

**4-H at
HOME**



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EXPRESSING EMOTIONS

Learn different ways to express how you are feeling.





Expressing Emotions

—
Learn different ways to express how you are feeling.

About the Activity

Talking about how you feel isn't always easy. Every person has a lot of different emotions throughout each day, which can make expressing emotions more challenging. Let's learn about the ways you can share your emotions verbally and non-verbally and why it is important to share with others about how you are feeling. If you'd like, you could start this activity by watching the movie "Inside Out."

Supplies

These simple supplies are all you'll need.

- Cardstock or Construction Paper (8.5"x11" or larger)
- Pencil or pen
- Sticky note(s)
- Magazines AND/OR Art Supplies (paper, glue, markers, colored pencils, crayons, etc.)

Grades: 6-12

Topic: Mindfulness, Healthy Living, Creative Arts, and College Readiness

Time: 30-45 minutes



Activity Steps

Expressing your emotions is a great way to take care of yourself. In this activity, you will create a chart to help you to uncover and share how you are feeling. You can use this chart to help yourself and your loved ones.

- 1 Make a list of every emotion you can think of. Watching *Inside Out* might help you start your list.

DID YOU KNOW?

An emotion is a state of feeling. Everyone has emotions and emotions are not wrong. Emotions do not make you “good” or “bad.” Emotions happen to everyone.

- 2 Identify 10-12 emotions that are common for you. Using the art supplies and cardstock, draw pictures OR cut out pictures from magazines that represent these emotions.

DID YOU KNOW?

It is important to let people know how you are feeling. Keeping your feelings inside can cause you stress. Some symptoms of stress are stomach aches, headaches, and difficulty sleeping.

- 3 Label the emotions on your artwork to complete your emotion chart. Hang this on your refrigerator or in a common area of your house.

DID YOU KNOW?

You can “talk” about your emotions with words, drawings, body language, music, tone of voice, posture, and pictures. Both verbal and non-verbal language are important for communication.

- 4 Each day, move your sticky note to the emotion that represents how you feel. You could even give each family member a sticky note with their name on it so that they can share their emotions.

DID YOU KNOW?

A protective factor, something or someone that helps to reduce stress. Having one safe adult in your life to share your emotions with is an example of a protective factor.

Bonus Fun

Take a look at other creative ways to express your emotions.

- 1 Take time each day to share with your family or friends something that happened using emotional words. Talk about something funny, sad, silly, frustrating, exciting, etc. that happened during your day.
- 2 Make an emotional video using digital pictures or videos of you and your loved ones. Practice making faces or body stances for each emotion before you take your pictures. Label the emotions and use music to help you “set the tone.” Ask an adult for permission to post on social media.
- 3 Start an emotion journal. Use this journal to draw or write how you are feeling throughout the day. Every emotion is an important one. Journal when you are feeling happy, sad, frustrated, or any other emotion.



Test Your Knowledge

See how much you learned about expressing your emotions.

QUESTION 1

True or False? Everyone has emotions.

- a. **True:** Everyone experiences a range of emotions
- b. **False:** Only some people feel emotions

QUESTION 2

An example of a protective factor is...

- a. Having one safe adult in your life.
- b. Emotions
- c. Stress
- d. Non-verbal communication

QUESTION 3

What is an example of how you can express your emotions?

- a. Words
- b. Music
- c. Drawing
- d. All of the above

QUESTION 4

Stress can be caused by...

- a. Journaling
- b. Protective factors
- c. Keeping your feelings inside
- d. Drawing

Reflection Questions

- Can you name a time when your emotions changed how you acted?
- Who can you share your thoughts and feelings with?
- What is your favorite feeling?
- How do you reset your feelings when you feel stressed?



Investigate & Explore

Take what you've learned to the next level to learn more and explore the possibilities.

Sometimes, people react based on the emotions that they feel. If you are excited you will probably clap or cheer. But, when you feel negative emotions, you may react in ways that reflect those feelings. When people experience intense emotions, they may not always see a situation clearly. And sometimes when they do this, they can hurt the feelings of others or their own feelings get hurt.

Try to take a step back and count to 10 before letting your emotions control your actions. And if you do act with your emotions first, and someone gets hurt, remember to say "I am sorry".

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BOUNCING BACK

Exploring resilience through a “smashing” experiment.





Bouncing Back

— Exploring resilience through a “smashing” experiment.

About the Activity

Sometimes life doesn't go the way we expect. How we react in certain situations is based on our own resilience. In this lesson, we will explore the concept of resilience and learn how we can better equip ourselves to bounce back when life throws us lemons or unexpected surprises.



Supplies

These simple materials will get you started, although you may need to visit a convenience or craft store for a few items.

Parent supervision is recommended for this activity when using the hammer.

- Hammer
- Plastic glove
- Safety glasses
- Tarp
- A writing utensil
- Paper
- A variety of household items, which could include...
 - Banana
 - Tomato
 - Potato
 - Bag of chips
 - Rubber band
 - Eraser
 - Empty can or bottle
 - Book
 - Pillow
 - Sweatshirt
 - Ball
 - Book
 - Bucket
 - Water balloon
 - Modeling clay/playdough

Grades: 6-12

Topic: Mindfulness, Healthy Living, Creative Arts, and College Readiness

Time: 30-45 minutes



Activity Steps

As we get older, life can become increasingly challenging. With age comes additional responsibilities, and sometimes these changes in our lives can be exciting. But other times life's changes can lead to stress. Situations that could trigger stress could be peer pressure, rules set by the authority figures, or conflict in friendships.

While there may be times we can't control our environments or how others treat us, we can learn to bounce back from setbacks through resilience. This exercise will require adult supervision; however, it will demonstrate the concept of resilience and how it applies to our emotional well-being.

- 1 Before we move on to the fun part of our activity, let's get organized. Grab your paper and a writing utensil, then follow the instructions below.
- 2 Use a writing utensil to create a chart on your piece of paper. Your chart should have four columns across the top with the following labels: object, appearance before, appearance after, high or low resilience. Make a list of all the items you collected in the column labeled, "Object."

DID YOU KNOW?

Protective factors — such as having a safe adult in your life who cares for you and whom you can turn to for guidance — can help build resilience.

Below is an example of how your chart may look:

Object	Appearance Before	Appearance After	High or Low Resilience
Item #1			
Item #2			
Item #3			



Activity Steps

(continued...)

- 3 Now comes the fun part! Smashing objects with a hammer to see how they respond! We strongly recommend adult supervision for this part of the activity. Lay each of your objects on the tarp. Examine each item and make notes on your chart of what each item looks like **before** you hit it with the hammer.

Tip: If you would rather not use the hammer, watch the Bouncing Back Video to see our team do it for you! Some of the objects on that video differ from what is in the list above, so you may need to make some adjustments to your chart.

- 4 **Carefully** hit each item with the hammer. As an extra safety precaution, only hit one object at a time. As you smash each item with the hammer, did you notice that some of the objects are less affected by the impact than others? For example, while a tomato or water balloon may explode when you hit it with the hammer, a pillow or modeling clay may have the ability to return to its original shape (with some extra care and attention, of course). In this case, the pillow and clay are more resilient than the tomato or water balloon, because they are better able to recover from their injuries.

- 5 Make notes on the chart about the appearance **after** you've smashed each item. Then go through each item on your chart and label whether you think it has high resilience or low resilience.

DID YOU KNOW?

Just like the objects we just used for our experiment, individual people also have their own personal levels of resilience. However, resilience isn't set in stone. According to the American Psychological Association, the following actions can help you to build up your resilience and bounce back from negative experiences: Connecting with others, accepting change, positive self-talk, developing self-care routines, learning more about yourself, defining personal goals, and having a hopeful outlook.

- 6 Next, let's explore various traits of resilience and how they can also apply to people.

On the back of the paper, answer these questions:

- What are some characteristics of the items with high resilience?
- What are some of the characteristics of the items with low resilience?
- Can any of these characteristics be applied to humans?

DID YOU KNOW?

If you aren't sure where to start with building resilience, consider joining a club or finding an activity that interests you. Volunteering, playing sports, or becoming involved in organizations like 4-H can be a great way to foster personal growth. Practicing mindfulness — a practice some people use to reset their perspective each day — is another way to build resilience.



Test Your Knowledge

See how much you learned about resilience.

QUESTION 1

Resilience is the ability to:

- a. Bounce back
- b. Give up
- c. Be angry
- d. Be happy all the time

QUESTION 2

True or False? You can develop resilience.

- a. **True:** Resilience involves behaviors, thoughts, and actions that anyone can learn and develop.
- b. **False:** It's not possible to control how we react to certain situations.

QUESTION 3

What are some ways we can build resilience?

- a. Accepting change
- b. Developing self-care routines
- c. Ignoring situations that bother us
- d. Answers a and b
- e. None of the above

QUESTION 4

True or False? You can develop resilience.

- a. **True:** Everyone experiences difficulties. You are not alone.
- b. **False:** It all depends on your reaction to it.

Reflection Questions

- Do you think you are resilient? What are some places in your life that you can identify that have forced you to “bounce back?”
- How do you make connections with others? Do you allow yourself to share your thoughts and feelings with people you trust?
- List at least one safe adult who you can talk to when you feel stressed.
- What are some goals that you have for today? For this week? For this month? For next year?
- How do you reset when you are stressed? Make a list of things you can do when life feels overwhelming.



Investigate & Explore

Take what you've learned to the next level to learn more and explore the possibilities.

Everyone experiences set-backs, stress, and difficult times. You are not alone, and these situations do not have to define you. By learning more about yourself and how you engage with the world, you have the ability to take back control and build upon your resilience.

Some situations will be easier than others, but practicing the tips we previously mentioned can help. Find someone to confide in. Build a personal mantra. Take time each day to say: "I am a very special and worthwhile person, and I deserve the very best."

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CREATE YOUR OWN VISION BOARD

Bring your goals to life with a vision board!





Create Your Own Vision Board

Bring your goals to life with a vision board!

About the Activity

Close your eyes, and think about your future. What do you imagine? Visualizing and planning goals are two key ways to make your dreams a reality. This activity will walk you through ways to develop goals, how to visualize them, and most importantly, how to measure their success. The end result will be a physical or digital vision board that you can reference for motivation.

Supplies

These simple supplies are all you'll need if you're creating a physical board versus a digital board.

- [4-H Pledge to Create SMART Goals PDF](#)
- Poster board
- Magazines or printed photos
- Glue
- Tape
- Stickers
- Scissors



Grades: 6-12

Topic: Mindfulness, Healthy Living, Creative Arts, and College Readiness

Time: 60 minutes



Activity Steps

High school can be a stressful time. Managing things like grades, team tryouts, social circles, and plans for college is a lot to balance. While you may view your performance in each of these areas as a reflection of your success, the truth is this: Your level of success is up to interpretation. Most of the time, how well a person achieves their goals is really in the eye of the beholder. While a test grade of a B may be an achievement for one student, it may be a letdown for another. If that's the case, how do we accurately measure our successes? Creating SMART goals is one way to do this.

A SMART goal stands for **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-bound. These goals are clearly defined, so anyone can look at them and know where the finish lines are located and when they should be reached. In this activity, we will learn more about SMART goals, how to develop them, and how to create a vision board to help to achieve them.

- 1 Vague goals that do not have action steps or deadlines are easily forgotten or set aside. That's where SMART goals come in. Before we start on our vision board, let's take a closer look at how to put together a SMART goal.
 - **S is for SPECIFIC:** Making a goal specific means you have clearly stated the objective, as well as what will be done and who will complete it. Anyone who reads the goal will be able to understand the desired outcome. For example: "I will decrease the amount of soda I drink each week."
 - **M is for MEASURABLE:** Outlining exactly how you will measure your success will help you determine if you are making progress. For example: The goal, "drink less soda," is good, but it would be hard to measure accurately. Redefining this goal to, "Drink only one soda per week," is a better example of a measurable goal.
 - **A is for ATTAINABLE:** Goals that are attainable take your time, available resources, and skills into consideration to determine if the goal is possible for you to complete in your current situation. For example: "Drinking less soda does not take any time or extra resources. I will drink water instead."
 - **R is for RELEVANT:** Relevant means that a goal is for TIME-BOUND: Having deadlines in place will help you actively work towards a goal. For example: "Within 60 days, I will cut my soda intake to one can per week."
 - **SMART Goal Example:** Within 60 days, I will decrease the amount of sugar in my diet by cutting my soda intake from 10 cans per week to 1 can per week.



Activity Steps

(continued...)

- 2 Now that you have seen an example of a SMART goal, download the 4-H worksheet to brainstorm some of your own SMART goals. Reflect on specific prompts or questions to help you focus on your goals, future, and values.

Here are some prompts to get you started:

- Is there an academic goal you haven't yet explored that you would like to achieve in the upcoming semester or school year?
 - Are there new values you want to establish (i.e. empathy, inclusiveness, etc.)
 - Are there any specific extracurricular achievements you would like to achieve in the upcoming semester or school year?
 - Are there ways that you would like to engage in your community?
 - Do you have any SMART goals you can work on with a friend or peer to achieve?
- 3 A vision board is a motivational tool that encourages you to stay on track with your goal. It uses pictures and images to represent your goals and should be on display in a place that is highly visible to you. In the next part of this activity, we will incorporate our SMART goals into a vision board to help practice effective goal setting.
 - 4 Decide if you would rather work on this project digitally or use the list of supplies to create a physical poster board to display on the wall. If you choose to create a digital image board, decide on which platform you would like to use before starting. PowerPoint, Canva, Prezi, and Photoshop are a few programs to consider.

- 5 Find pictures, quotes, stickers, or other images that will help you visualize the SMART goals you plan to include on your vision board. Select images that help you see yourself reaching your goals. If you're not sure where to look for vision board inspiration, consider magazines, photographs, and decorations. You can even draw your own pictures or inspirational words. If you're creating a digital vision board, consider Pinterest — just make sure you have an adult's permission to use it.
- 6 Hang your vision board in a place where you will see it every day. If you created a digital vision board, print a copy to hang up in at least one location. Consider hanging the board on the back of the door in your room, the inside of your locker, or even tape it to the inside of a planner or notebook.



Test Your Knowledge

See how much you learned about developing goals.

QUESTION 1

Setting a goal that has deadlines for completing tasks is an example of which SMART goal principle?

- a. Specific
- b. Measurable
- c. Attainable
- d. Relevant
- e. Time-bound

QUESTION 2

Which of these goals is considered a SMART goal?

- a. Read one fiction book each week of the year for a total of 52 books in 2021.
- b. Exercise more often.
- c. Take a photography class.
- d. Save enough money to buy a car.

QUESTION 3

Ask yourself, “Is this goal possible with the time and resources I have available?” to make sure your goal is _____.

- a. Measurable
- b. Time-bound
- c. Attainable
- d. Relevant

QUESTION 4

A _____ is a creative tool that helps you visualize your goals and how you will feel when you achieve them.

- a. SMART goal
- b. Self-portrait
- c. Mantra
- d. Vision board

QUESTION 5

True or False? Vision boards are used to help people explore future-oriented topics, such as career possibilities.

- a. True
- b. False

Reflection Questions

- How did making your goals SMART impact your confidence in being able to achieve them?
- What emotions do you feel when you look at your vision board?
- Why is it important to place your vision board in a location that you will see daily?



Investigate & Explore

Take what you've learned to the next level to learn more and explore the possibilities.

SMART goals and vision boards can help us meet our personal goals for learning, relationships, service, and wellness, but these tools are not just for use by individuals. Many organizations, such as businesses, schools, committees, and clubs use SMART goals and vision boards to help carry out their missions and key values. Often these goals can be found in the organizational mission statement and key values.

Think about an organization, club, or team to which you belong. Do you know the goals of the group and are they clearly defined? The next time your group meets, ask if you can take time to talk about your SMART Goals and work together to create a vision board that will help the group to remember them.

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Using the 4-H Pledge to Create SMART Goals

SMART Goals are specific, measurable, attainable, relevant, and time-bound. Using these principles to set goals helps increase the likelihood that the goals will be achieved successfully.

The chart below describes each principle and outlines questions to ask to ensure your goal is SMART.

S	Specific	Define what you expect Provide details	What action steps will be taken? Who will do what?
M	Measurable	Define how you will measure success Quantify your desired result	What data will we measure?
A	Attainable	Make sure you have the resources, time, and people you need Identify obstacles that are beyond your control	Is this goal possible in our current situation?
R	Relevant	Identify if this goal will help you reach a larger overarching goal Consider if this goal aligns with your mission, vision, or values.	Does this goal help me achieve my larger goals/align with my values?
T	Time-bound	Detail a timeline for action items to be completed	When does this goal need to be met by?

Making your goals SMART can help you outline exactly what needs to be done to achieve success. Take this goal for example: *Read more this year*. This goal is not a SMART goal, because there are too many unanswered questions. Read what? How much is more? What is the timeline?

Here is what this goal might look like as a SMART Goal: Read one fiction book each week for a total of 52 book this year.



Making your goals SMART can help you outline exactly what needs to be done to achieve success. Take this goal for example: *Read more this year.* This goal is not a SMART goal, because there are too many unanswered questions. Read what? How much is more? What is the timeline?

Here is what this goal might look like as a SMART Goal:

Read one fiction book each week for a total of 52 books this year.

- ✓ Specific — fiction books
- ✓ Measurable — one per week for 52 weeks
- ✓ Attainable — evaluate if your schedule will allow you to read this much
- ✓ Relevant — if the mission or overarching goal is to read more or find ways to destress, this goal is in alignment
- ✓ Time-bound — one book per week, 52 weeks in the year

Use the following pages to help you use the 4-H Pledge to write four SMART Goals.

The 4-H Pledge

I pledge my head to clearer thinking,
My heart to greater loyalty,
My hands to larger service,
And my health to better living,
For my club, my community,
My country, and my world.

My HEAD to clearer thinking.

The first H is for HEAD. 4-H members across the country and world pledge their head to clearer thinking. 4-Hers dedicate time to learning about topics that interest them and developing decision-making and leadership skills. Write a SMART goal related to HEAD.

This goal could be:

- Something you'd like to learn
- A new skill you'd like to develop
- A way to use your leadership or communication skills

Examples:

Make the Honor Roll each quarter in high school and graduate with a GPA of at least 3.0.

Learn how to use my DSLR camera by completing the photography 4-H project and enrolling in the Clover County Library's basic photography class this June.

Begin by writing your goal here. It does not have to be SMART yet.

My HEAD Goal: _____

Now fill in the chart below to turn your goal into a SMART Goal by answering questions for each SMART principle

S	Specific	What action steps will be taken? Who will do what?	
M	Measurable	What data will we measure?	
A	Attainable	Is this goal possible in our current situation?	
R	Relevant	Does this goal help me achieve my larger goals/align with my values?	
T	Time-bound	When does this goal need to be met by?	

My HEAD SMART Goal: _____

My HEART to greater loyalty.

The second H is for HEART for greater loyalty. Loyalty means being faithful to your commitments, obligations, and relationships. Building relationships is an important part of the 4-H experience. You may not have set a goal about relationships before but doing so can help you be more mindful and intentional about building healthy relationships.

Your HEART SMART goal might be:

- A way you'd like to improve relationships
- Setting up quality time or experiences with family or friends
- Following through with your responsibilities
- Treating others that may be similar or different from you with respect and inclusiveness

Examples:

Dedicate one night a month to family game night, where our household spends the evening together eating pizza and playing board games or cards.

Plan a trip with my 3 best friends to the amusement park in June this year.

Volunteer once a month at a community clean up or recreation center.

Begin by writing your goal here. It does not have to be SMART yet.

My HEART Goal: _____

Now fill in the chart below to turn your goal into a SMART Goal by answering questions for each SMART principle

S	Specific	What action steps will be taken? Who will do what?	
M	Measurable	What data will we measure?	
A	Attainable	Is this goal possible in our current situation?	
R	Relevant	Does this goal help me achieve my larger goals/align with my values?	
T	Time-bound	When does this goal need to be met by?	

My HEART SMART Goal: _____

My HANDS to larger service.

The next H is HANDS to larger service. Serving others in our community is something that all 4-Hers strive to do. Write a SMART goal related to HANDS.

This goal could be:

- How can you use your passions to better your community
- A community service project you'd like to complete
- How you can mentor someone younger
- Ways that you can show kindness every day

Examples:

Apply for to be a 4-H Camp Counselor for this summer and complete all required training by June 1st.

Complete one small act of kindness each day and record it in my kindness journal. Review the journal each Sunday and reflect on how those acts of kindness impacted myself and others.

Begin by writing your goal here. It does not have to be SMART yet.

My HANDS Goal:

Now fill in the chart below to turn your goal into a SMART Goal by answering questions for each SMART principle

S	Specific	What action steps will be taken? Who will do what?	
M	Measurable	What data will we measure?	
A	Attainable	Is this goal possible in our current situation?	
R	Relevant	Does this goal help me achieve my larger goals/align with my values?	
T	Time-bound	When does this goal need to be met by?	

My HANDS SMART Goal: _____

My HEALTH to clearer thinking.

The final H is for HEALTH. 4-Hers learn about how to live a healthy life. This includes topics such as nutrition, exercise, mental health, and healthy decision-making.

SMART Goals related to health could be:

- A health habit you'd like to develop
- Exercise or nutrition goal
- Mindfulness practice

Examples:

Limit soda intake to one can per week.

Sign up and complete the Clover County 5K in June, utilizing the Couch to 5K training plan to prepare in April and May.

Begin by writing your goal here. It does not have to be SMART yet.

My HEALTH Goal: _____

Now fill in the chart below to turn your goal into a SMART Goal by answering questions for each SMART principle

S	Specific	What action steps will be taken? Who will do what?	
M	Measurable	What data will we measure?	
A	Attainable	Is this goal possible in our current situation?	
R	Relevant	Does this goal help me achieve my larger goals/align with my values?	
T	Time-bound	When does this goal need to be met by?	

My HEALTH SMART Goal: _____