

Personal Development Beginner Level Project Area Guide



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Welcome to the Beginner **Personal Development** Project Area Guide. In this project, you will complete various fun activities to help you get a better understanding of your own personal development!



CTRL+Click on the activities below to be taken to where they appear in the document.

Activities included:
1. Understanding Your Feels
2. Ethnicity versus Race
3. Caring for Others
4. Perfect Your Character
5. So Many Emotions!
6. Why Am I Angry?!
7. Showing Your Manners
8. Understanding Puberty
9. Happy Heart, Happy Life
10. Helping the Community (Jobs)
11. Are YOU Responsible?
12. Communication is Key!
13. Peace, Bro, Peace
14. Honesty is the Best Policy
15. You're Here, Make it Count
16. Positivity is Greater Than Negativity
17. Fill Your Duty
18. Lead The Way

Understanding Your Feels Activity 1

Project Outcomes:

- Understand others have different feelings than oneself.
-

Have you ever read the same book as your classmates and had a completely different feeling about what happened? How about a movie or a part of your day? We all have feelings about things.

Everyone has feelings. There are many times those feelings are not the same as others, and that is okay! **Feelings** are based on several things, like your family, friends and life experiences. These people and experiences shape your perspective, or how you think about events. Your feelings can change as you grow and experience new events. Your perspective can also change as you mature.

For this activity, read the two scenarios below. Each scenario occurred on the same day, but each is told through a different perspective.

Scenario 1:

The bus came early, so you did not get to eat all your breakfast. When you got on the bus, your favorite seat was taken. You had to sit with the new kid, and it was a long ride. The new kid did not know his way around school, and he needed help finding the cafeteria. The bus driver told you to show him the way, so now you might be late for class! This is not the best way to start your day.

List three feelings you would have experienced:

1.

2.

3.

Scenario 2:

Today, I started a new school. The bus came pretty early, but I was ready. It took a few stops before anyone sat with me. He seemed like a nice guy; we are about the same age, so maybe we will be in the same grade. The bus driver knows it is my first day. I don't know where to go when I get off the bus, but the guy I am sitting with said he would walk with me to the cafeteria. I think it worked out pretty well; we both got something to eat, and I met two of his friends! This was a great way to start my day!

List some of the feelings you would have experienced:

1.

2.

3.

Two people can experience the same situation and feel very differently about it, but it is important to know that each person's feelings are important. We should always look for ways to care about each other and help when we can!

Ethnicity versus Race Activity 2

Project Outcomes:

- List different cultural/racial/ethnic backgrounds.
-

In this activity, you will review the words culture, race and ethnicity, and how they relate to each other. The more you learn and understand about yourself and others, the better you will understand those around you.

Culture consists of all the different things that identify you and where you come from. These include race, ethnicity, religion, country or city, languages, age and financial status. Culture means all the ways people live together and define themselves. We each participate in family, community, economic, linguistic and religious cultures based on who we are and the people with whom we associate. Children learn their culture from their families and communities.



Ethnicity is someone's cultural heritage. This includes a person's native language, their religion, the holidays they celebrate, and their cultural practices. In this case, ethnicity is tied much more closely to geographical region and culture than physical appearance.



Let's take a closer look at ethnicity. Someone from the Appalachian region of the United States will have a cultural background that might involve bluegrass music and Protestant Christianity. Another person from the bayous of Louisiana might have a background that involves Zydeco music and Catholicism. These are ethnic differences. What is the difference between ethnicity and race?

Ethnicity, unlike race, is not visible on the surface.

Race does not describe national, religious, geographic, linguistic or ethnic groups. It does not relate to mental characteristics such as intelligence, personality or character. Race is a person’s physical qualities that make them fit into distinct groups. Groups of people who share similar physical characteristics are grouped together in racial categories.



Generally speaking, people are assigned to different racial categories by their physical, unchangeable traits, like skin color, hair texture, eye shape and facial features. In the United States, a person with dark skin and very curly black hair is going to be racially categorized as Black, and someone with pale skin and straight blonde hair is going to be categorized as white.

A QR Code is on your right. You’ll see these throughout the curriculum. Scan the image using the camera feature of a smart device or click the image. To learn more about the difference between race and nationality, scan the QR code to your right.



Race	Ethnicity	Culture
Asian	Pacific Islander Central Asian Native Hawaiian West Asian East Asian Southeast Asian Indigenous	Belief and Lifestyle Religion Ethnicity/Race Language Hobbies Holidays Foods
Black	African American Afro Caribbean Indigenous	Clothing Rites of Passage Written Information (e.g., books, sacred texts)
White	European Hispanic Latino Middle Eastern	Unwritten Information (e.g., family stories told through the years)

Using your newly gained knowledge, interview a family member and gather information to create a poster that describes their culture. Use the questions below to guide your interview. Take notes if necessary. Upload your interview and a copy of your culture poster to your digital 4-H portfolio.

Interview questions:

When and where were you born, and where did you grow up?

Did you have any pets?

What did your parents do for a living?

Did you have chores?

What were your favorite hobbies when you were a kid?

What is your religion, if any?

What religious holidays do you celebrate?

What is your happiest childhood memory?

What kind of clothes did you wear every day and on special occasions?

What kinds of food did you eat growing up? Has it changed?

Did you have any special talents?

What things did your family do together?

What languages does your family speak?

On the next page, use your interview answers and fill out the “What makes me, ME!” chart to share your personal cultural background. Upload your final chart to your digital 4-H portfolio!

What makes me, ME!

My cultural background...

My home is...

My family consists of...

I like to eat...

The languages me and my family speak...

(Name)

I like to play...

My family celebrates...

Caring for Others Activity 3

Project Outcomes:

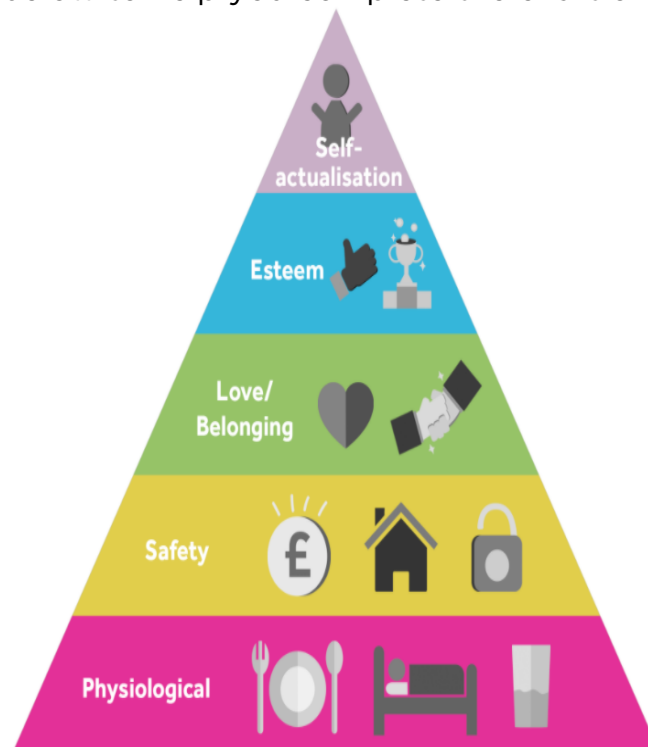
- Recognize the needs of other people such as compassion and companionship.
- Understand the basic needs of animals such as food and shelter.

When we talk about what people need to survive, we can all agree we need food, water and shelter. These are very basic needs, and without just one of these essential things, people cannot survive. As humans there is so much more to surviving than just having your basic needs met.

Abraham Maslow is considered to be one of the most important psychologists of the twentieth century. To learn more about Abraham Maslow, scan the QR code on the left. He felt there was more to living than just surviving. Through years of research, he created what is called Maslow's Hierarchy of Needs.



After watching the video on your right, use your new knowledge and the pyramid below to help you complete the chart on the next page.



Physiological	
Safety	
Belonging/Love	
Esteem	
Self-actualization	

Now let's talk about using your superpowers!

We all have the ability to help others. You have learned some important needs of your fellow humans, so how can you use what you have learned to help others?



How can you use your superpower skills to help a peer? Think about a situation that has recently occurred at school or at an event when a peer was not treated very well. Using the space below, explain what happened. What were you thinking or feeling at the time? How do you feel now? How can you make the situation better? What can you do to meet everyone's needs?

Did you know that basic needs also apply to pets? If you have a pet, or if you dream of owning a pet one day, use the chart below to create a list of items your pet needs. Make sure to list all the things you do or can do for your pet, so their needs are met.

Items my pet needs	Actions I do for my pet to meet their needs

Keep in mind, your superpower is being you! When you use your superpower to make sure the needs of others are met, our society becomes stronger! We are better when we work together.



Perfect Your Character Activity 4

Project Outcomes:

- Define right from wrong.
-

How do you know what is right and what is wrong?

It seems like a simple question, but it can be tough to answer. There are some who will say, “You just know,” and others will say, “It is a feeling when you are dealing with a situation.” The sense of right is part of who you are and the life experiences you have had, and it is different from one person to the next depending on the situation. Most of the time, however, the ability to decide what is right or wrong is something you can easily determine.

Brainstorm ways to tell whether or not something is the right thing to do.

When I do something right, I feel:

When I do something wrong, I feel:

Read the following scenarios and determine what is the right and wrong thing to do.

Scenario #1

You and your friends are walking downtown and not too many people are around. You pass a closed store with boards on some of the windows. There is a sign on the door that says, "No Trespassing." However, the front door is wide open, and you are curious. What do you do?

<u>What is the right thing?</u>	<u>What is the wrong thing?</u>
*	*
*	*
*	*

Scenario #2

You are out with your class for recess, and you see a group of the popular kids picking on a quiet kid. When they notice you looking, they invite you to join in by calling the quiet kid names. You want to be friends with the group, but you think picking on the other kid is not cool. What do you do?

<u>What is the right thing?</u>	<u>What is the wrong thing?</u>
*	*
*	*
*	*

Scenario #3

You have a test today, and you have studied hard and are very prepared! Then your best friend, who did not study for the test, wants you to give them some answers. They've never done it before, and they promise they will never do it again. What do you do?

What is the right thing?	What is the wrong thing?
*	*
*	*
*	*

You are constantly making choices, and some will be easier than others. Ask yourself this question: "What decision would I make if I know that someone is watching me? And would my decision change if I know that no one is watching me?"

Keep in mind you have a responsibility to do the right thing for yourself, your family, your school and your community. When everyone works hard to do what is right, our world is a better place. **Here are a few suggestions. Add your own to the chart!**

<p>Yourself</p>	<ul style="list-style-type: none"> • Be respectful. • Be honest. • Be kind. • Be responsible for your decisions. • Take care of your body by exercising and eating well. <hr/> <hr/> <hr/>
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<p>Your Family</p>	<ul style="list-style-type: none">• Communicate, be willing to talk.• Do your chores, be a responsible member of the home.• Ask before making plans.• Ask before using someone else's things.• Keep your space clean. <hr/> <hr/> <hr/>
<p>Your Friends</p>	<ul style="list-style-type: none">• Be a good listener.• Understand people are different, and that is okay.• Do things they enjoy.• Include them in your plans.• Be supportive. <hr/> <hr/> <hr/>

<p>Your Community</p>	<ul style="list-style-type: none">• Use good manners.• Respect everyone's space.• Be honest.• Be kind.• Be helpful. <hr/> <hr/> <hr/>
<p>Your School</p>	<ul style="list-style-type: none">• Work hard.• Make friends.• Do your best.• Be respectful.• Stand up for those who need it. <hr/> <hr/> <hr/>

So Many Emotions! 😞 😜

Activity 5

Project Outcomes:

- List various emotions.
- Describe how emotions impact people on a personal level.

What does **emotion** mean?

An **emotion** is a feeling which can be caused by a situation or people. Many times we make decisions based on our emotions. This doesn't always work out, depending on the situation and who is impacted by our decisions.

Read the following list of emotions and draw your own emojis to represent them.

<u>Emotion</u>	<u>Emoji</u>
Happy	
Sad	
Excited	
Frustrated	😞
Energetic	
Bored	

Angry	
Joyful	
Shocked	
Silly	
Determined	
Worried	
Love	
Nervous	

Which of those emotions have you experienced during the last three days?

Pick an emotion from the list. What was the situation like when you felt it?

What did you do when you felt that emotion?

How can emotions affect your decisions?

Is there anything you would have changed about your response?

Emotions are powerful. They can help you make good decisions, but they can also cause you to make bad decisions. However, your emotions aren't in charge of your actions — you are. Emotions themselves are a reaction from our bodies that we cannot control and they, in themselves, are not good or bad. You can choose whether to listen to your emotions. Keep in mind, your actions affect others, so before you respond, take a breath and ask yourself:

What about this situation is making me emotional?

Does this situation deserve my energy?

Will my response be helpful or hurtful?

Which trusted adult can I reach out to for help with processing how I am feeling?

Remember that everyone has feelings, and we all want our feelings respected. Before you respond to any situation, be mindful of others' perspectives, too.

Why Am I Angry?!

Activity 6

Project Outcomes:

- Identify stressful events or triggers.
 - Explain ways to manage personal stressors.
-

All people have emotional triggers. These can be people, words, opinions, situations or stressful events that bring out an intense emotional reaction within us. Common emotions that we experience while being triggered include anger, rage, sadness and fear.

Here are a few things that can act as triggers:

Frustration:

- Losing a game
- Failing a test
- Not being chosen for a team
- Being told no
- Having to wait

Injustice:

- Someone does something unfair to me or someone else
- Someone cheating in a game
- Someone being a bully
- Someone being unkind
- Being left out of an activity or group

Unwanted Situations:

- Being hurt
- Being scared
- Feeling cold
- Feeling very hot
- Feeling nervous

To learn more about emotions, watch this YouTube video that covers why we lose control of our emotions.



Everyone has different triggers. Complete the chart below with things you identify as your triggers and the best way to deal with them.

My Triggers					
Frustration	I will...	Injustice	I will...	Unwanted situation	I will...
Example: Lost the game	Example: Take a breath, talk to the coach how I feel				

Remember that triggers will happen, whether or not we can plan for them. Those triggers and emotions do not have to control you. Think through the situation, take a breath or a walk if allowed, and follow your plan. Check out this video on Mindfulness.



Showing Your Manners Activity 7

Project Outcomes:

- Describe desirable manners for social situations.
-

Who are the people you admire? What qualities do they have? How do they make you feel? What kind of impact do they have in your environment?

Whether you are an adult or a child, we all have things in common that we are looking for in other humans, especially those that we admire and respect. We're looking for people whom we admire to act a certain way, treat people a certain way and have an expectation of others to do the same. We look for people to show that they have good manners. It is much more than saying please and thank you; it is doing the right thing at the right time, even when it is difficult. Having good manners is about treating people respectfully and always being willing to listen. When people have good manners and treat others in a respectful way, it makes everyone feel like they are in a safe space.

Brainstorm a list of ways one shows good manners in the following locations

Classroom

Hallways

Cafeteria

Library

Recess

What examples of bad manners have you observed in these locations?

Location	Bad Manners Problem	Good Manners Solution
Classroom		
Hallways		
Cafeteria		
Library		
Recess		

Remember that when you choose to be part of the solution by using your good manners, it is like having a superpower!

Understanding Puberty Activity 8

Project Outcomes:

- Understand that boys' and girls' bodies are changing and different.
-

Everyone goes through puberty, even though it may feel like you're the only one! It's that period of time when your body changes and matures, turning you from a kid into an adult. Although everyone is different, puberty usually starts between age 8 and 13 for girls and age 9 and 15 for boys.

After getting permission from your parent/guardian, feel free to learn more about this topic from these QR codes below! If you have any questions, please ask a trusted adult.



All About Puberty



Girls and Puberty



Boys and Puberty

Then, Now and Beyond

Fill in the chart with information about yourself. Use your imagination to fill in what you think might be true for the Grade 8 column.

Name <hr/>	Then (Grade 1)	Now (Grade 4)	Beyond (Grade 8)
The most important people in my life			
What I look like			
My favorite shows/movies			
My most prized possession			
How I behave			
My worst fear			

Now, let's take a quiz to see what you've learned! Some questions may have more than one correct answer.

1. A physical change of puberty is:
 - Caring more about your appearance
 - Growing taller
 - Wanting to fit in
 - Growing hair in new places

2. What is an emotional change of puberty?
 - Caring more about your appearance
 - Growing taller
 - Wanting to fit in
 - Growing hair in new places

3. What can you do about body odor?
 - Use deodorant or antiperspirant
 - Shower or bathe every day
 - Wear the same clothes all week
 - Nothing, just get used to being stinky

4. Every boy has wet dreams every night during puberty.
 - True
 - False

5. Sexual thoughts and feelings only start after puberty is done.
 - True
 - False

6. If you get acne during puberty, it might help to:
 - Stop eating chocolate
 - Gently wash your face every day
 - Use a soap, lotion or cream made to fight acne
 - Pop your pimples

7. Getting your period:
 - Means you are an adult now
 - Is one step in growing up
 - Means it is time to have a baby
 - Is nothing to be ashamed of

8. Feeling lonely and confused sometimes is common during puberty.
 - True
 - False

9. Who grows shorter during puberty?
 - Everyone
 - No one

10. Who becomes more interested in dating during puberty?
 - Everyone
 - No one
 - Some people

Quiz Answer Key

1. **Caring more about your appearance** and **wanting to fit in** are emotional changes of puberty, not physical changes.
2. **Growing taller** and **growing hair in new places** are physical changes of puberty, not emotional changes. All four are changes that can happen to anyone during puberty.
3. **Use deodorant or antiperspirant, shower or bathe every day.** Washing clothes regularly and bathing more frequently are skills that may need to be taught.
4. **False.** Some people have frequent wet dreams, others do not. Wet dreams are usually defined as when semen is ejaculated from the penis when the person is sleeping. People assigned female or girls also might notice they release some fluid from the genitals when they are sleeping.
5. **False.** Sexual thoughts and feelings commonly begin during puberty.
6. There is no link between chocolate and acne. Popping pimples can make acne worse and lead to scarring. **Gently washing (not scrubbing) the face once or twice a day** with a mild soap or cleanser, can help. **Products that contain benzoyl peroxide or salicylic acid are designed to reduce acne and are effective for many people.**
7. **Is one step in growing up; is nothing to be ashamed of.** Periods are normal and natural, and a part of growing up. Treating periods like something shameful or embarrassing is not healthy or helpful. Periods do not mean it is time for you to have a baby.
8. **True;** it can be easy to focus on the physical changes of puberty, as they are so noticeable. The emotional changes can be more stressful for many people, and they may need more support in navigating those changes.
9. **No one.** Although some kids may wonder if they will ever grow, if they start puberty later than many of their friends, getting taller will eventually happen for everyone who goes through puberty.
10. **Some people.** Not everyone becomes interested in dating. For some people it may begin before puberty, for others after, or even never. For people who are interested, it is normal to be interested in dating people of any gender.

Advice Corner

Now that you know more about puberty, you may find that your friends come to you for advice on all sorts of things. What will you tell your friends who ask the questions below?

Step One: Pick three questions you know the answer to. Write your answer in the space provided.

Step Two: Interview a parent, guardian or other supportive adult to find out how they would answer the rest of the questions. Write the adult's answers in the space provided.

I don't like my hair because it's too oily. What suggestions do you have?

Lately I am not getting along with my parents like I used to. What should I do?

I feel so bad - my friends told me that I stink after gym class. What can I do?

Sometimes I feel like I just don't fit in. What should I do?

I have lots of pimples on my face. What should I do about them?

Sometimes I feel happy, and the next minute I feel angry. Why do I feel this way?

All my friends seem to be going through puberty already, and I'm not. I feel left out, and I don't want to be treated like a little kid. What can I do?

They tell me I'm going through puberty...

Hi, I'm Chen, and I'd like to tell you about what's happening to me. It seems that every day brings a new change. It's almost like I'm getting a new body! They tell me I'm going through puberty.

One thing that's happening is this new hair that's growing in places it's never been before, like under my arms. I know this is normal and all, but it still takes getting used to.

I don't mind some of the changes I'm seeing. In fact, some things I even like. I'm taller than I was last year. I know I'm smarter because I'm able to think and write about what I'm going through now.

But then, there are some changes that aren't so good, like B.O. (body odor). The first time I noticed it, I thought I had some kind of disease or something. Now I realize it's not too bad if I wash and use deodorant.

The worst part so far is acne. I was getting ready to go to a birthday party, washing up and stuff, when I looked in the mirror and saw this big zit staring back at me. I held hot washcloths on it for a long time. It went down, but not the whole way. I went to the party anyway. I noticed that many other kids had the same or worse luck with their zits. I wonder how common this is.

There's one thing I get a little embarrassed about. It's even hard for me to say this. When I was at the party the other night, I was with someone I like (and I'm not mentioning any names). I got this new feeling. It was strange but kind of nice. They tell me it's normal. Is it?

They tell me I'm going through puberty. That means I have to go to school with my zits and my B.O, but I'm taller and smarter. I think I'll survive.

You are now going to write a letter of advice to help Chen.

Dear Chen,

Guess what? You are about to enter puberty! Congratulations. This means that...

To help you out, I am writing you a letter explaining some of the changes that will happen to people as they grow up. You should know about what happens to people of all genders because...

There are lots of physical changes (changes to the body) that will happen. Here is a list of some changes you can expect to see happening to you and your friends:

When we grow up, our thoughts, feelings and relationships might change too! It's normal to experience:

It seems like a lot for anyone to go through, doesn't it? Puberty means a lot of change. Sometimes it's great. Sometimes it's difficult. The best thing is that we don't need to go through puberty alone. We can get help from lots of people. Here are some people you can go to for help:

Helper	How they can help

I hope this letter helps you out, Chen!

From,

Happy Heart, Happy Life Activity 9

Project Outcomes:

- Identify healthy foods and activities.
- Identify unhealthy foods and activities.

In this lesson, you're going to learn about a variety of ways to keep healthy and create healthy living options. So many things in this world are out of our control, but there are things that you can control. Eating properly and getting some exercise is truly a great way to be in control of living a healthy life.



Check out these videos that talk about the importance of a healthy, balanced diet!



Now that you've learned more about eating healthy, it's your turn to do some work. Let's face it, the best ideas for eating the things that you enjoy are going to come from you. As much as we would all like to eat cake every day for breakfast, we know that is not a healthy choice for you; however, it's not a bad idea to have it as a snack every once in a while.

Use the following information from MyPlate and document your food choices in a journal. You will learn how well you are doing, and things you need to adjust to develop healthy eating habits, so you can be your best!!

These QR codes will lead you to different MyPlate sites with awesome facts about food!








Now that you know more about nutrition, use this information to fill out the next two MyPlate activities!



MyPlate Plan Menu

Record the food groups you eat and drink during the day for breakfast, lunch, dinner, and your snacks.






	FRUITS 	VEGETABLES 	GRAINS 	PROTEIN FOODS 	DAIRY 
DAY 1					
DAY 2					
DAY 3					
DAY 4					
DAY 5					
DAY 6					
DAY 7					

Food, Nutrition, and Consumer Services
Center for Nutrition Policy and Promotion



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MyPlate Food Groups

Food Group	What Counts As...
 Fruits <ul style="list-style-type: none"> - Whole Fruit - Fruit Juice 	1 cup of Fruit <ul style="list-style-type: none"> • 1 cup fresh or canned fruit • 1 cup 100% fruit juice • 1/2 cup dried fruit
 Vegetables <ul style="list-style-type: none"> - Dark Green - Red and Orange - Beans and Peas - Starchy - Other 	1 cup of Vegetables <ul style="list-style-type: none"> • 1 cup fresh or canned vegetables • 1 cup 100% vegetable juice • 2 cups leafy salad greens
 Grains <ul style="list-style-type: none"> - Whole Grains - Refined Grains 	1 ounce of Grains <ul style="list-style-type: none"> • 1 slice of bread (1 ounce) • 1/2 cup cooked pasta, rice, or cereal • 1 ounce uncooked pasta or rice • 1 tortilla (6 inch diameter) • 1 pancake (5 inch diameter) • 1 ounce ready-to-eat cereal (about 1 cup cereal flakes)
 Protein Foods <ul style="list-style-type: none"> - Seafood - Meat, Poultry, and Eggs - Nuts, Seeds, and Soy 	1 ounce of Protein Foods <ul style="list-style-type: none"> • 1 ounce lean meat, poultry, or seafood • 1 egg • 1 Tablespoon peanut butter • 1/2 ounce nuts or seeds • 1/4 cup cooked beans or peas
 Dairy <ul style="list-style-type: none"> - Milk and Yogurt - Cheese 	1 cup of Dairy <ul style="list-style-type: none"> • 1 cup milk • 1 cup fortified soymilk (soy beverage) • 1 cup yogurt • 1 1/2 ounce natural cheese (e.g., Cheddar)

Want your personal calorie and food group plan?

Check out the MyPlate Plan at www.ChooseMyPlate.gov/GetMyPlan.

For tips, visit www.ChooseMyPlate.gov/StartSimple.



United States Department of Agriculture



LIST YOUR MENU ITEMS USING THE TIPS BELOW:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

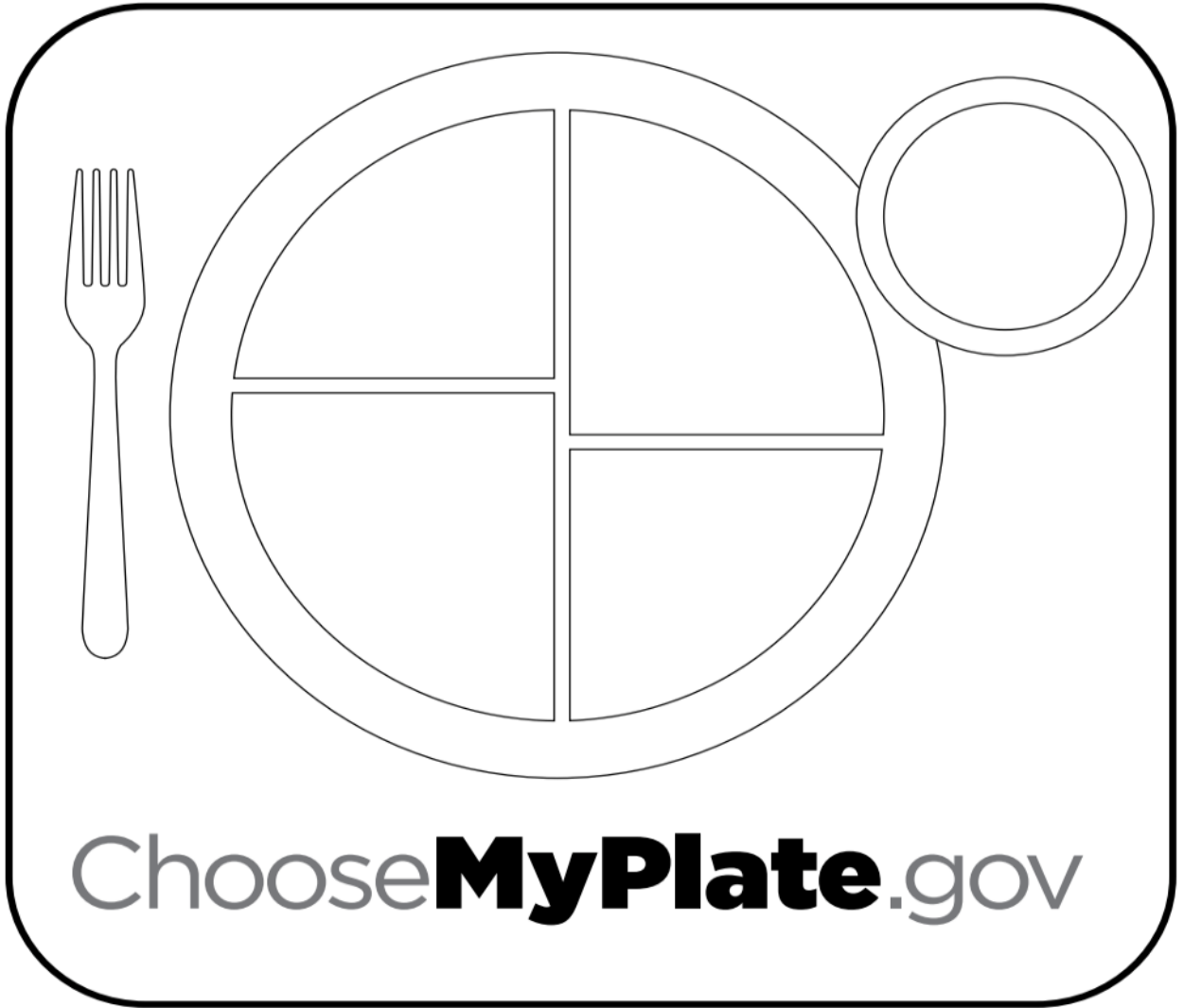


TIPS FOR YOUR MENU:

- Try to include all five of the MyPlate food groups: Fruits, Vegetables, Grains, Protein Foods, and Dairy.
- Make half your plate fruits and vegetables.
- Include low-fat or fat-free milk or yogurt.
- Make half your grains whole grains.
- Limit sodium, saturated fat, and added sugars.

FLIP OVER TO DRAW YOUR MENU!

DRAW YOUR MENU!



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Now that you have spent some time planning and reflecting on healthy food options, don't forget the need to keep moving and active! When you add daily activity and healthy eating together, you have a great plan to create a happy and healthy you!

There are many ways to be active, and you should try a variety of things!

Some days, you need to be inside, and there are many options you can try. Here are a few!



For outdoor activities, the list can be endless. **Take a look at these ideas, add your own great thoughts and then create an activity plan.**

Outdoor Activities:

- Take a walk.
- Go for a jog.
- Ride a bike.
- Fly a kite.
- Garden.
- Play a sport.
- Walk your dog (they need it, too!).

Day	Activity Options
Sunday	Indoor: Watch an exercise video. Outdoor: Take a family walk around the neighborhood.
Monday	Indoor: Outdoor:
Tuesday	Indoor: Outdoor:
Wednesday	Indoor: Outdoor:
Thursday	Indoor: Outdoor:
Friday	Indoor: Outdoor:
Saturday	Indoor: Outdoor:

Remember to always practice safety whenever you are planning your activities and involve family and friends as much as possible. When you work hard at making healthy choices for yourself, you can influence others to be healthier, too!

Helping the Community Activity 10

Project Outcomes:

- Explain what a community helper is.
- Identify sources for seeking employment.

A **community helper** is exactly what the name sounds like: a person whose job is to take care of others and help people in any kind of need.

Community helpers are literally everywhere in all walks of life. They help make our lives better no matter if you are at home, school or out in the community.

Let's take a closer look at just a few examples and see if you can add a few of your own:

Home: builders, plumbers, electricians, people who make repairs when we need them, person who brings our mail, landscapers,

_____, _____, _____, _____.

Food: farmers, cooks, grocery store workers,

_____, _____, _____, _____.

Clean: custodians, recycling collectors, sanitation workers,

_____, _____, _____, _____.

Safe: police officers, firefighters, emergency workers,

_____, _____, _____, _____.

Learn: teachers, librarians, teacher assistants,

_____, _____, _____, _____.

Healthy: doctors, nurses, dentists,

_____, _____, _____, _____.

There are times you may think, “I am just a kid, what can I really do?” Check out these kids!

The real question for you is, “How do you become a community helper?” Think about a regular day and the many things that happen for you during the day. What could you do to be a helper?



Location	What can you do to help?	Who will it help?	What will you learn from this?
Home	Make my bed without being told to.	Mom Me	To be more responsible for my own things.
School	Sit with new people in the cafeteria.	Other Students Me	How to meet new people and learn new things.
Community	Make sure my trash gets in the correct recycle bin.	Community The Earth	The proper way to recycle.

Remember, when you learn to do more things and help others, you will become an even better community helper, and you will learn more skills!

Are YOU Responsible? Activity 11

Project Outcomes:

- Demonstrate an understanding of responsibility at home and school.

Do you understand what being responsible means? Let's take a closer look.

What is a responsibility? A **responsibility** is something you are expected to do.

For example, there are some things that your parents expect you to do to take care of yourself. An easy example of that is brushing your teeth every day. You are old enough to brush your teeth without being told.

Your teachers also have expectations of things you are responsible to do, like getting your homework done each time it is assigned. The teachers know you have the abilities to do some work independently to practice your skills, and they expect you to practice by doing your homework.

Brainstorm some responsibilities that you have:

Home	School	Community

When we do the things that are expected of us, or handle our responsibilities, there are good consequences for that. In the same way, if we do not handle our responsibilities, there can be negative consequences. For example, you are supposed to get your homework done, but your friend came over. Instead of doing homework, you played video games.

The consequences are that your homework is not done, your teacher will not be happy, you did not practice the skill that you needed to, and you could also do poorly on the test or miss recess time to get your homework done. However, if you do your homework, then you are prepared for the assessment, and most importantly, you have practiced the skill that you need.

The goal is to become a person that people can trust without hesitation and with confidence you will do the things you are responsible for. When you do that, everyone benefits!

Using the chart that you created, record some school and home responsibilities and how everyone can benefit from you taking care of them.

Responsibilities at Home	How Does It Help Me?	How Does It Help Others?

Responsibilities at School	How Does It Help Me?	How Does It Help Others?

Remember that being responsible is about more than just earning trust and more freedom; it also leads to keeping yourself safe.

Communication is Key!

Activity 12

Project Outcomes:

- Understand the value of positive communication with others.
 - Engage in meaningful activities with trustworthy adults.
-

The ability to communicate is one of the most important skills you can have. It is how you let others know what you need and how you know the needs of others. There are steps to follow to communicate effectively with others:

Listen

Listening is a skill everyone needs. Listening to each other helps all of us learn how to express feelings, concerns and ideas.

Pay Attention

Pay attention to what people are saying. Don't interrupt, but truly listen so they know you care.

Understand

Showing understanding may sound hard, but it simply means you understand the person needs to be heard. You are not necessarily listening to solve the issue.

Empathize

Empathizing is when you put yourself in their shoes. Empathy is the ability to understand how another person is feeling, usually because you may have experienced something similar.

Be Honest

Be honest with your peers; tell them the truth and be there for them.

Be Kind

Be kind, stand by their side and stand up for the right thing.

On the next page, read the following situations and decide how you will use your communication skills to handle each one.

You are walking to class with your best friend, and a group of kids run by knocking your friend down on the floor. Your friend is mad and embarrassed, and he starts yelling at the kids, calling them names. You don't want your friend to get in trouble, so you help him up.

Now what?

You could...

Listen	Let your friend vent to you about how they feel.
Pay Attention	Just listen. Don't try to talk yet, and pay attention to how they are feeling.
Understand	Let your friend know you understand they are upset.
Empathize	Think of a time when you were in a situation that made you feel this way, and let your friend know you understand.
Be Honest	Let your friend know how you feel. Maybe you saw the kid who ran into him was playing in the halls, and it was an accident.
Be Kind	Sometimes when something happens, we laugh, and there are times when that will be perfectly fine. However, use your skills to see if that is the best way to handle this. Maybe your friend just needs you to take a walk and help them calm down.

How will you handle it?

Listen	
Pay Attention	
Understand	
Empathize	
Be Honest	
Be Kind	

What if you were the one who was knocked down?
How would the communication be different?

Listen	
Pay Attention	
Understand	
Empathize	
Be Honest	
Be Kind	

Communication isn't just with peers, but it is with adults, too. You need to be able to talk about things you want and need with those around you. A great way to do that is to take part in activities with an adult leader. 4-H provides many opportunities for that to happen.

Visit the [Tennessee 4-H website](#) and select your grade level. Then look through the various activities 4-H offers and pick two that you would like to investigate more. Reach out to your county 4-H agent to get more information.

Activity	Why It Interests Me	What I Can Learn

The activities will require you to work with peers and adults in a partnership to help you personally grow. Learning to interact with adults while learning new things can be fun and exciting, but it can also be intimidating, especially if you are not sure how to interact with people while learning new skills. The key is to practice positive interactions with the adults in your life, such as family, friends of family, individuals at your place of worship or other organizations. It is also important to remember that any adult you interact with should know your parent(s)/guardian(s) and always know what you are learning about! New adventures are better when you can share with people you trust who care about you.

Peace, Bro, Peace Activity 13

Project Outcomes:

- List resources to resolve conflict nonviolently.
 - Outline a plan for nonviolent conflict resolution.
-

When you live and work with other people, there is always a good chance that conflict will happen. Sometimes these conflicts are minor and can be resolved easily, and there are other times when the conflict is more serious, and we need a plan!

Conflict can be a disagreement, argument or fight. Minor conflicts are less important, smaller and are easier to solve. Serious conflicts are not easily answered or solved.



Watch this Brain Pop video to find out about resolving conflict!

What are some examples of minor conflicts that can happen?

WHEN I SEE OR HEAR (what is your observation)



I FEEL (what are you feeling)

				
Happy	Sad	Angry	Frustrated	Excited
				
Worried	Scared	Hurt	Embarrassed	Confused

BECAUSE I THINK (what DO you think, be honest)

I NEED (tell what you need)

WILL YOU CONSIDER... (What is the plan?)

Remember, when trying to resolve conflicts, have a plan and stick to it!

1. Take a breath.
2. Focus on why you are upset. What about the situations made you feel the way you do?
3. Ask yourself if you need to be involved.
4. If you need to, involve an adult to help navigate the resolution. Honestly state how you feel and the reasons.
5. Give the other person time to respond with how they are feeling.
6. Listen, truly listen.
7. Compromise- what can both sides agree on.
8. Carry out the plan!

Read the following scenarios and decide how you would react! Use the charts to make a plan for how to handle each situation.

Scenario #1: Home

It is 7:00 and time for your favorite TV show! Your homework is done, your chores are done, and you have had dinner, so you are set. When you go to the living room, your sister is watching something on the cooking channel! You feel yourself getting frustrated, and you think about taking the remote and changing the channel.

What do you do?

Things You Can Do to Help Resolve Conflict	
Take a deep breath	
How do you feel?	
What is the issue?	
What do you want?	
What do they want?	
Any way to compromise?	
Plan if this happens again.	

Scenario #2: School

The teacher has assigned you to a table group, and one of the kids is a boy who is always mean to you. He bumps into you when he walks by, and you have heard him call you and others names. You don't really know him very well, and because he hasn't been very nice you haven't tried. The seating chart is for the next two weeks.

What do you do?

Things You Can Do to Help Resolve Conflict	
Take a deep breath	
How do you feel?	
What is the issue?	
What do you want?	
What do they want?	
Any way to compromise?	
Plan if this happens again.	

Scenario #3: Teacher

It is Wednesday morning, and you are headed to school. You did not get your homework done. You know your teacher will be collecting it as soon as you walk into the classroom, and you are nervous as your teacher wants homework done. The homework is used for your daily warm up and practice, which is why the teacher wants you to be ready with completed homework, but you just didn't get it done.

What do you do?

Things You Can Do to Help Resolve Conflict	
Take a deep breath	
How do you feel?	
What is the issue?	
What do you want?	
What do they want?	
Any way to compromise?	

Honesty is the Best Policy Activity 14

Project Outcomes:

- Understand the importance of having preferable qualities in a relationship, such as honesty and respect.

What does it take to be a great friend?

Friendships are important. Making friends can be as tricky as choosing friends. When you think about what kind of friend you want to have, it is a good idea to think about what kind of friend you would be. There are many qualities that are important in friendships, and you have to determine what qualities you are looking for and what qualities you have. Listed below are a few examples, and you can add some as well.

Qualities	Importance
Honesty	Telling the truth builds trust.
Respect	How you treat people says a lot about your character.
Humor	Laugh and have fun; be a positive joy.
Listening	Be ready to listen to friends. Sometimes they just need to talk.

Now that you have identified some good qualities for you and your friends to have, let's take a look at some situations that happen all the time. What decisions will you make?

1. Your friend is being picked on by another person in your table group. They tell the person to leave them alone, but it doesn't seem to help. What do you do? Think back to the conflict resolution lesson and use the steps.

2. Your friend gets on the school bus and is visibly upset. They say their parents were arguing about something this morning. What do you do?

3. Your friend came to your house to hang out and play some video games, and when it came time to leave, your friend was nervous about walking home. What do you do?

If you were to write a letter of advice to your younger peers about being a friend who is respected, what advice would you offer?

Remember to be the kind of friend that you would like to have!

You're Here, Make it Count

Activity 15

Project Outcomes:

- Identify ways to impact others positively in your local community.
- Outline the steps of a positive plan.
- List social change activities.

You are an important part of the community, and you can make a difference in the community. Most students think of themselves as members of at least two communities: where they live is one community, and school is the other community. Sometimes this is looked at as in school and outside of school.

Take a moment to think about ways you can help in the communities you are a part of. Make a list below.

School Community	Neighborhood Community
Keep my desk clean.	Put trash in the proper place.
Carry a tray for an injured peer.	Deliver something to the neighbor.
Donate books to library.	Start a book drive.
Donate school supplies.	Rake leaves for a neighbor.

Using the information below, create a plan of action to help your community.

Step 1: Identify a problem or something you think can be improved.

Step 2: Think about WHY you feel it is a problem or something that can be improved.

- Why is this so important to you?
- Why do you need this?
- What do you think might happen?

Step 3: Brainstorm possible solutions to the problem.

- Make a list of all the possible ways you could solve the problem.
- You are just brainstorming, so put in all ideas!

Step 4: Evaluate the possible ideas.

- Can the idea work?
- Can you carry out the idea?

Step 5: Put the solution into action.

Once you've agreed on a solution, plan exactly how it will work. It can help to do this in writing and to include the following points:

- Who will do what?
- When will they do it?
- What's needed to put the solution into action?

Step 6: Did it work?

- Did the plan work?
- What things need to be done to make it better?

Here is an example of how this might work in your community.

Community Issue Plan of Action	
Identify the Issue	The bus stop has trash around it.
Why is this an Issue?	It is dirty. It looks bad. It can be dangerous. Many kids are there around the trash.
Ideate Solutions	Tell parents. Tell teacher. Tell bus driver. Get a trash can put at the stop. Have a cleanup session with bus riders.
Evaluate the Possible Ideas	Tell parents — they probably know and would be willing to help. Tell the teacher — they would probably tell me to tell my parents. Tell bus driver — maybe they would have ideas. Get a trash can put at the stop — this idea would help. Have a cleanup session with bus riders — everyone would be responsible for keeping it clean. Maybe have a group to adopt a bus stop.
Put the Solution into Action	Talk with parents and share the plan. Get parents to talk with each other and organize a clean-up day. Bus driver cleans our stop and puts a trash can out there. Ask principal about the adopt a bus stop idea.
Did it Work?	

Now come up with your own plan of action for your classroom.

Community Issue Plan of Action	
Identify the Issue	
Why is this an Issue?	
Ideate Solutions	
Evaluate the Possible Ideas	
Put the Solution into Action	
Did it Work?	

Remember, our communities are better when we all work together to make a positive difference. We can be changemakers!

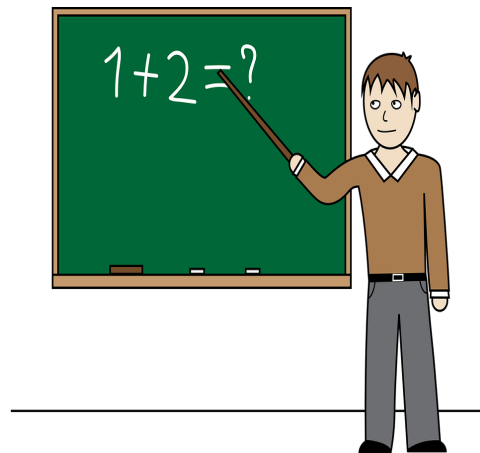
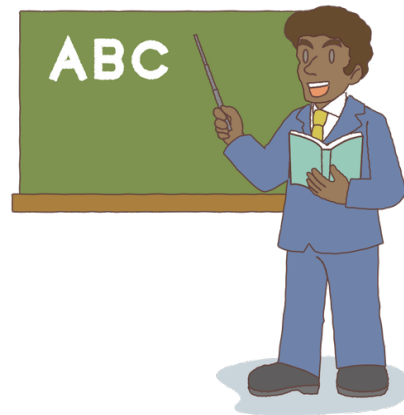
Positivity is Greater Than Negativity Activity 16

Project Outcomes:

- Identify different learning styles.
 - Identify your personal learning style.
 - List positive characteristics about self.
-

How would you describe yourself? Usually we can describe others much easier, so let's try that.

Think about your teacher(s). Are they nice, strict, understanding, smart, polite or firm? Let's practice describing people by using them as an example.



Use the chart on the next page to guide you.

Positive Character Traits

Below is a list of positive character traits. Add in more as you think of them.

Admirable	Brilliant	Caring	Considerate
Appreciative	Brave	Clever	Courteous
Authentic	Calm	Compassionate	Creative
Dedicated	Fair	Friendly	Helpful
Easygoing	Firm	Good-natured	Honest
Enthusiastic	Forgiving	Happy	Intelligent
Kind	Organized	Reliable	Sincere
Neat	Patient	Respectful	Skillful
Nice	Polite	Responsible	Thoughtful
Trustworthy	Understanding	Unselfish	Wise

Write five positive words to finish this sentence and describe your teacher:
My teacher is...

_____, _____, _____, _____ and _____.

Now that you have practiced a little, list your positive characteristics. Also list whether you have perfected it or if it is a work in progress! List your top ten.

Positive Trait	Got It or Working on It

Now that we have thought about our positive personality traits, let's take a look at how we take in new knowledge and valuable information.

How do you learn? What methods do you use to help you get ready for tests? When learning new things, how do you remember the information?

Watch the video about learning styles to get a better understanding of different learning styles.



Scan the QR code to take a survey to determine your learning style. Using your survey results and thinking about the information you heard in the video, answer the following questions.



1. How could knowing your learning style be beneficial to you, personally?

2. How can it be helpful in your interactions with others?

3. How do you think this could help you in your studies?

4. How do you think this could help you in lectures?

5. How do you think this could help you in notetaking?

Remember, the more you learn about qualities you want to see in others, the more you will expect them from yourself. Set the example you want to see; be the student, friend and peer you would like to have.

Fill Your Duty Activity 17

Project Outcomes:

- Contribute to household welfare by taking on responsibility.
-

In many households across the world, children are expected to do household chores. It is part of being responsible and contributing to the home. Typically, everyone in the house either works or has many other responsibilities, so the household simply works better when everyone “does their part.” Doing household chores is a very important way to learn about taking care of yourself and others, and it is also a great way to build a strong work ethic that will be helpful to you as you grow older. When each person helps take care of the home, everyone has more time to spend together, and it is also a great way to show respect and appreciation for each other.

Listed below are a few examples of household chores that are age appropriate. Read through the list and add more ideas that you think of.

Kitchen

- Packing and emptying dishwasher
 - Hand washing and drying pots and pans
 - Setting the table
-
-

Bathroom

- Setting out clean hand towels
 - Refilling toilet rolls and liquid soap
 - Cleaning mirrors
-
-

Living Room

- Vacuuming
 - Sweeping
 - Dusting
-
-

Laundry

- Pairing socks together
 - Putting away folded clothes into their drawers
 - Folding towels/washcloths
-
-

Bedroom

- Tidying room
 - Vacuuming/sweeping
 - Making bed
-
-

Yardwork

- Walking pet
 - Caring for pet
 - Raking leaves
 - Taking out trash
-
-

Now that you have added more household chores, go back over the list and find what you can do to help at home. Select one or more from each section and create your own list of chores. The list will be your commitment to your family of things you will take care of, encouraging other household members to create their own list.

Location	My Responsibilities
Kitchen	
Bathroom	
Living Room	
Laundry	
Bedroom	
Yardwork	

Remember when all members of the house work together to take care of each other by taking care of your household, it makes things easier for everyone!

Lead the Way Activity 18

Project Outcomes:

- List qualities of a good leader such as effective communication and personal drive.

Everyone wants to be around good leaders. Good leaders are people we feel we can trust and who will make decisions that are good for us. How can we tell if someone is a good leader? What traits do they have? What makes them want to be a leader and does everyone need to be a leader?

Take a moment to think about and brainstorm ideas around these questions:

How can we tell if someone is a good leader?

What traits do leaders have?

Why do people want to be leaders?

Does everyone need to be a leader? Why or why not?

The good news is that there are several different kinds of leaders and the world needs them all.

When you think of home, who is the leader? Most households have leaders at different times: some people in the house may make sure the bills are paid, some make sure groceries are purchased, some make sure the yard work is taken care of, while others make sure the house is clean. The jobs, and leaders, in the house are many!

Where do you fit in the leadership of your home?

When you think of school, who are the leaders? There are many leaders in the school, and all are important. There is the principal who runs the school, the assistant principal who helps run the school, the librarian who runs the library, the cafeteria manager who makes sure the food is ready, the teachers and teacher assistants who make sure you are learning, the custodians who take care of the building, plus many more!

Who else serves as leaders in the school?

In your classroom who are the leaders? There are the teachers and the assistants, and then there are student leaders.

Can you list three examples of student leaders?

If you want to be a leader, focus on being the best you can be.

- Listen to others and their ideas.
- Be honest.
- Work hard.
- Set a good example.
- Be respectful.
- Take initiative to get things done.
- Be willing to speak up about ideas.
- Be determined.
- Set goals for yourself.

Remember, leaders have a lot of responsibilities and a true desire to make a positive difference day to day. Being a good leader has a lot to do with a personal drive to make the world a better place, to see people happy and to want everyone to learn and grow.

Congratulations!

You have now completed the Beginner Personal Development Project Area Guide. Throughout this curriculum, you learned about the most important things to get you started in the project. You may now feel more confident in learning about yourself and leading others. Continue to seek opportunities to gain personal development skills in your home, neighborhood or community.

More information can be found on the Tennessee 4-H Personal Development project page, including the project outcomes and curriculum for the intermediate level.



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