routinely include them in decision-making processes. They are allowed to run meetings and make decisions in ways that are appropriate for their age and development (adapted from Ferrari, 2003). A sense of ownership about what the club does together is developed.

When adults convey a sense of truly caring about youth in clubs, young people feel stronger to try new things, tackle more difficult tasks, and set higher goals for themselves and for their club. Adults in the club provide guidance to youth members through coaching, feedback, and discussion.

Essential Element: An Inclusive Environment

A welcoming and inclusive environment allows young people to feel they are connected and valued in a larger social network. When youth feel they are accepted in a club, they are more likely to contribute to the club and to engage in healthy peer relationships that benefit their community too. They feel acknowledged for who they are as people and feel safe to participate in the club in a consistent manner true to themselves.

An inclusive environment encourages and supports its members with positive and specific feedback. When feedback is given on a regular basis and not just at the end of a project, club members more easily develop and practice skills because they feel safer to experiment and try new things.

Some ways adults can help 4-H members feel accepted, connected and included in the club are:

- Use buttons, t-shirts, hats, membership cards, or other symbols to signify club membership (adapted from Ferrari, 2003).
- Involve everyone through ice-breakers and other get acquainted activities.
- Sponsor a game with club members where there are no losers.
- Help club members take the lead on sharing with other members their culture through food, dance, art, music, clothing, and crafts.
- Share with club members about your own culture and about cultures represented in your place of employment or among your friends.
- Take your club to a cultural festival in your community.
- Provide many forms of recognition and not just to those club members who excel in competition with other youth.

Essential Element:
A Safe Emotional and Physical Environment

Young people need to feel safe at all times—physically as well as psychologically safe. This is the most basic need for healthy youth development. Youth participating in clubs should not fear physical or emotional harm whether from the club's learning environment itself or from adults, other club members, or spectators. They then can feel free and comfortable to act honestly and communicate openly in the club.

Programs involving club members need to be free from physical danger and adequately equipped for the activities taking place. That's why lifeguards are needed at camp waterfronts, programs have sign-in and sign-out procedures, medical releases and adult background checks are utilized, and why safety precautions are important to help club members get to and home safely from club activities and functions.

Program environments also need to be emotionally safe where club members are not afraid they will be made fun of, insulted, or threatened (adapted from Ferrari, 2003). Emotional dangers, though, are often harder to identify, more damaging, and longer lasting than physical ones.

Simple steps adults can take to ensure emotional and physical safety in a club include:

- Prior to any program, consider the possible risks involved and eliminate or manage those risks.
- Talk to club members about electrical, fire, water, first aid, and even food safety.
- Help club members learn about safety aspects of their 4-H projects.
- Do not tolerate bullying, cliques, or put-downs.
- Be consistent in how you deal with misbehavior.
- Make sure all adults assisting with the club are trained in safety and child protection.
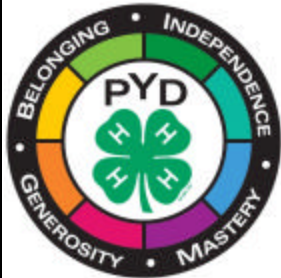- Talk to club members about ways to improve the club environment.

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Introduction to BIG-M

What is BIG-M?

You might have heard a lot of talk about Positive Youth Development, 4-H Essential Elements and now the new configuration of the 8 Essential Elements as BIG-M: Belonging-Independence-Generosity, and Mastery. While we sometimes like things to stay the same, knowledge and youth development practice is constantly evolving. In fact, this is an exciting time as research on positive outcomes resulting from participation in youth programs is growing.

The conceptualization of BIG-M distills the previous 8 Essential Elements into four broad, fundamental ideas. Belonging, Independence, Generosity, and Mastery are the four key concepts that most directly align with the historical roots of 4-H and current research in human development and learning. These four concepts create the underlying positive structure for participation in 4-H youth development activities. Under these four Key Concepts of BIG-M, the 8 Essential Elements of Positive Youth Development are defined.

For those of us who have worked with youth for many years, there is a natural tendency to see these essential elements as obvious, inherent, and automatic. We've seen the positive results and we focus our energies on making sure the programs happen. At times the logistics and coordination of activities are so demanding that we just celebrate the success of making it all happen for another year! However, researchers' careful analysis of youth programs indicates that creating positive program outcomes isn't automatic, it must be intentional. We know that program quality varies a lot. In fact, poorly designed activities and settings can even have a negative influence on youth.

We no longer talk just about positive developmental outcomes, but about the kinds of program features and youth experiences that influence or produce those positive outcomes. Belonging, Independence, Generosity, and Mastery are foundational program features or key concepts that guide our work with youth in 4H. They are the cornerstones. As researchers continue to study 4-H and other youth development programs, more key ideas will emerge, but for now we are focusing on BIG-M and the 8 Essential Elements defining BIG-M.

Belonging, Independence, Generosity, and Mastery are overriding concepts that apply to a lot of different things that we do. They are complex principles. For example, Mastery isn't jut tied to completing and exhibiting a project. And, Generosity isn't just participating in a service project. While these activities are important, BIG-M focuses our attention on more than just activities and our common practices. It's about how and why we do them. These key concepts have implications for all that we do in creating meaningful learning experiences for youth. They apply to:

- how we talk to and coach youth,
- what we focus on in club meetings and activities,
- helping youth express their interests,
- how youth relate to each other, and
- the opportunities youth create for themselves.

What does this mean for me?

Whether you are just starting out as a 4-H leader or are a well seasoned volunteer who has been doing this 4H stuff for years, you should find that the activities and discussions regarding positive youth development foster reflection on the things that matter. The BIG-M principles apply to how we carry out our program activities. We know that being a 4H leader isn't just doing the same things from year to year. Sure, we have lots of great traditions, but being a leader is also about managing unexpected situations and sometimes conflicts. A sound understanding of BIG-M will help you build your skills as a leader and a decision maker.

Remember, as adults, we are always growing and developing, too. Take some time to think about your practice as a 4-H leader and to be open to deepening and enriching your understanding of Belonging, Independence, Generosity, and Mastery.

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PYD: Independence

"There is always one moment in childhood when the door opens and lets the future in." – Graham Greene

Essential Element:
Seeing Oneself as an Active Participant in the Future

Gaining the ability to see oneself in the future is to have hope and optimism to shape life choices which will in turn transfer into actively engaging in future choices. Youth today are faced with so many opportunities it could appear that the transition into living their future would be an easy one; however these same opportunities can turn into challenges.

One of the most difficult tasks for youth is learning to set attainable goals and defining realistic strategies for reaching those goals. Success in setting and achieving goals gives youth the confidence to aspire for increasingly more difficult and challenging accomplishments.

4-H volunteers can play a key role in helping youth make this transition. Think of the 4-H club experience and answer these questions. In our 4-H club …

- Do all members set goals and work toward those goals?
- Do members think about life plans and their future?
- Do members develop hobbies and leisure interests?
- Do youth take healthy risks?

Some practices the 4-H club might want to implement if they have not already done so include:

Provide opportunities for youth to assess their work – both their success and their failures. Youth often need help in identifying the changes they need to make to turn a failure into a success. 4-H leaders can engage the youth in discussions to explore their options and future strategies.

Encourage youth to enjoy life by exploring hobbies and leisure activities. Have them discuss these hobbies and think about why there are drawn to these types of activities. Encourage them to think about how they might turn these skills into marketable skills in the workforce in the future.

Invite parents of members to come to club meetings and present a short program on their work or career. Ask parents to highlight some of the skills that are needed to be successful in their line of work and help them relate those skills to various 4-H project areas. 4-H members might shadow adults in their job or invite the adults to become project leaders and share their knowledge with other 4-H members.

Incorporate discussion of careers into project learning activities, club programs and field trips. Journaling can be a powerful way for youth to gain insights into individual interests and strengths. Encourage members to keep a journal of possible careers they can think of related to a project they are enrolled in. *WOW! Wild Over Work*, a 4-H career curriculum for grades K-6 might be used as a group project or theme for a series of club meetings. Also explore connections that exist between 4-H project work and schoolwork. Help members learn about career opportunities in their own community.

Encourage youth to try new projects and new activities, particularly as they get older. Be sure to share information with teens about county, regional, state, national, and international 4-H activities so they remain active in 4-H and also they develop a future perspective of new 4-H experiences.

Assist older youth in setting goals related to career aspirations. The advanced units of most projects include leadership, community service and career related activities that can help youth connect their interests and skills with their future. As teens narrow their career choices, encourage them to enroll in the advanced units and spend time setting both short and long-term goals they would like to achieve.

Essential Element:
Self Determination

There are two key components of self-determination. Young people must believe they can influence life's events rather than life's events having control over their lives. During the early stages of a young person's development, many decisions are made for them by parents or guardians, by teachers, or other outside forces. As young people mature, we must help them foster that personal sense of influence over their lives, helping them exercise their potential to become self-directing, autonomous adults.

It is critical at this stage of development that adults examine their own attitudes about youth. How an adult sees youth, whether they view them as capable and strive to develop a strong partnership; or whether they view them as incapable, and consider their role to be to plan the experience "for the youth" will impact the development of self determination in youth.

Some practices 4-H volunteers might want to implement in their clubs to foster self determination include:

Allow all youth to have a voice in selecting activities for the club. A good club program plan should provide every member an opportunity to do something they are personally interested in.

Allow time during each meeting for members to talk about their own experiences. Young people need to be active by doing and experiencing. They also need time to share feelings, ask questions, learn from each other, and consider how the things they have learned affects them and how they might apply their new knowledge or skill to other aspects of their life. Each member should have **three** opportunities to speak during a club meeting.

Provide opportunities for youth to test their independence. Match them with younger members as "Big Friends" or mentors for the year.

Have older members plan, implement, and evaluate a program or activity for younger members. Make this an opportunity for older members to practice and demonstrate their skills. Be supportive and interested in the project they choose, but allow them to work through the problems and come up with their own solutions. Follow-up with the older members to help them reflect on their leadership experience. Help them consider "What went well, and what would I do differently the next time?"

Give youth numerous opportunities to set their own goals. Guide them to set realistic goals and then recognize them for their successes.

Make certain youth are heard and taken seriously by others. Strategically create opportunities for youth to contribute their ideas, concerns, and opinions in committee discussions. It can be difficult for some youth to speak up and share their thoughts if they feel no one is paying attention or respects their views.

Ensure they once youth have joined a decision-making group, they are not ignored. Adults sometimes forget that youth have important things to say. Listening is a skill that takes efforts and practice. A rule of thumb is to listen twice as long as you speak. It is also wise to summarize what you believe you heard the young person say in order to be sure you understood them correctly.

Encourage youth to take on leadership roles in club, county, regional, and state level programs. A 4-H club setting is a safe environment for young people to practice and develop leadership skills. Make sure those opportunities exist at all level of 4-H programming.

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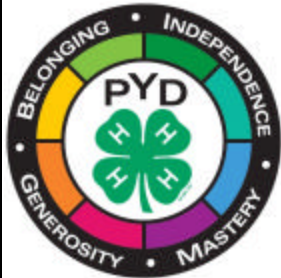
PYD: Generosity

"Among the most powerful means of enriching young lives is to enlist their energies in improving their own communities." - *Great Transitions*

Essential Element:
An Opportunity to Value and Practice Service to Others

Finding one's self begins with losing one's self in the service to others. Service is a way for 4-H members to gain exposure to the larger community, indeed the world itself. It is necessary to actively practice and treasure service. The premise of Generosity's essential element - the **opportunity to value and practice service to others,** is that young people should feel free to contribute their skills, ideas and time and that their contributions should be accepted, acknowledged, and appreciated.

4-H volunteers might consider the following questions regarding generosity in their club:

- Do all members contribute to the club experience?
- Do we provide opportunities for youth to practice and demonstrate skills to others?
- Do members work with adults to practice service to others?
- Do we plan with youth as partners, meaningful experiences?
- Are members challenged to contribute to their community?
- Do we allow time for youth to reflect on successes, setbacks, growth, and pride?
- Are members recognized for their service contributions?
- Do members know that others value their community service contributions?

Some practices volunteers might want to implement in a 4-H club if they have not already done so include:

Look for opportunities to incorporate community service as a part of the project learning activities during the year. Project leaders working alongside 4-H members can learn project skills as well as service skills.

Organize club programs with service as their primary goal. Guest speakers from the community could be invited to attend a club meeting to discuss issues/needs of the community. They could share ideas of how youth could make a difference by addressing these issues/needs. Involve youth in planning these club programs.

Adopt principles of service learning (service plus reflection). At club meetings or events, take time for members to share their thoughts and feelings regarding the service projects that they conduct. At the end of the project, allow time for members to reflect and evaluate the experience.

Establish opportunities for members to volunteer their time, interests or skills in order to have a positive influence on others. Help members think about community service projects they may engage in related to their 4-H projects or their school work.

School or community organization groups may use the *Leadership Development through Community Action* curriculum as the basis for the group's identification, planning, implementation, and evaluation of a service project.

Share opportunities for the club/group to enroll in a group project. Clubs may enroll in the *Public Adventures, Service Learning I* or *Service Learning 2* projects.

Create opportunities for youth to participate and contribute to the welfare of the community. Challenge each member to learn how to individually and collectively pursue activities that help others. Members will feel good about themselves when they see that they are capable of making a positive difference for someone else.

Allow youth to teach or serve as "mentors" for younger youth. This may be in the formal role as "junior leader" or in an informal role as a "Big Friend." Refer to the article at www.urbanext.uiuc.edu/4hfacts/responsibilities.html titled Junior Leader Responsibilities for additional ideas. *Big Friend* and *Welcome to 4-H* are publications available at the local Extension Office as well.

Involve youth in the decision to get involved in service projects that will truly meet community needs. Young people need to learn to identify needs in their own area and look for ways to help others to meet those needs.

Provide opportunities for youth to develop civic responsibility and learn more about their community through programs and projects that bring them in contact with people from local agencies, government, service organizations and the like. There are some excellent activities in the two curriculums mentioned earlier that help address this point. Involve youth in completing the 4H club/group report form in the community involvement and global awareness curriculum area. These are due Aug. 15 in the State 4-H Office.

Incorporate time into the 4-H club program to recognize individual and club service contributions. Invite agencies or organizations that have benefited from the members' work to come and thank them for their efforts. This will let members know that others value their accomplishments. See that your groups' activities are highlighted in the local media.

Encourage members to complete State 4-H Award Applications in the Achievement and Leadership Award areas as well as the 4-H Key Award and the LCP Award. These awards focus on community service.
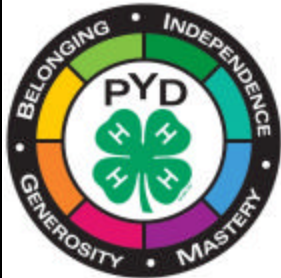
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PYD: MASTERY

The fourth Key Concept of Positive Youth Development is Mastery. Mastery is described as building knowledge, skills, and attitudes and then providing opportunities for youth to demonstrate the competent use of the new knowledge and skills. Mastery is associated with the "Hands" in the 4-H pledge because of the experiential or hands-on learning component of the 4-H program.

In 4-H, we develop Mastery through the projects and activities that youth complete over time. Mastery is a process that changes with the developmental level of each youth. As youth complete their projects, they master skills that lead to future career and life choices.

Essential Element:
Opportunity for Mastery

Mastery is related to "self-efficacy". Self-efficacy is believing in yourself and knowing you are capable of achieving goals and mastering tasks. Youth need to feel and believe they are capable. Experiencing success at solving problems and meeting challenges develops their self confidence. Settings that promote mastery and self-efficacy encourage youth to take risks, seek out challenges and focus on self-improvement rather than comparing themselves to their peers.

The degree of mastery a youth strives for depends on their developmental level. Knowledge of developmental milestones (physical, cognitive, emotional and social) can help adults meet the needs of each youth in their projects and activities.

For more information on the stages of youth development, see the *Developmentally Speaking* handout from the Letters to New Leaders series: http://web.extension.uiuc.edu/state4h/launcher.cfm?ID=6221 or the *Helping You Help Youth Fact Sheet: Working with Boys and Girls* (available Winter 2011).

4-H volunteers might consider the following regarding mastery in their club:

- Does the club set goals and work to achieve them?
- Do members have opportunities to practice and demonstrate their knowledge and skills for others?
- Do older members mentor and assist others in the same interest area or skill?
- Are the projects and activities of the club appropriate for the abilities of the group members?
- Do members set project goals and work to achieve them?

Ways that volunteers might enhance the opportunities for mastery in their 4-H clubs include:

Set club goals to achieve. As you meet with your club officers to plan activities for the year, encourage them to set club goals. Make sure your goals are realistic, yet challenging and include all club members in their completion.

Encourage club members to set project goals. 4-H has project goal-setting forms created based on the developmental stages of youth. Consider taking time at each club meeting to set goals for members' projects and update completion of the goals. Goal setting forms can be found at http://web.extension.illinois.edu/state4h/members/recognition_forms.cfm

Provide opportunities for youth to demonstrate their knowledge and skills to others. This can be accomplished through providing time for talks and demonstrations during club meetings or a club exhibit night for members to exhibit projects or activities they have completed for family and friends.

Provide opportunities for public recognition. Schedule a club recognition potluck or a family night. Encourage members to share their accomplishments with each other, their family, friends and community.

Essential Element:
Engagement in Learning

Active learning strategies keep youth engaged and interested in what is being taught. Engaged youth are mindful of the subject area while building relationships and connections to develop understanding. Engagement is about the spark of excitement learning can create. Simply having a learning experience is not enough. Knowledge comes with the transformation of the experience. Youth who are involved in the learning process and given opportunities to successfully meet challenges and solve problems are more likely to develop self-confidence and feel they are capable of succeeding.

In 4-H, we practice active learning strategies by implementing the Experiential Learning Model. This model allows youth to learn by being active participants in the experience. After the experience, adult facilitators provide opportunities for discussion and reflection that help youth understand how to apply what they learned to everyday situations in their own lives. For more information on Experiential Learning see the *Helping You Help Youth Fact Sheet: Projects and Activities* available at: http://web.extension.uiuc.edu/state4h/launcher.cfm?ID=3578

Experiential Learning Process
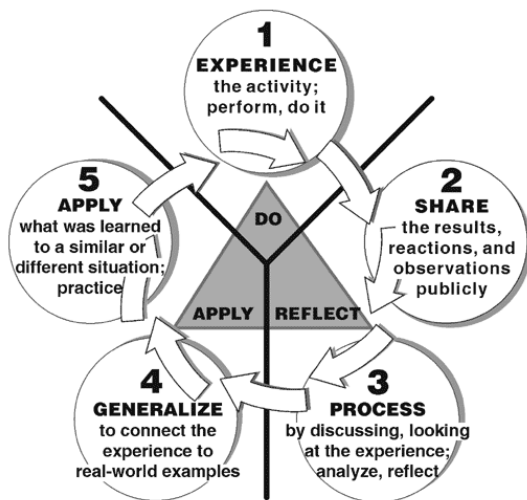
To foster experiential learning, 4-H volunteers might consider the following questions:

- Do activities and experiences encourage curiosity, questioning and exploration?

- Are club activities based on the "hands on" approach to learning?

- Do club activities provide experiences that make a difference to others or relate to real life situations?

Some practices volunteers can use to enhance experiential learning in a 4-H club include:

Involve members in planning and organizing club activities. Encourage your club officers to take the lead in organizing activities. Use committees to plan events and activities so more youth are involved in the decision process. As volunteers, serve as facilitators to support the youth.

Encourage club members to become leaders in your club. There are many different ways to demonstrate leadership besides being the club President. Each club officer is engaged in a leadership learning experience, as is each member of a club committee. Encourage younger members who are not ready to be club officers to help make decisions on committees or as part of club activities to prepare them for future roles.

Allow time for youth to reflect on their successes and failures. When youth are in leadership roles, things do not always work out as you, the volunteer, may plan. It is important to allow the learning experience to happen and then to discuss the situation with the club members. The best learning experiences are not always the most perfect!

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Roll 'Em: Positive Youth Development Processing Key

BIG-M Statement Alignment

Belonging

- Statement 2 – *time you watched a 4-H member "beam"* – tied to belonging IF example observed is related to them reacting to belonging to the 4-H club; part of a committee or workgroup; etc.
- Statement 3 – *someone who believed in you* - example of a caring adult who supported or served as a mentor to you
- Statement 4 – *traits you as an individual which make a difference in a larger community or group* – if trait described aligned with creating a caring/safe environment or supporting and/or mentoring youth;
- Statement 6 - *what make you valuable as a volunteer* – tied to belonging IF example shared describes how they engage members and help them feel comfortable and part of the 4-H club

Independence

- Statement 2 – *time you watched a 4-H member "beam"* – tied to independence IF example observed is related to watching that member flourish in a leadership role; or shows them stepping up and taking initiative; sharing their youth voice related to a topic
- Statement 6 – *what make you valuable as a volunteer* – tied to independence IF example shared describes the leadership they demonstrate through their volunteer role

Generosity

- Statement 2 - *time you watched a 4-H member "beam"* – tied to generosity IF example observed illustrates a time the member was giving to others; engaged in serving others
- Statement 5 – *how do you show others you care* – example describes involvement in giving back and/or serving others
- Statement 6 – *makes you valuable as a volunteer* – tied to generosity IF example shared describes roles the individual plays in giving back or providing service to others

Mastery

- Statement 1 – *activity or skill that is a personal strength* – example identifies skills they have mastered and can use to teach others
- Statement 2 – *time you watched a 4-H member "beam"* – tied to mastery IF example observed is occurred when the member was demonstrating or teaching others
- Statement 6 – *makes you valuable as a volunteer* – tied to mastery IF example describes a time you were teaching skills to others.

4-H ESSENTIAL ELEMENTS of POSITIVE YOUTH DEVELOPMENT

Belonging
- Positive Relationship with a Caring Adult
- An Inclusive Environment
- A Safe Emotional and Physical Environment

Independence
- Opportunity to See Oneself as an Active Participant in the Future
- Opportunity for Self-Determination

Generosity
- Opportunity to Value and Practice Service to Others

Mastery
- Opportunity for Mastery
- Engagement in Learning

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Essential Elements of Positive Youth Development

Independence HEAD	Belonging HEALTH	Generosity HEART	Mastery HANDS

Resources

University of Illinois Extension. (2010) *Essential Elements Fact Sheets*. Retrieved from
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University of Minnesota Extension. (2015). *Keys to Quality Youth Development.* Retrieved from
http://www.extension.umn.edu/youth/research/keys-to-quality-youth-development/

Essential Elements of 4-H Youth Development Programs: Key Ingredients for Program Success. (2009). *National 4-H Council.*

Purdue University Extension. (2015) *Essential Elements of 4-H Youth Development, Fact Sheet.* Retrieved from
http://www.four-h.purdue.edu/ncrvf/documents/EssentialElementsof4-HYouthDevelopmentFactSheet.pdf

Source: Carissa Akpore, Extension Educator, University of Illinois Extension, 4-H Youth Development, (2015).

Essential Elements of Positive Youth Development - Template for Sorting as Cards; print on card stock

"Among the most powerful means of enriching young lives is to enlist their energies in improving their own communities." - Great Transitions, p. 110

Encourage youth to try new projects and new activities.

Encourage ties with family and community.

Supplementing competition with cooperative activities and games.

Have voice and influence on decisions around project experience.

Providing multiple opportunities for youth to develop relationships with adults and peers.

Encourage bonds of friendship among youth and between youth and adults.

Offering opportunities for youth to serve their communities with peers and adults.
Characteristics that relate: successful, problem-solver, motivated and persistent.

Volunteers support and encourage the contributions and accomplishments of members.

Provide members opportunities to talk with others about what they are doing, thinking and learning.

Service to others and community is integrated into experiences and the input of members is valued.

Utilizing hands on activities, projects and exhibitions to build life and vocational skills.

Characteristics that relate: confident, responsible, self-disciplined and leadership.

Volunteer show sincere interest in the lives of his/her members.
Focusing on long-term goals of learning, including feedback and learning from others.
Including youth in planning discussions. Giving youth responsibilities to carry out with a minimum of reminders.

Assist older youth in setting goals related to career aspirations.

Project leaders push youth to take healthy risks, try new things and challenge themselves.

Physical environment is safe and free of hazard or risk.

Greeted/welcomed when they arrive.

Characteristics that relate: cooperative, trusting, friendly and social.

Provide opportunities for youth to assess their work both their successes and failures.

Emotional environment is respectful, positive, supportive, inclusive, relaxed, and accepting.

Reinforcing gestures of caring and concern for others.

Respecting the value of diverse cultures.

Characteristics that relate: altruistic, caring, empathic, and supportive.

Partner with adults and share control of project activities.

Set goals and make plans for individual and group project experiences.

Source: Carissa Akpore, Extension Educator, University of Illinois Extension, 4-H Youth Development, (2015).

Essential Elements of Positive Youth Development - KEY

Independence	Belonging	Generosity	Mastery
Including youth in planning discussions. Giving youth responsibilities to carry out with a minimum of reminders.	Physical environment is safe and free of hazard or risk. Greeted/welcomed when they arrive.	Volunteers support and encourage the contributions and accomplishments of members.	Project leaders push youth to take healthy risks, try new things and challenge themselves.
Have voice and influence on decisions around project experience.	Emotional environment is respectful, positive, supportive, inclusive, relaxed and accepting.	Service to others and community is integrated into experiences and the input of members is valued.	Provide members opportunities to talk with other about what they are doing, thinking and learning.
Partner with adults and share control of project activities.	Volunteer show sincere interest in the lives of his/her members.	Characteristics that relate: altruistic, caring, empathic, and supportive.	Set goals and make plans for individual and group project experiences.
Characteristics that relate: confident, responsible, self-disciplined and leadership.	Characteristics that relate: cooperative, trusting, friendly and social.	Offering opportunities for youth to serve their communities with peers and adults.	Characteristics that relate: successful, problem-solver, motivated and persistent.
Provide opportunities for youth to assess their work both their successes and failures.	Providing multiple opportunities for youth to develop relationships with adults and peers.	Encourage bonds of friendship among youth and between youth and adults.	Utilizing hands on activities, projects and exhibitions to build life and vocational skills.
Encourage youth to try new projects and new activities.	Encourage ties with family and community.	Reinforcing gestures of caring and concern for others.	Supplementing competition with cooperative activities and games.
Assist older youth in setting goals related to career aspirations.	Respecting the value of diverse cultures.	"Among the most powerful means of enriching young lives is to enlist their energies in improving their own communities." - Great Transitions, p. 110	Focusing on long-term goals of learning, including feedback and learning from mistakes.

Source: Carissa Akpore, Extension Educator, University of Illinois Extension, 4-H Youth Development, (2015).

Balloon Fun Activity:
Field Trip Options

Some club members are not as outgoing, so they may not like to speak up and share their ideas during a club meeting. Balloon Fun is one way to engage everyone at the club meeting in coming up with ideas for club activities without forcing them to speak in front of the entire club before they are ready. As part of tonight's e-Forum Volunteer training, we will be generating ideas for a future club field trip.

Resources:
- Balloons (1 for each participant)
- Small slips of paper (1 for each participant)
- Pens or pencils (1 for each participant)

1. Ask each participant to think of one idea for a possible club field trip.
2. Write down your field trip idea on the small piece of paper you were provided and fold it up.
3. Slip the folded paper into the balloon.
4. Blow up the balloon and tie a knot so the paper won't fall out.
5. Place all of the balloons in a large garbage bag and then allow everyone to pull out a new balloon; OR toss the balloons around until everyone has a new balloon.
6. Ask all participants to POP their balloon…being careful to watch for the slip of paper to fly out.
7. Once they find their paper, they should unfold and read it.
8. Participants should share the idea written on their piece of paper with the entire group.

This creates a safe brainstorming strategy for all members to share their ideas in a club meeting without being nervous if they struggle with speaking in front of a group.

Alternative Balloon Fun Activity

The following activity describes a way to use the "Balloon Fun" interactive experience when helping volunteers and members explore all of the different components of a club meeting.

Ask participants to think of about the components of a club experience – the part of a meeting that we have been talking about during earlier components of the training. We would like for each of you to write down one function of the club experience on a small piece of paper. These ideas might include tours, business meeting, presentations, games, fun, etc. Just come up with one idea that you believe belongs in the meeting format.

Participants should fold up their paper and slip it into the end of a balloon. Blow up the balloon; tie a knot in it so the paper will not fall out; and place balloons in one of the large garbage bags (or other designated spot). After all of the balloons have been collected, it is time to distribute them again. When all of the participants have a balloon, instruct them all to pop their balloons – in any way they want to. Encourage them to watch for their paper to fly out when it pops. They should then find their paper and unfold it. Once they see what their paper says, they should talk with other participants and line up according to where during the club meeting time they think their component would occur.

After everyone has lined up – ask each person to read their slip of paper and explain why they believe it goes in that spot. If appropriate – remind participants that it is important to remember that sometimes we need to be flexible in regards to the club meeting structure to allow for creativity, and to enhance the club meeting experience.

Listening Skills
Best Practices

As a caring adult who supports youth, 4-H volunteers play a very important role. The following are some best practices to follow when talking and interacting with youth.

"WE HAVE TWO EARS AND ONE MOUTH SO WE CAN LISTEN TWICE AS MUCH AS WE SPEAK." *(Epictetus AD55-c135)*

1. **State your intention to listen:**
   - *"I LOOK FORWARD TO HEARING YOUR VIEWS"*
2. **Manage your physical environment:**
   - *REDUCE DISTRACTIONS (NOISE AND DISRUPTIONS)*
   - *IGNORE FLAWS IN THE SPEAKER'S DELIVERY (LIKE NERVOUS GESTURES)*
3. **Make an internal commitment to listen**:
   - *BE OPEN TO HEARING DIFFERENT PERSPECTIVES*
   - *DON'T JUDGE*
   - *MAKE MENTAL SUMMARIES ABOUT WHAT IS SAID*
4. **Assume a listening posture:**
   - *MAKE EYE CONTACT*
   - *USE APPROPRIATE BODY LANGUAGE*
   - *USE MINIMAL ENCOURAGERS (EX.- "UH HUH")*
   - *ALLOW FOR SILENCE*
5. **Participate actively in the listening process:**
   - *INVITE THE SPEAKER TO SAY MORE*
   - *PARAPHRASE TO CHECK FOR UNDERSTANDING*
   - *ASK CLARIFYING QUESTIONS*
   - *TAKE NOTES*
   - *WORK TO UNDERSTAND THE PERSPECTIVE OF THE SPEAKER WITH A STATEMENT OF RESPECT FOR THE SPEAKER'S VIEWS*

Rose Garritano
4-H Educator, Chittenden County
University of Vermont

Listening Skills Activity

A **good listener** receives a message from someone else with care and respect; and works to confirm their understanding of the speaker's message. A good listener focuses on what the speaker is saying and temporarily blocks other thoughts and distractions from their mind.

In most situations, the **active** listener is the most effective, as they receive the speaker's message with care and respect and strive to confirm their understanding of the speaker's message. The active listener leaves the conversation with little doubt about the speaker's message or feelings. When an individual engages as an active listener, he or she receives two types of messages – the facts and the feelings.

ACTIVITY OVERVIEW: During this activity, you will explore different scenarios that demonstrate *good* and *bad* listening skills. Two-person teams will receive scripts to use while role-playing the situation. The remaining participants will identify the good and/or bad listening skills demonstrated.

RESOURCES NEEDED:
- Two copies of each scripts
- Copies of Listening Skills Handout – 1 for each participant

DIRECTIONS: Divide the larger group into pairs and pass each pair two copies of one section to read and act out. THEY SHOULD **NOT** INCLUDE THE TITLE OF THEIR SCRIPT DURING ROLE-PLAYING!

Participants NOT involved in the role-play should use their copy of the Listening Skills Handout to identify the good or bad listening skills demonstrated.

Script #1:

<u>ACTIVE LISTENING</u>

Person A says: So tell me about what you did from the moment you got up until you got to school.

Person A: (WHAT TO DO WHILE PERSON B SPEAKS)

- *Take notes while person B speaks.*

Person B says: I got out of bed and went to the bathroom. I brushed my teeth and washed up. I went back to my room and made my bed then I went to the kitchen and had breakfast. After breakfast, I put on my coat, got my backpack and caught the bus for school.

SCRIPT #2

FAILURE TO REDUCE DISTRACTIONS

Person A says: So tell me about what you did from the moment you got up until you got to school.

Person A: (WHAT TO DO WHILE PERSON B SPEAKS)

- *Pretend your phone rings right after person B starts to talk. Interrupt them with "Excuse me" and "answer" your phone.*

Person B says: I got out of bed and went to the bathroom. I brushed my teeth and washed up. I went back to my room and made my bed then I went to the kitchen and had breakfast. After breakfast, I put on my coat, got my backpack and caught the bus for school.

SCRIPT #3
POOR BODY LANGUAGE

Person A says: So tell me about what you did from the moment you got up until you got to school.

Person A: (WHAT TO DO WHILE PERSON B SPEAKS)

- *Cross your arms and look out the door or window.*

Person B says: I got out of bed and went to the bathroom. I brushed my teeth and washed up. I went back to my room and made my bed then I went to the kitchen and had breakfast. After breakfast, I put on my coat, got my backpack and caught the bus for school.

SCRIPT #4
<u>INVITING SPEAKER TO SAY MORE</u>

Person A says: So tell me about what you did from the moment you got up until you got to school.

Person B says: I got out of bed and went to the bathroom. I brushed my teeth and washed up. I went back to my room and made my bed then I went to the kitchen and had breakfast. After breakfast, I put on my coat, got my backpack and caught the bus for school.

Person A: What did you eat for breakfast?

SCRIPT #5

ASKING CLARIFYING QUESTIONS

Person A says: So tell me about what you did from the moment you got up until you got to school.

Person B says: I got out of bed and went to the bathroom. I brushed my teeth and washed up. I went back to my room and made my bed then I went to the kitchen and had breakfast. After breakfast, I put on my coat, got my backpack and caught the bus for school.

Person A says: What did you eat for breakfast?

Person B says: Eggs

Person A says: Were they fried or scrambled?

SCRIPT #6
PARAPHRASING/SUMMARIZING

Person A says: What do you think about keeping 4-H Record Books?

Person B says: I think they are a pain to do but I like to look back and remember what I have done in past years.

Person A says: So you think they are hard to do but worth it.

Purpose:
To show the importance of how we talk about 4-H experiences.

Suggested Format:
For larger workshops group individuals in smaller groups of 4-5 and have each group make a mask

For smaller workshops allow each individual to make a mask

Materials Needed:
You will need enough materials for each individual or group
- Colored paper
- Transparency sheets
- Permanent markers
- Mask template
- Scissors

Prepare Ahead:
- Make an example of the project mask and life skills mask
- Place materials at each group table or at a central location for individuals to access easily

Approximate Time:
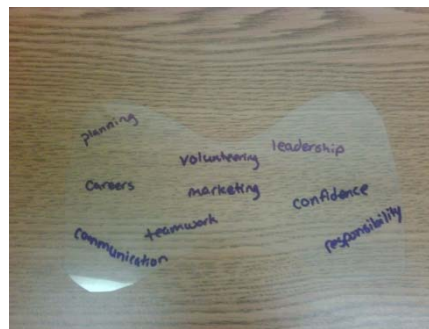30 minutes

MASKS OF 4-H

DO
Pass out or have individuals get the materials needed to complete their masks

SAY
In this activity you will create a mask on colored paper that shows your 4-H project areas (show example)

You will also create a mask using transparency sheets that shows the life skills that you have gained through your 4-H experience (show example)

DO
Have a volunteer from each group or individual volunteers come up to the front of the room with the two masks that they have made

SAY

What happens when you put the mask with the projects in front of the skills mask?

(ask for responses from group)

- *You can only see the projects.*
- *You can't see the skills that are learned through the projects.*
- *The public only sees the 4-H project, not the skills youth learn.*

What happens when you put the skills masks in front of the project mask?

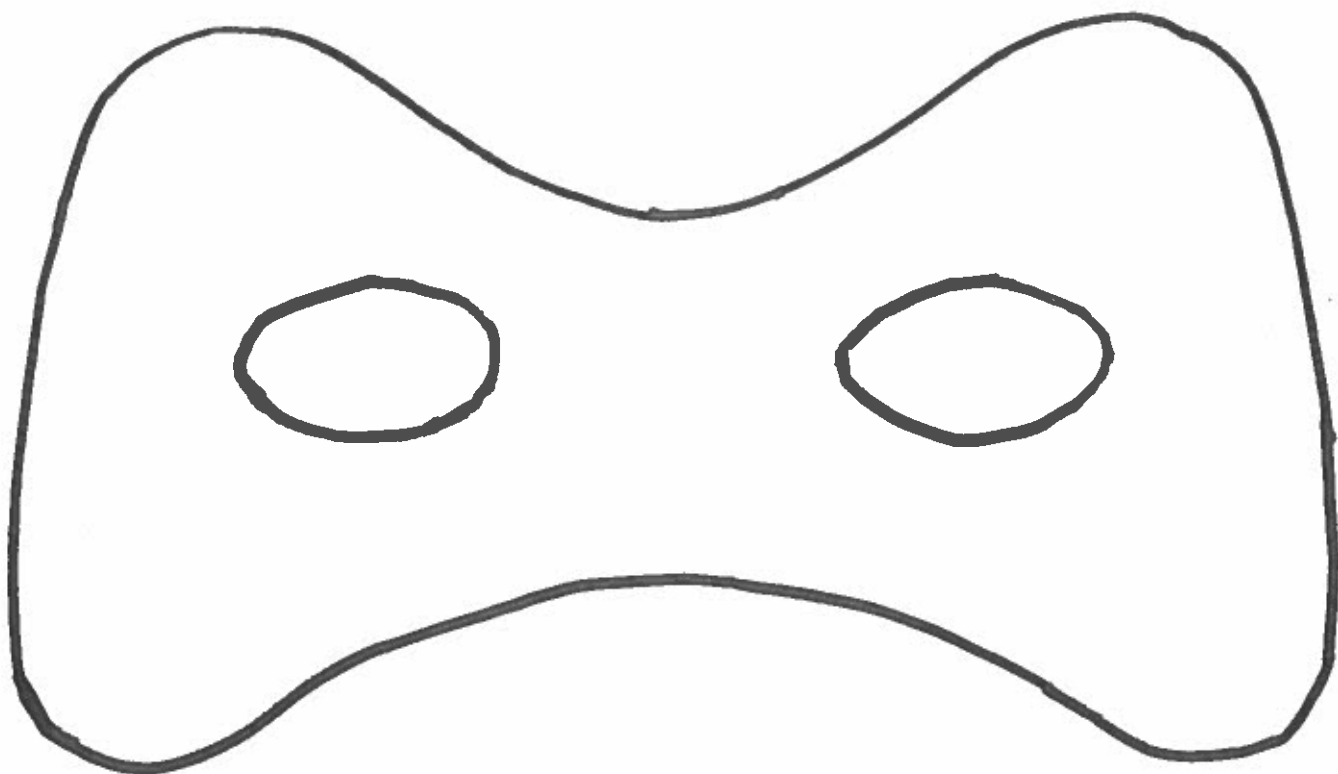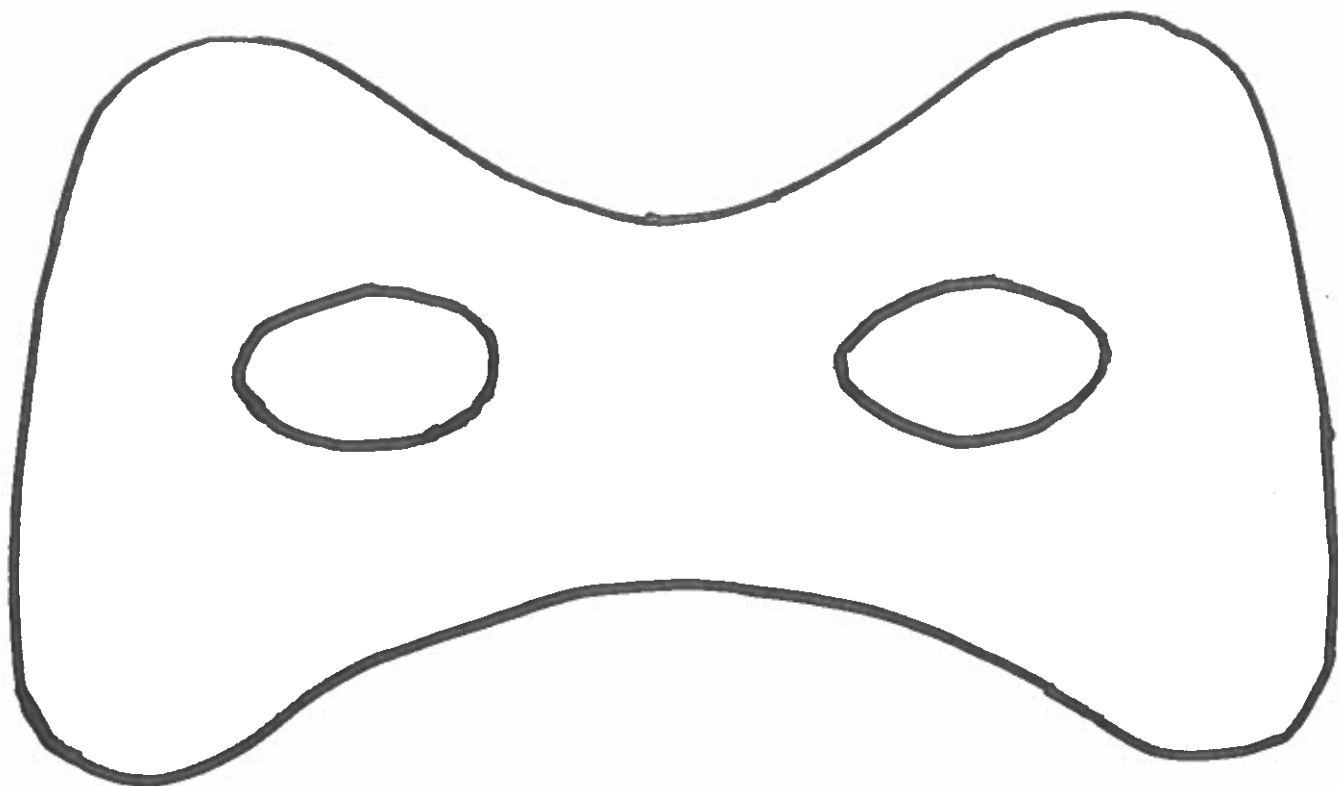(ask for responses from group)

- *You can see the skills and the projects.*
- *You can see that skills are learned through 4-H projects.*
- *The public can see that 4-H teaches important life skills through 4-H projects.*

SUMMARY

This activity illustrates two ways we can tell our 4-H story

1. Talk about the projects we do first—in this case, this is all the public will see. Eventually, this all some of us will also see.
2. Talk about the skills learned through the projects. Putting emphasis on what skills/lessons are learned through different 4-H projects shows the values of 4-H and the valuing of 4-H projects.

Masks of 4-H Activity - Template

Targeting Life Skills Model

Targeting Life Skills

Center core rings: HEAD, HEART, HANDS, HEALTH

Inner segments:
- Managing
- Thinking
- Relating
- Caring
- Giving
- Working
- Being
- Living

Outer ring skills:

HEAD — Managing:
- Keeping Records
- Wise Use of Resources
- Planning/Organizing
- Goal Setting
- Resiliency

HEAD — Thinking:
- Service Learning
- Critical Thinking
- Problem Solving
- Decision Making
- Learning to Learn

HEART — Relating:
- Communication
- Cooperation
- Social Skills
- Conflict Resolution
- Accepting Differences

HEART — Caring:
- Concern for Others
- Empathy
- Sharing
- Nurturing Relationships

HANDS — Giving:
- Community Service Volunteering
- Leadership
- Responsible Citizenship
- Contributions to Group Effort

HANDS — Working:
- Marketable Skills
- Teamwork
- Self-motivation

HEALTH — Being:
- Self-responsibility
- Character
- Managing Feelings
- Self-discipline
- Self-esteem

HEALTH — Living:
- Healthy Lifestyle Choices
- Stress Management
- Disease Prevention
- Personal Safety

Resource	Type	Topic/Content	How to Access
The 5 C's of Positive Youth Development – PDF; Project Everlast	PDF	Identifies the 5 C's plus Contribution, addition by Richard M. Lerner, Tufts University, 2007	http://dhhs.ne.gov/publichealth/MCAH/Documents/HYN2015-FiveCs_YouthDevelopment.pdf
The Good Teen: Rescuing Adolescence from the Myths of the Storm and Stress Years Richard Lerner, PH.D Tufts University. New York: Crown Publishing, 2007	Book	Presents the five characteristics of teen behavior, proven to fuel positive development. Strategies for fostering development	New York: Crown Publishing, 2007
4-H Essential Elements of Positive Youth Development Fact Sheet Series and Training	Video and PDF documents	Review of the essential elements and BIG-M.	https://4h.extension.illinois.edu/volunteers/training
Roll 'Em: Positive Youth Development Activity	PDF Document	PYD/BIG-M Reflective Activity	Posted with 2017 National 4-H Volunteer e-Forum Resources; Development - University of Vermont Extension
Essential Elements of Positive Youth Development Sorting Activity – RESOURCE FOR FUTURE TRAINING OPPORTUNITY	PDF Document	Activity for volunteer leaders and teens in leadership roles to explore how Essential Elements align with BIG-M categories	Posted with 2017 National 4-H Volunteer e-Forum Resources; Development – University of Illinois, Extension
Balloon Fun Activities	PDF Document	Strategies for engaging members in brainstorming and decision making in the club setting.	Posted with 2017 National 4-H Volunteer e-Forum Resources; Development – University of Illinois, Extension NOTE – one resource describes activity used during the live training; second resources describes an additional activity which is a RESOURCE FOR FUTURE TRAINING OPPORTUNITY
Listening Skills Best Practices	PDF Document	Handout highlighting Best Practices associated with Listening Skills	Posted with 2017 National 4-H Volunteer e-Forum Resources; Development - University of Vermont Extension

Listening Skills Activity – RESOURCE FOR FUTURE TRAINING OPPORTUNITY	PDF Document	Activity for a group training to give volunteer leaders and teen leaders an opportunity to recognize the importance of listening and how it contributes to the development of a sense of belonging and leadership	Posted with 2017 National 4-H Volunteer e-Forum Resources; Development - University of Vermont Extension
Masks of 4-H Activity Handout	PDF Document	Demonstrates the importance of how volunteers talk with youth about 4-H experiences	Posted with 2017 National 4-H Volunteer e-Forum Resources; Development – Michigan State University, Extension
Targeting Life Skills Model	PDF Document	Identifies life skills developed by 4-H members through project learning and club focused experiences	https://fyi.uwex.edu/wi4hvolunteers/files/2016/06/Life-Skills-Wheel.pdf IOWA STATE UNIVERSITY Targeting Life Skills Model. Extension and Outreach. © Iowa State University Extension. Targeting Life Skills Model – 1996.