



# DISCOVER



## 4-H BUILDING HEALTHY RELATIONSHIPS



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### Description

The Discover 4-H Clubs series guides new 4-H volunteer leaders through the process of starting a 4-H club or provides a guideline for seasoned volunteer leaders to try a new project area. Each guide outlines everything needed to organize a club and hold the first six club meetings related to a specific project area.

### Purpose

The purpose is to create an environment for families to come together and participate in learning activities that can engage the whole family, while spending time together as a multi-family club. Members will experiment with new 4-H project areas.

### What is 4-H?

4-H is one of the largest youth development organizations in the United States. 4-H is found in almost every county across the nation and enjoys a partnership between the U. S. Department of Agriculture (USDA), the state land-grant universities (e.g., Utah State University), and local county governments.

4-H is about youth and adults working together as partners in designing and implementing club and individual plans for activities and events. Positive youth development is the primary goal of 4-H. The project area serves as the vehicle for members to learn and master project-specific skills while developing basic life skills. All projects support the ultimate goal for the 4-H member to develop positive personal assets needed to live successfully in a diverse and changing world.

Participation in 4-H has shown many positive outcomes for youth. Specifically, 4-H participants have higher participation in civic contribution, higher grades, increased healthy habits, and higher participation in science than other youth (Learner et al., 2005).



## Utah 4-H

4-H is the youth development program of Utah State University Extension and has more than 90,000 youth participants and 8,600 adult volunteers. Each county (Daggett is covered by Uintah County) has a Utah State University Extension office that administers the 4-H program.

## The 4-H Motto

"To Make the Best Better!"

## 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.

## 4-H Clubs

What is a 4-H Club? The club is the basic unit and foundation of 4-H. An organized club meets regularly (once a month, twice a month, weekly, etc.) under the guidance of one or more volunteer leaders, elects its own officers, plans its own program, and participates in a variety of activities. Clubs may choose to meet during the school year, only for the summer, or both.

## Club Enrollment

Enroll your club with your local Extension office. Each member will need to complete a Club/member Enrollment form, Medical History form, and a Code of Conduct/Photo Release form (print these from the [www.utah4h.org](http://www.utah4h.org) website or get them from the county Extension office).

## Elect Club Officers

Elect club officers during one of your first club meetings. Depending on how many youth you have in your club, you can decide how many officers you would like. Typical officers will include a president, vice president, pledge leader, and secretary. Other possible officers or committees are: song leader, activity facilitator, clean-up supervisor, recreation chair, scrapbook coordinator, contact committee (email, phone, etc.), field trip committee, club photographer, etc. Pairing older members with younger members as Sr. and Jr. officers may be an effective strategy to involve a greater number of youth in leadership roles and reinforce the leadership experience for both ages. Your club may decide the duration of officers—six months, one year, etc.



## A Typical Club Meeting

Follow this outline for each club meeting:

- Call to order–President
- Pledge of Allegiance and 4-H Pledge–Pledge Leader (arranges for club members to give pledges)
- Song–Song Leader (leads or arranges for club member to lead)
- Roll call–Secretary (may use an icebreaker or get acquainted type of roll call to get the meeting started)
- Minutes of the last meeting–Secretary
- Business/Announcements–Vice President
- Club Activity–arranged by Activity Facilitator and includes project, lesson, service, etc. These are outlined by project area in the following pages.
- Refreshments–arranged by Refreshment Coordinator
- Clean Up–led by Clean-up Supervisor



## Essential Elements of 4-H Youth Development

The essential elements are about healthy environments. Regardless of the project area, youth need to be in environments where the following elements are present in order to foster youth development.

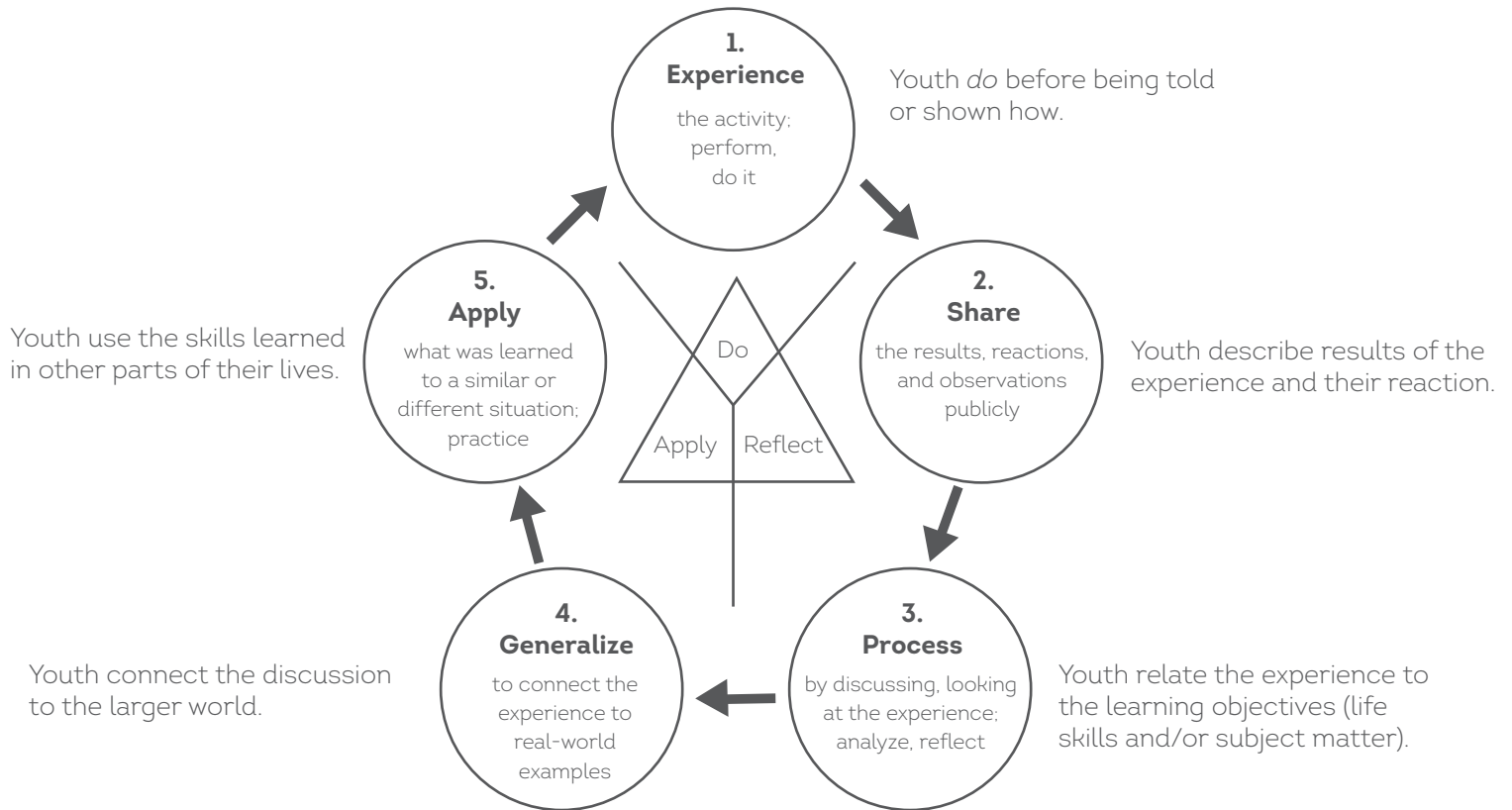
1. **Belonging:** a positive relationship with a caring adult; an inclusive and safe environment.
2. **Mastery:** engagement in learning; opportunity for mastery.
3. **Independence:** opportunity to see oneself as an active participant in the future; opportunity to make choices.
4. **Generosity:** opportunity to value and practice service to others.

(Information retrieved from: <http://www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/youth-development/essential-elements/>)



## 4-H “Learning by Doing” Learning Approach

The Do, Reflect, Apply learning approach allows youth to experience the learning process with minimal guidance from adults. This allows for discovery by youth that may not take place with exact instructions.



## 4-H Mission Mandates

The mission of 4-H is to provide meaningful opportunities for youth and adults to work together to create sustainable community change. This is accomplished within three primary content areas, or mission mandates, - citizenship, healthy living, and science. These mandates reiterate the founding purposes of Extension (e.g., community leadership, quality of life, and technology transfer) in the context of 21st century challenges and opportunities. (Information retrieved from: [http://www.csrees.usda.gov/nea/family/res/pdfs/Mission\\_Mandates.pdf](http://www.csrees.usda.gov/nea/family/res/pdfs/Mission_Mandates.pdf))

- Citizenship:** connecting youth to their community, community leaders, and their role in civic affairs. This may include: civic engagement, service, civic education, and leadership.
- Healthy Living:** promoting healthy living to youth and their families. This includes: nutrition, fitness, social-emotional health, injury prevention, and prevention of tobacco, alcohol, and other drug use.
- Science:** preparing youth for science, engineering, and technology education. The core areas include: animal science and agriculture, applied mathematics, consumer science, engineering, environmental science and natural resources, life science, and technology.



## Getting Started

1. Recruit one to three other families to form a club with you.
  - a. Send 4-H registration form and medical/photo release form to each family (available at [utah4h.org](http://utah4h.org))
  - b. Distribute the Discover 4-H Clubs curriculum to each family
  - c. Decide on a club name
  - d. Choose how often your club will meet (e.g., monthly, bi-monthly, etc.)
2. Enroll as a 4-H volunteer at the local county Extension office (invite other parents to do the same)
3. Enroll your club at the local county Extension office
  - a. Sign up to receive the county 4-H newsletter from your county Extension office to stay informed about 4-H-related opportunities.
4. Identify which family/adult leader will be in charge of the first club meeting.
  - a. Set a date for your first club meeting and invite the other participants.
5. Hold the first club meeting (if this is a newly formed club).
  - a. See *A Typical Club Meeting* section above for a general outline.
    - i. Your activity for this first club meeting will be to elect club officers and to schedule the six project area club meetings outlined in the remainder of this guide. You may also complete a-d under #1 above.
  - b. At the end of the first club meeting, make a calendar outlining the adult leader in charge (in partnership with the club president) of each club meeting along with the dates, locations, and times of the remaining club meetings.
6. Hold the six project-specific club meetings outlined in this guide.
7. Continue with the same project area with the 4-H curriculum of your choice (can be obtained from the County Extension Office) OR try another Discover 4-H Club project area.



## Other Resources

Utah 4-H website: [www.Utah4-h.org](http://www.Utah4-h.org)

National 4-H website: [www.4-h.org](http://www.4-h.org)

4-H volunteer training:

To set up login:

<http://utah4h.org/htm/volunteers/get-involved/new-volunteer-training>

To start modules: <http://4h.wsu.edu/volunteertraining/course.html>

(password = volunteer)

## References

Information was taken from the Utah 4-H website ([utah4h.org](http://utah4h.org)), the National 4-H Website ([4h.org](http://4h.org)), the Utah Volunteer Handbook, or as otherwise noted.

Lerner, R., M. et al., (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth grade adolescents: Findings from the first wave of the 4-H Study of Positive Youth Development. *Journal of Early Adolescence*, 25(1), 17-71.

**We would love feedback or suggestions on this guide; please go to the following link to take a short survey:**

<http://tinyurl.com/lb9tnad>

# 4-H BUILDING HEALTHY RELATIONSHIPS

## CLUB *Meetings*



### Club Meeting 1

There is a Place for Everyone ..... 2



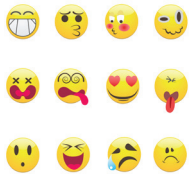
### Club Meeting 2

Traits of Healthy Relationships ..... 17



### Club Meeting 3

Healthy Communication ..... 30



### Club Meeting 4

Expressing Emotions ..... 35



### Club Meeting 5

Conflict Resolution ..... 41



### Club Meeting 6

Showing You Care ..... 45

# 4-H *Club Meeting 1*

There is a Place for Everyone



## Supplies

- Human scavenger hunt handout for each youth
- Pencils or pens for each youth
- Small paper sack
- Four different pieces of candy that most youth would like (having a variety is helpful)
- Bully bingo card for each youth
- Dry beans or other markers for bingo game

## INTRODUCTION

This club will focus on learning skills to build healthy and happy relationships. This meeting will focus on making sure everyone feels included.

## Activity #1



### HUMAN SCAVENGER HUNT ICEBREAKER

We are all different and that is a good thing! If we were all the same, life would be boring. This activity will focus on learning about each other—our similarities and differences.

1. Hand out a human scavenger hunt worksheet and pencil or pen to each youth.
2. Have youth stand up and mingle with other youth and see if they can get a different name for each of the questions on their worksheet (depending on how many youth are in attendance).
3. The person with the most questions answered by different people in the allotted time is the winner. Suggested time frame is five minutes. Variation—all youth who participate get a prize, but the one with the most answers gets to choose from the prizes first.
4. Discuss what you learned about those in the group from this activity.



**THERE IS A PLACE FOR EVERYONE - CANDY ACTIVITY**

(Carpenter, 2009)

1. Place four different kinds of candy that most youth would like in a paper sack.
2. Hold the sack in front of the group and tell the group that the bag contains four edible items they may or may not want to eat.
3. Ask for three volunteers to choose an item to eat from the bag and allow the volunteers to look in the bag one at a time and pick an item to eat. (Allow them to show the item to others in the group before eating it.)
4. Explain to the group that there is one item left and ask if anyone would like to volunteer to eat the remaining item. (Be sure the others who have looked in the bag don't share what the remaining item is.) If you have a volunteer, let the youth eat the last item, or if no one is willing to come forward, leave the remaining item in the bag.
5. Discuss the object lesson with the youth.
  - Ask the volunteers why they chose the candy they did and why they didn't choose the other one that was left in the bag.
  - Why was the last item not chosen? Just because we have preferences for different kinds of candy (e.g., some people may not like dark chocolate or lemon flavored candy) doesn't mean the last piece of candy was "bad."

Just as everyone has different preferences about what kind of treats they like, we sometimes tend to be closer friends to some people than others. If someone does not seem to care for you, does that mean you are bad or unlikeable? Of course not! Everyone has some likeable qualities and while it is challenging to deal with feelings of rejection, you are still a likeable and good person.

Discuss:

- Why do some youth reject other youth without even getting to know them?
- What can you do to feel better if you feel like others don't like you?

To aid discussion, additional tips for dealing with bullying are included at the end of the club meeting, if needed.

Understanding Bullying (U.S. Department of Health and Human Services, n.d.)

Bullying is when someone gets picked on over and over again by another person or group. People usually bully others because they are seen as different in some way. This behavior can not only cause harm to the individual right now but can cause serious lasting problems. Bullying affects all of us, even if we are not the one being bullied.

Some of the most common ways that people bully are:

- Verbal bullying: name calling, unwanted teasing, inappropriate comments or threats
- Social bullying: leaving people out on purpose, spreading rumors, embarrassing someone in public
- Physical bullying: hitting, kicking, punching, spitting, tripping, pushing, taking or breaking someone's things

Bullying can happen anywhere, at school, traveling to and from school, at out-of-school events, or even at home on the Internet.

Discuss: What can we do if we are the victim of bullying or we see someone getting bullied?



## BULLY BINGO

1. Hand out a bully bingo card to each youth and dry beans or other markers for each youth (enough to cover the board if you will be playing black out). There are ten different versions of the card to ensure not all of the youth will get bingo at one time.
2. Call out the squares on the bingo boards from the list below and discuss briefly how the square relates to bullying and/or how we can prevent bullying before calling the next square.
3. The first person to get five squares in a row or all squares covered (black out) is the winner.

## Additional Tips for Dealing with Bullying

(Nemours, 2013)

1. If you see bullying, tell a trusted adult. Getting adults involved can often help the situation, and if you are worried about your own safety, just remember adults may be able to find a way to help the situation without anyone knowing who reported it.
2. Find good friends. If you are a victim of bullying, seeking out a good friend to confide in can make a world of difference. If you know someone who has been bullied, you can support him/her by listening and being a good friend. It can sometimes be helpful to also stay close by the person in situations where he or she has been bullied so that bullying is less likely to take place.
3. Ignore the bully and walk away. It's not easy to do, but bullies thrive on the reaction they get; so if they get no reaction, they are less likely to do it in the future.
4. Stay cool. Bullies want to know they are affecting your emotions, so don't let them know they are getting to you, even if they are. If you're in a situation where you can't just walk away, use humor – it can throw the bully off guard. Once you are away from the situation, be sure to release your anger in a healthy way (such as exercising).
5. Don't get physical. Using physical force (like kicking, hitting, or pushing) not only lets the bully know he or she is getting to you, but you never know what the bully will do in response; and you might be more likely to get hurt or get in trouble yourself.
6. Practice confidence. Practice ways to respond to the bully confidently. Walk tall and hold your head high. Using this type of body language sends a message that you're not vulnerable. Sometimes it also helps to practice feeling good about yourself (even if you have to fake it at first).
7. Take charge of your life. While you can't control other people's actions, you can stay true to yourself. Think about ways to feel your best and your strongest such as with exercise, or with gaining skills in hobbies or school subjects you enjoy.

### Bingo List

- Safe School Zone
- Text Only Nice Things
- Smile
- No to Bullying
- Care for Pets
- Be Nice
- Stand Up to Bullying
- Stop Sign
- Be Assertive
- Be a Good Neighbor
- Don't Say Unkind Things
- Stand Up for Others
- Help Others
- Stand Tall
- Be a Friend
- Stop – Hand
- Speak up
- Be Respectful
- Be Kind
- Do Well in School
- Love Yourself
- Don't Keep Silent
- Stop Bully Icon
- "Ouch" Bullying Hurts



## Reflect

- We are all different from each other. How can this be helpful?
- What can we do to show appreciation for each other's differences?
- All of us have different talents and abilities that we can contribute. What are some of your unique talents and abilities?
- How have you seen bullying impact someone in your life?

## Apply

- What can you do to help everyone feel like they are included and belong in 4-H?
- What can you do to be a better friend to others?



## Belonging

By accepting, respecting and embracing each other's differences, we can create an environment where everyone can feel like they belong.

## Independence

Through understanding how to deal with bullying situations, youth are better equipped with the tools to make positive choices in their relationships with others.

## Citizenship

It takes everyone's talents and abilities to make our country function well.

## Generosity

Understanding how we can support others that are being bullied can provide us with opportunities to help others.

## Healthy Living

Building healthy relationships with others has a positive impact on our social, emotional, physical and spiritual well-being.

# Human Scavenger Hunt

Write down the name of the person who matches the question below.

1. Someone who wears glasses .....
2. Someone whose birthday is in April .....
3. Someone who plays a musical instrument .....
4. Someone who has eyes the same color as yours .....
5. Someone who has blonde hair .....
6. Someone the same height as you .....
7. Someone who has traveled out of the country .....
8. Someone the same age as you .....
9. Someone with four members in his or her family .....
10. Someone who loves to cook .....

# BULLY BINGO

Card One

 <p>Safe School Zone</p>	 <p>Smiley Face</p>	<p>Help Others</p>	 <p>Stop Sign</p>	<p>DON'T SAY UNKIND THINGS</p>
<p><b>UP</b> To Bullying</p>	<p>Text only nice things</p>	 <p>Stop - Hand</p>	<p>STAND UP FOR OTHERS</p>	<p>Be a FRIEND</p>
<p>OUCH! BULLYING HURTS</p>	<p>Be Respectful</p>	<p><b>FREE</b></p>	 <p>No to Bullying</p>	<p>Care for Pets</p>
<p><b>STAND TALL</b></p>	 <p>Speak up</p>	<p>BE A GOOD NEIGHBOR</p>	<p><b>BE ASSERTIVE</b></p>	<p>Be NICE!</p>
 <p>Stop Bullying Icon</p>	<p><b>BE KIND</b></p>	<p>Do well in school</p>	<p>Don't Keep Silent</p>	<p>Love yourself</p>



# BULLY BINGO

Card Two

 <p>No to Bullying</p>	 <p>Smiley Face</p>	<p>Help Others</p>	 <p>Stop Bullying Icon</p>	<p><b>BE KIND</b></p>
<p><b>STAND TALL</b></p>	 <p>Speak up</p>	<p>BE A GOOD NEIGHBOR</p>	<p>Be Respectful</p>	<p><i>Be NICE!</i></p>
<p><i>OUCH! BULLYING HURTS</i></p>	<p><b>BE ASSERTIVE</b></p>	<p><b>FREE</b></p>	 <p>Safe School Zone</p>	<p><b>Care for Pets</b></p>
<p><b>UP</b> To Bullying</p>	<p><i>Love yourself</i></p>	 <p>Stop - Hand</p>	<p>STAND UP FOR OTHERS</p>	<p>Be a <b>FRIEND</b></p>
 <p>Stop Sign</p>	<p><b>DON'T SAY UNKIND THINGS</b></p>	<p>Do well in school</p>	<p>Don't Keep Silent</p>	<p>Text only nice things</p>

# BULLY BINGO

Card Three

 <p>STOP BULLYING SAFE SCHOOL ZONE</p>		Help Others	 <p>RUMORS teasing gossiping injure threats CYBER BULLYING LIES name-calling harassment mean words</p>	<b>BE KIND</b>
Safe School Zone	Smiley Face		Stop Bullying Icon	
 <p><b>UP</b> STAND To Bullying</p>	<i>Love yourself</i>	 <p>STOP</p>	STAND UP FOR OTHERS	<b>Be a FRIEND</b>
		Stop - Hand		
<i>OUCH! BULLYING HURTS</i>	<b>BE ASSERTIVE</b>	<b>FREE</b>	 <p>Speak up</p>	<b>Care for Pets</b>
<b>STAND TALL</b>	 <p>NO TO BULLYING</p>	BE A GOOD NEIGHBOR	Be Respectful	<i>Be NICE!</i>
	No to Bullying			
 <p>STOP <i>Bullying</i></p>	<b>DON'T SAY UNKIND THINGS</b>	Do well in school	Don't Keep Silent	Text only nice things
Stop Sign				

# BULLY BINGO

Card Four

 <p>Safe School Zone</p>	 <p>Smiley Face</p>	<p>Help Others</p>	 <p>Stop Sign</p>	<p><b>BE KIND</b></p>
<p><b>UP</b> To Bullying</p>	<p>Text only nice things</p>	 <p>Stop - Hand</p>	<p><b>STAND UP FOR OTHERS</b></p>	<p><b>Be a FRIEND</b></p>
<p><i>OUCH!</i> BULLYING HURTS</p>	<p>Be Respectful</p>	<p><b>FREE</b></p>	 <p>Speak up</p>	<p><b>Care for Pets</b></p>
<p><b>STAND TALL</b></p>	 <p>No to Bullying</p>	<p>BE A GOOD NEIGHBOR</p>	<p><b>BE ASSERTIVE</b></p>	<p><i>Be NICE!</i></p>
 <p>Stop Bullying Icon</p>	<p><b>DON'T SAY UNKIND THINGS</b></p>	<p>Do well in school</p>	<p>Don't Keep Silent</p>	<p><i>Love yourself</i></p>

# BULLY BINGO

Card Five

<p>Do well in school</p>	 <p>Smiley Face</p>	<p>Help Others</p>	<p>Be Respectful</p>	<p>DON'T SAY UNKIND THINGS</p>
 <p>Safe School Zone</p>	<p>Text only nice things</p>	 <p>Stop - Hand</p>	<p>STAND UP FOR OTHERS</p>	<p>Be a FRIEND</p>
<p>OUCH! BULLYING HURTS</p>	<p><b>UP</b> To Bullying</p>	<p><b>FREE</b></p>	 <p>Speak up</p>	<p>Care for Pets</p>
<p><b>STAND TALL</b></p>	 <p>No to Bullying</p>	<p>BE A GOOD NEIGHBOR</p>	<p><b>BE ASSERTIVE</b></p>	<p>Be NICE!</p>
 <p>Stop Bullying Icon</p>	<p><b>BE KIND</b></p>	<p>Don't Keep Silent</p>	 <p>Stop Sign</p>	<p>Love yourself</p>

# BULLY BINGO

Card Six

<p><b>BE KIND</b></p>	<p><i>OUCH!</i> <b>BULLYING HURTS</b></p>	<p>Text only nice things</p>	 <p>Stop Bullying Icon</p>	 <p>Smiley Face</p>
<p>Don't Keep Silent</p>	 <p>No to Bullying</p>	<p><i>Love yourself</i></p>	<p><b>Care for Pets</b></p>	<p>Do well in school</p>
<p><i>Be NICE!</i></p>	 <p>Safe School Zone</p>	<p><b>FREE</b></p>	<p>Be Respectful</p>	<p><b>STAND UP</b> To Bullying</p>
 <p>Stop Sign</p>	 <p>Speak up</p>	 <p>Stop - Hand</p>	<p><b>BE ASSERTIVE</b></p>	<p>Be a <b>FRIEND</b></p>
<p>BE A GOOD NEIGHBOR</p>	<p><b>STAND TALL</b></p>	<p><b>DON'T SAY UNKIND THINGS</b></p>	<p>Help Others</p>	<p><b>STAND UP FOR OTHERS</b></p>



# BULLY BINGO

Card Seven

<p><i>OUCH!</i> BULLYING HURTS</p>	 <p>Stop Bullying Icon</p>	<p>Don't Keep Silent</p>	<p><i>Love yourself</i></p>	<p>Do well in school</p>
<p><b>BE KIND</b></p>	<p>Be Respectful</p>	 <p>Speak up</p>	 <p>Stop - Hand</p>	<p>Be a <b>FRIEND</b></p>
<p><b>STAND TALL</b></p>	<p>Help Others</p>	<p><b>FREE</b></p>	<p><b>STAND UP FOR OTHERS</b></p>	<p><b>DON'T SAY UNKIND THINGS</b></p>
<p>BE A GOOD NEIGHBOR</p>	<p><b>BE ASSERTIVE</b></p>	 <p>Stop Sign</p>	<p><b>UP</b> To Bullying</p>	<p>Be <i>NICE!</i></p>
<p><b>Care for Pets</b></p>	 <p>No to Bullying</p>	 <p>Smiley Face</p>	<p>Text only nice things</p>	 <p>Safe School Zone</p>

# BULLY BINGO

Card Eight

 <p><b>UP</b> To Bullying</p>	 <p>Stop Sign</p>	<p><b>BE ASSERTIVE</b></p>	<p>BE A GOOD NEIGHBOR</p>	<p>DON'T SAY UNKIND THINGS</p>
<p>STAND UP FOR OTHERS</p>	<p>Help Others</p>	<p><b>STAND TALL</b></p>	<p>Be a <b>FRIEND</b></p>	 <p>Stop - Hand</p>
 <p>No to Bullying</p>	<p>Be Respectful</p>	<p><b>FREE</b></p>	<p>Do well in school</p>	<p><b>BE KIND</b></p>
<p><i>Love yourself</i></p>	<p>Don't Keep Silent</p>	 <p>Stop Bullying Icon</p>	<p><i>OUCH! BULLYING HURTS</i></p>	 <p>Safe School Zone</p>
<p>Text only nice things</p>	 <p>Smiley Face</p>	 <p>Speak up</p>	<p><b>Care for Pets</b></p>	<p>Be <i>NICE!</i></p>

# BULLY BINGO

Card Nine

<p><i>Be NICE!</i></p>	<p><b>DON'T SAY UNKIND THINGS</b></p>	 <p>Safe School Zone</p>	 <p>Speak up</p>	<p><b>BE KIND</b></p>
<p><b>Be a FRIEND</b></p>	 <p>No to Bullying</p>	<p><i>Love yourself</i></p>	 <p>Stop Bullying Icon</p>	 <p>Stop Sign</p>
<p><b>UP</b> <i>STAND</i> To Bullying</p>	<p>Help Others</p>	<p><b>FREE</b></p>	<p>BE A GOOD NEIGHBOR</p>	 <p>Smiley Face</p>
<p>Don't Keep Silent</p>	 <p>Stop - Hand</p>	<p>Be Respectful</p>	<p><b>BE ASSERTIVE</b></p>	<p>Do well in school</p>
<p><b>STAND TALL</b></p>	<p><b>Care for Pets</b></p>	<p>Text only nice things</p>	<p><i>OUCH! BULLYING HURTS</i></p>	<p><b>STAND UP FOR OTHERS</b></p>

# BULLY BINGO

Card Ten

<p>Be Respectful</p>	<p>Do well in school</p>	<p>Be a FRIEND</p>	 <p>Stop Bullying Icon</p>	<p>BE KIND</p>
 <p>Speak up</p>	<p>STAND TALL</p>	<p>Help Others</p>	<p>Love yourself</p>	 <p>STOP - Hand</p>
<p>Don't Keep Silent</p>	<p>OUCH! BULLYING HURTS</p>	<p>FREE</p>	<p>STAND UP To Bullying</p>	<p>BE ASSERTIVE</p>
 <p>No to Bullying</p>	<p>Text only nice things</p>	 <p>Smiley Face</p>	 <p>Safe School Zone</p>	<p>DON'T SAY UNKIND THINGS</p>
 <p>Stop Sign</p>	<p>BE A GOOD NEIGHBOR</p>	<p>Be NICE!</p>	<p>STAND UP FOR OTHERS</p>	<p>Care for Pets</p>



# 4-H Club Meeting 2

## Traits of Healthy Relationships



### Supplies

- Healthy Friendship Auction Cards
- Discover 4-H Money (or other play money from a game)
- Tape (optional)
- Blindfolds
- Items to create an obstacle course (chairs, tables, cones, rope, etc.)

### INTRODUCTION

This meeting will focus on traits that are important in healthy relationships.

## Activity #1



### WHAT WOULD YOU PAY FOR A HEALTHY FRIENDSHIP AUCTION

(Washburn, Christensen, & Brower, 2013)

The relationships we have with others can have a big impact on how we feel about ourselves and life in general. This activity will help youth think about what traits they think are most important to create a healthy friendship. Knowing these traits can also help us to recognize problematic behaviors or traits we want to avoid.

1. Print off healthy friendship auction cards and place them on a table where all the youth can see them or tape them onto a wall.
2. Give each youth \$100 in friendship bucks or other play money (10-\$10 bills).
3. Auction off the relationship traits to the highest bidder. (For example: Who will give me \$10 for "Honesty" - I have \$10 - will anyone give me \$20 and so on...)
4. After the group runs out of money or all the auction cards have been purchased, have a discussion with the group about the auction. You may want to ask questions such as:
  - What is the reason you bid on the items you did? (Have several youth discuss what they bid on and why.)
  - What items had the highest bid? Why?
  - What items had the lowest bid? Why?
  - What other traits do you think are important to relationships that were not part of the auction? Why?





## IMPORTANCE OF TRUST AND RELIABILITY

As discussed in the last activity, there are many traits that are part of healthy relationships. One of these very important traits is trust. Trust takes time to build. We need to be cautious about trusting people until we know them. In healthy relationships, both people trust each other. When we break trust, it can take a very long time to earn that trust again.

When we trust someone, that usually means we feel comfortable asking them to do things to help us, or in other words, we rely on them. Being reliable means we follow through with promises and we are dependable. Being reliable can help us build trust in relationships.

Discuss: What would happen to trust if we were not reliable?

These activities will demonstrate how important trust and reliability can be in relationships.

### Part I- The Sitting Circle

1. Have all the participants stand close together in a circle facing the same direction (e.g., everyone looking at the back of the person in front of them).
2. Have all youth sit down at the same time on each other's laps. Because everyone is doing it at once, there should be balance and everyone should be able to sit comfortably.
3. If desired, you can have all youth try to take a step forward at the same time before they sit down.
4. This activity is based on trust that everyone will do their part in order for the circle to work. Discuss what would happen if someone "broke the trust" and did not sit down or stepped out of the circle. (It would not work.)

### Part II-The Leaning Circle

1. Have participants stand, and while remaining in a circle (facing the center of the circle), have them count off by two's.
2. Have everyone hold hands and have the ones lean back and the twos lean forward. As they lean, everyone will start to feel pressure and will have to trust each other that they will be able to stand up straight again with each other's help. They will also have to increase their grip with those next to them to make sure that they don't fall.
3. Discuss what would have happened if someone let go instead of helping each other lean. Just like in this activity, sometimes life puts pressure on us and we have to trust and help each other through those times. In healthy relationships we have trust in each other during difficult times. Have participants ask themselves: When you are struggling, are your friends/family there to help you through the problems or do they run away? Are you there for your friends/family during their stressful situations?



## TRUST WALK

(Jackson, 1993)

This activity will help youth build their trust and learn the importance of communication.

1. Before the meeting, create an obstacle course out of chairs, cones, ropes, etc., with a beginning and an end. It may be helpful to have a clear path between objects for youth to navigate.
2. Have youth find a partner. One youth will be blindfolded and the other will be the guide.
3. Have youth take turns completing the obstacle course, with the sighted partner giving verbal instructions only (no touching) to the partner with the blindfold. The objective is to get both partners through the course without touching the obstacles or anyone else.
4. If desired, the teams that are not currently in the obstacle course can try to distract the other teams.
5. Switch roles.
6. Discuss with the youth:
  - Was it hard to trust your partner?
  - What made it difficult to complete the obstacle course successfully?
  - What would have made it easier?
  - When might we be in similar situations in real life?



## Reflect

- How can relationships impact our lives?
- How can knowing the traits of healthy relationships help you build healthy friendships?
- Why is trust important in relationships?
- How can you show that you are trustworthy in relationships?
- What are some situations where you can show you are reliable?

## Apply

- Knowing healthy traits of relationships can also help us avoid unhealthy relationships. What are three warning signs of potentially unhealthy relationships?
- Sometimes people have family or friend relationships that are unhealthy and even dangerous. If you see a friend who seems to be in an unhealthy relationship, what can you do to help? (Remember, it might be best to ask a trusted adult for help.)
- Sometimes people trust others after a very short time of knowing them, and this makes them vulnerable to being hurt. How can you be sure to keep yourself safe while building trust with others you may not know well?





## Belonging

Set the tone for an inclusive environment. This type of environment is one that creates a sense of belonging, and encourages and supports its members with positive and specific feedback.

## Mastery

Improving our relationships with others can increase our happiness and overall well-being.

**COMMON  
INTERESTS**

**HONESTY**

**ATTRACTIVE**

**RELIABILITY**

**NO**

**ARGUMENTS**

**GOOD DRESSER/  
NICE CLOTHES**

**COMMUNICATION**

**SKILLS**

**FUN**



**FINANCIAL  
SECURITY**

**TRUST**

**IMPORTANT DAYS  
REMEMBERED**

**SELF-CONTROL**

**THOUGHTFULNESS**

**RESPECT**

**SHARED**

**RESPONSIBILITIES**

**EXCITING**

**ADVENTURES**

**DEPENDABILITY**

**ABILITY TO  
KEEP SECRETS**

**SUPPORT**

**SENSE OF  
HUMOR**

**SERVICE  
ORIENTED**

**LOYALTY**

**ENCOURAGEMENT**

**NONCRITICAL/  
NO JUDGMENT**

**NO  
JEALOUSY**

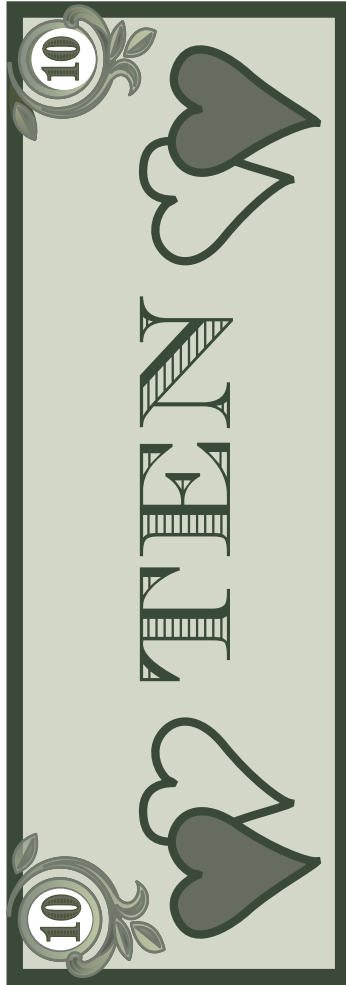
**UNDERSTANDING**

**ACCEPTANCE**

**FORGIVENESS**

**KINDNESS**

**OPTIMISM**







# 4-H Club Meeting 3

## Healthy Communication



### Supplies

- Peanut butter (or alternative spread if there are allergies)
- Jelly
- Sandwich bread
- Napkins
- Butter knife
- Soft foam balls
- 8 ½ x 11-inch blank paper cut into fourths
- Pen or pencil
- You Heard What? Game Cards

### INTRODUCTION

This meeting will discuss the importance of communication and basics of healthy communication skills.

## Activity #1



### COMMUNICATION SANDWICH

(Brower & Washburn, 2015)

Communication is the foundation of all healthy relationships. This activity will demonstrate some of the challenges of communication.

1. Have a volunteer give instruction on how to make a peanut butter and jelly sandwich.
2. The person making the sandwich (either the leader or another volunteer) must follow all directions literally. For example, if the directions are to put the peanut butter on the bread, then the person following the directions would put the whole bottle on top of the bread. If they do not specify to use a knife to put the peanut butter on the bread, then the person making the sandwich can use his/her fingers to spread it on the bread.
3. When the volunteer realizes that the instructions are not working, ask for clarification, or have other participants help provide instructions.
4. After the sandwich is made, discuss why it was so challenging to complete this activity. Some questions that could be discussed:
  - How did you feel as you participated in this activity?
  - Why was it so challenging for the other person to understand the directions that were given?
  - How do our own assumptions and experiences sometimes get in the way of communicating with others?

**YOU HEARD WHAT?**

(Brower & Washburn, 2015)

Listening is a very important part of communication with others. This activity will demonstrate the difference between listening and hearing.

1. Have participants sit in a circle.
2. One of the participants will start by picking a word from the game cards. He or she will whisper the message to the person sitting on his or her right. (The person can only say the message once and the person receiving the message cannot ask if the message was right.)
3. Without talking, the person receiving the message will then use a pencil/pen and paper and quickly (30-60 seconds) draw (no words) what was heard and show the picture only to the person on their right.
4. The participants will continue alternating whispering and drawing until the last person in the circle receives the message. The last person will then share with the group the message he or she received. (It will probably be far different than the original.)
5. Repeat with a new message.
6. If desired, divide participants into two groups with the same message. Compare the ending messages.
7. An alternate version of this activity is to have all participants whisper the message to the next person—no drawing.
8. Discuss: When people do this activity, usually the ending message is not the same as the original message. Why? What would make communication easier?

There is a difference between hearing someone and listening to someone. The activity we just did was an example of hearing. Hearing is one-way communication. (I tell you a message and hope that you received the right message.) Oftentimes the message I am sending is not the one that is received because there are barriers that may get in the way.

Ask: What are some of the barriers that may get in the way of hearing a message that is sent? (For example, our own thoughts, it could be noisy and difficult to hear, incorrect interpretations/perceptions of messages, other distractions, etc.)

In contrast, listening is two-way communication. (I tell you a message and you repeat back what was said in your own words to make sure the message was heard correctly.) When we are listening we are more likely to understand the message being given because we clarify and ask questions to make sure we are getting the right message. In order to really understand what someone is saying, we also need to focus our attention on the person speaking and eliminate any distractions or barriers that may get in the way.

9. Repeat the activity above, but this time allow youth to whisper back to the person giving the message to ensure the message is right before they draw or whisper the message to the next person. Compare the ending message with the original message. Is it the same this time?
10. Discuss: Why is it important to listen instead of just hear what others are saying? What can you do to become a better listener?



## STYLES OF COMMUNICATION

(Brower & Washburn, 2015)

How we communicate with others can have a big impact on the outcome of our communication. This activity will help us learn about the styles of communication and how to best communicate with others to get the outcomes we want.

1. Have a volunteer stand face to face with you in front of the group, about four feet apart. (You can also pair participants and have them demonstrate this with a partner.)
2. Using a soft foam ball to visualize the style of communication, discuss and demonstrate the four basic styles of communication with the group (Lund, 1999; Markman, Stanley, & Blumberg, 2001; Paterson, 2000; The Phoenix Institute, 1982). It may be helpful to use examples or scenarios to demonstrate and compare the styles of communication with a common issue like a sibling borrowing something without permission or not helping with a task around the house.

**Aggressive:** How do people act when they are being aggressive? (They may yell, get in the other person's personal space, use demeaning tone of voice, etc.)

Using a soft foam ball and a volunteer, demonstrate how messages are sent when communicating aggressively. For example, throw the ball firmly at the volunteer while saying some aggressive messages such as: "You never listen to me. You are so lazy. You can never do anything right!" Aggressive messages tend to use the word "you" and are often focused at tearing down the other person.

Ask the volunteer how he or she felt when receiving this message. Discuss with the group the outcome of aggressive messages: e.g., others respond defensively, feelings are hurt, the situation gets worse, the problem is not resolved, etc.

**Passive:** How do people act when they're being passive? (They may avoid situations, have a lack of communication, etc.)

Using a soft foam ball and a volunteer, demonstrate how messages are sent when communicating passively. For example, because passive individuals generally don't communicate well, perhaps instead of saying anything, they stand there and do not communicate at all or talk about other things and not the issue.

Ask the volunteer how he or she felt about the lack of communication. Discuss with the group the outcome of passiveness in relationships: e.g., others may not know the problem so it won't be resolved, resentment may build, etc.

**Passive aggressive:** How do people act when they are being passive aggressive? (He or she may gossip, seek revenge, be sarcastic, drop hints, indirectly communicate, etc.)

Using a ball and a volunteer, demonstrate how messages are sent when communicating passive aggressively. For example, say a sarcastic response to the volunteer such as, "Well it sure looks like you have been busy" or ignore them completely. Then throw the ball to a second volunteer and say mean things about the first volunteer such as: "I can't believe how lazy she is, she never helps out."

Ask the volunteers how they felt when they were receiving this message. Discuss with the group the outcome of passive aggressive behavior in relationships; e.g., our friends or family members may not understand the hints or sarcasm, the problem won't be resolved, resentment may build, others may seek retaliation, etc.



## STYLES OF COMMUNICATION CONTINUED

(Brower & Washburn, 2015)

**Assertive.** How do assertive people act? (They may focus on the problem rather than the other person's flaws, seek to find a win-win solution to problems, or stand up for themselves while also being respectful of others.)

Using a ball and a volunteer, demonstrate how messages are sent when communicating assertively. For example, throw the ball easily to the other person while sharing some assertive thoughts such as "I think there are still chores that need to be completed. I feel frustrated that I have done my part of the chores and I want you to follow through with the chores you promised you would help with." Assertive messages generally use phrases starting with "I" and share thoughts, feelings and make efforts to problem solve. Using "I" messages tend to decrease misunderstandings and defensiveness, and they allow for everyone in the situation to maintain their self-esteem.

Ask the volunteers how they felt when they were receiving the messages. Discuss with the group the outcome of assertive communication in their relationships. Communicating assertively is the best communication style to build and sustain healthy relationships. Assertive communication is a building block to effective problem solving.

Practice using "I" messages with each other by giving them a couple of scenarios. If helpful, have students fill in the sentence, "I think \_\_\_\_\_, I feel \_\_\_\_\_, and I want \_\_\_\_\_." (See an example sentence in the assertive section above.)

### Sample scenarios:

- You notice that some money is missing from your dresser at home. You suspect your younger brother or sister has taken it.
- In your English class your teacher split the class into groups to do a research project. Two members in your group were not willing to help with the research. When you get together to finalize the project, they came but did not contribute in the work.
- You are at a friend's house after school. You have a paper to finish that is due tomorrow morning. It is getting late and your friends decide to start watching a movie.
- A sibling borrowed a shirt without asking permission.
- You feel hurt because you found out that your friends went to do an activity without inviting you. Discuss this with your friends.
- Your friend frequently jokes about you in a way that embarrasses you. Discuss this with your friend.
- A friend let you borrow a book to read. You bring the book on vacation with you; and when you get home, you cannot find the book anywhere.
- A student in your class asks you for help with her homework. You are happy to help. As you begin to work on the assignment, she is just copying your work and not doing the problems on her own.
- Your friends tend to pick activities that you don't enjoy doing, and you would like to pick the activity this time.
- You bought a shirt from the store; and after you brought it home, you realized there was a rip in the seam. What would you say to the customer service representative at the store when you return the shirt?



## Reflect

- Why is communication so important to relationships?
- Why is being assertive important?

## Apply

- How can being a good communicator help you in your life?
- Think about a time when there was a conflict because of a miscommunication with a family member or a friend. How could you have communicated differently to have a better outcome?
- What can you do to practice good communication skills with others?



## Belonging

Encouraging a positive atmosphere of inclusivity will help youth feel a sense of belonging.

## Healthy Living

Improving our relationships with others can increase our happiness and overall well-being.

## Independence

Understanding communication skills provides youth with skills to create healthy relationships with others.

## Citizenship

Communication is the foundation of our relationships with others and, therefore, has a huge impact on our country as a whole.

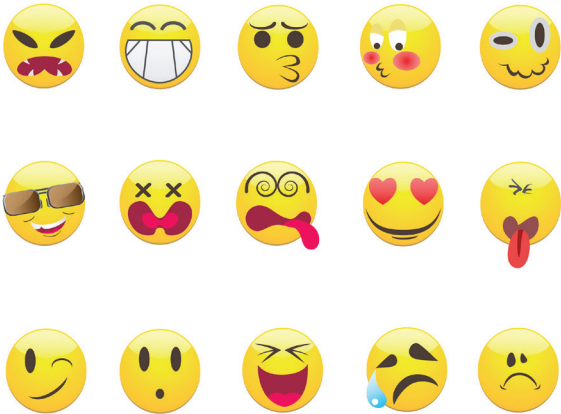
# YOU HEARD WHAT?

<b>Wink</b>	<b>Watching a Movie</b>	<b>Listening</b>
<b>Two Peas in a Pod</b>	<b>Best Friend</b>	<b>Hug</b>
<b>Holding Hands</b>	<b>Bowling</b>	<b>Hiking</b>
<b>Eating Dinner</b>	<b>Miniature Golf</b>	<b>Dancing</b>



# 4-H Club Meeting 4

## Expressing Emotions



### Supplies

- Name That Mood game board and playing cards (see back of lesson)
- 2 dice
- Copies of Putting Words to Feelings handout for each youth
- Pencils
- Lollipop/sucker for each youth
- Large piece of paper or white board
- Marker

### INTRODUCTION

This club meeting will focus on recognizing and expressing emotions in healthy ways.

### Identifying and Expressing Emotions

All human beings have emotions. How we act, the tone of voice we use and the words we choose to use paint a picture of how we are feeling toward others.

Believe it or not, the majority of how we communicate with others is through our body language or the tone of voice we use.

## Activity #1



### NAME THAT MOOD

Play "Name That Mood" to demonstrate how we express our feelings through nonverbal communication.

1. Place the game board on the table.
2. When it is his or her turn, the youth will pick a playing card and roll the dice without letting anyone else see what was rolled. If he/she rolls a "12" then he/she can choose which mood to portray.
3. Read the playing card in a way that corresponds to the mood listed on the number rolled.
4. Have the other youth try to guess what mood was rolled.
5. The winner is the person who can guess the most moods within the amount of rounds played.

Discuss:

How could you tell what emotion the other person was acting out (rolling eyes, tone of voice, folded arms, etc.)



## Activity #2



### COMMUNICATION IS SWEET

(Brower & Washburn, 2015)

While most people can often guess what we are feeling by how we act, it is important that we communicate our feelings in words so others are not guessing what we are thinking and feeling.

Communication is the foundation of healthy relationships. When we share our feelings, we connect with others and build relationships. Sometimes it can be scary to share feelings because we don't know how others will respond. Sharing our feelings with someone who cares and practices good listening skills can help (give eye contact, repeat back what is said to ensure that the right message is received, etc.)

This activity will help to practice sharing feelings and practice good listening skills.

1. Provide each youth with the "Putting Words to Feelings" list of emotions.
2. Have youth circle the words on the sheet that they feel most often.
3. Have youth get into pairs for the activity and provide a lollipop/sucker for each person.
4. Have youth take turns expressing their emotions and then reflect back the message that was shared. The person who is listening will keep the lollipop in his/her mouth while the other person is speaking and then switch when the other person is talking.

The person speaking will fill in the blanks of the following sentence:

"I feel \_\_\_ (pick emotion from the list that was circled) \_\_\_ when \_\_\_\_\_, because\_\_\_\_\_."

EXAMPLE: Person number one might say, "I feel *anxious* when *my friend is late meeting me*, because *I worry that something might have happened to her*."

5. Person two would then respond with a reflective listening statement such as :

"So what I'm hearing you say is \_\_\_\_\_"

For example, "So what I'm hearing you say is that you are *concerned about your friend when she is late meeting you*. Is that right?"

6. The other person then responds if the message was repeated correctly, or corrects them until the right message is received. The other person shares a feeling.
7. Have youth evaluate how they did. Did they both talk? Did they both listen? Depending on how much time was provided for this activity, if one person has most of the lollipop left, he or she may have done most of the talking; and if one lollipop is almost gone her or she may not have talked much.

Discuss: What feelings are signs of a positive relationship between two people? What feelings are signs of a negative relationship?

## Activity #3



### EXPRESSING EMOTIONS IN HEALTHY WAYS

(Ohio National Guard, 2003)

While it is okay to feel any emotion, we have a choice of how we will act because of feelings we experience. For example, if someone feels sad or angry, he or she can choose to talk about those feelings with someone or he/she could choose to hurt someone else.

Using a large piece of paper and marker (or a whiteboard), brainstorm as a group both good ways and bad ways that people deal with anger or other strong negative emotions (i.e., throw things, scream, count to 10, take a break from the situation). When you have finished the list, go back through the list and circle the healthy ways to deal with strong emotions. Encourage youth to choose one of the healthy methods to use the next time they experience strong negative emotions.



## Reflect

- Why is it important to express your feelings to others?
- Why is it important to be a good listener?
- Why is it important to repeat back to others what they are saying?

## Apply

- How can you practice being a better listener?
- What can you do to deal with strong negative emotions in a healthy way?



## Belonging

Encouraging a positive atmosphere of inclusivity will help youth to feel a sense of belonging.

## Mastery

Expressing emotions in a healthy way is an important part of communication and developing relationships with others. Improving our relationships with others can increase our happiness and overall well-being.

# PUTTING WORDS TO FEELINGS

Directions: Circle the words that you feel most often

## ANGRY

irritated  
enraged  
hostile  
insulted  
betrayed  
annoyed  
upset  
hateful  
furious  
frustrated  
bitter  
aggressive  
resentful  
aggravated  
disgusted

## HAPPY

elated  
excited  
overjoyed  
ecstatic  
thrilled  
cheerful  
good  
satisfied  
glad  
content  
pleasant  
fantastic  
thankful  
fortunate  
joyous

## SAD

tearful  
depressed  
sorrowful  
grief  
anguish  
disappointed  
desperate  
alone  
unhappy  
lonely  
hopeless  
unloved  
miserable  
lost  
gloomy

## AFRAID

fearful  
uneasy  
terrified  
anxious  
alarmed  
panic  
nervous  
scared  
worried  
frightened  
surprised  
restless  
petrified  
shocked  
troubled

# PUTTING WORDS TO FEELINGS

Directions: Circle the words that you feel most often

## ANGRY

irritated  
enraged  
hostile  
insulted  
betrayed  
annoyed  
upset  
hateful  
furious  
frustrated  
bitter  
aggressive  
resentful  
aggravated  
disgusted

## HAPPY

elated  
excited  
overjoyed  
ecstatic  
thrilled  
cheerful  
good  
satisfied  
glad  
content  
pleasant  
fantastic  
thankful  
fortunate  
joyous

## SAD

tearful  
depressed  
sorrowful  
grief  
anguish  
disappointed  
desperate  
alone  
unhappy  
lonely  
hopeless  
unloved  
miserable  
lost  
gloomy

## AFRAID

fearful  
uneasy  
terrified  
anxious  
alarmed  
panic  
nervous  
scared  
worried  
frightened  
surprised  
restless  
petrified  
shocked  
troubled

# NAME THAT MOOD

I will always love you	Don't move, I'll get it.	Does this look good on me?
What's for dinner?	I didn't know what time it was.	I need to do my homework
I don't care.	Would you like fries with that?	That isn't funny, this is funny!
Leave me alone.	What am I going to do?	You're the best!
What is this?	Thanks a lot.	You gotta be kidding me.
Are we there yet?	I gotta go.	Check this out.

# NAME THAT MOOD

2  
Grumpy

3  
Confused

4  
Bored

5  
Happy

6  
Angry

7  
Sad

8  
Tired

9  
Scared

10  
Surprised

11  
Excited



# 4-H Club Meeting 5

## Conflict Resolution



### Supplies

- Colored sticky notes or colored paper and tape (red or pink, green, yellow)
- Pencils/pens
- Hula-hoops
- Balls
- Cones (optional)
- Large sheet of paper or whiteboard
- Markers

### INTRODUCTION

Conflict is when we have a different point of view from someone else. Because we are human and we all have different ideas and points of view, conflict is inevitable. Conflict isn't always negative, it just means we need to take time to discuss our thoughts and feelings and problem solve. This meeting will focus on gaining tools to help us in conflict resolution.

## Activity #1



### RED LIGHT, GREEN LIGHT

One of the major ways we learn about how to interact with others and manage conflict is from our family. In this activity we discuss some of the things we learn from our family.

1. Hand out three sticky notes (or three colored pieces of paper) and a pen or pencil to each person—one red or pink, one yellow and one green.
2. Have youth write the items below on the corresponding sticky notes or papers. All of these papers will remain anonymous, but remind youth to only write things that are appropriate and not of a sensitive nature.
  - Have the youth write something they like about their family (i.e., traditions, how they deal with conflict, etc.) on the green sticky note or paper.
  - Have the youth write something they wish they could change or don't like (i.e., traditions, how they deal with conflict, etc.) about their family on the red/pink sticky note or paper.
  - Have the youth write something they wish was part of their family or they want to incorporate into their future family (traditions, how they deal with conflict, etc.) on the yellow sticky note or paper.
3. Have youth post the papers on a designated area on the wall.
4. Facilitate discussion about similarities and challenges we all face in our families as you read off some of the items posted on the wall. In order for responses to remain anonymous, while discussing, make an effort to talk generally and not single out any one youth. It may also be helpful to emphasize that no family is perfect. Just because we may not like something about our current family situation doesn't mean our family is bad. If there are things we don't like about our families, change is possible. It does take time and effort, but it is possible.
5. Discuss other things that we may learn from our families that were not listed on the sticky notes. For example, how to express love, family roles, how to deal with conflict, etc.



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## Activity #2



### BUILDERS AND BULLDOZERS

Something we often learn from other's examples is how to be a builder or a bulldozer. A builder is someone who likes to build others up and look for opportunities for service. A bulldozer finds ways to tear people down and prevent them from progressing and reaching their goals. This activity will demonstrate the difference between builders and bulldozers.

1. Place several hula hoops and soccer, kick balls or other similar balls randomly around a large playing area. Explain the boundaries of the play area to the youth. If needed, use cones or other markers to designate the play area.
2. Ask youth: What does a builder do? (Build things.) What does a bulldozer do? (Tears stuff down, moves it.)
3. Choose a few people (less than half) to be "bulldozers." Everybody else will be "builders."
4. Youth that are "builders" will gather balls from around the playing area and place them in the hula hoops. The "bulldozers" job is to remove the balls from the hula hoop. The youth can only touch the balls (not each other).
5. After a few minutes of playing, assign new people to be bulldozers. You may also want to try some rounds with more builders or more bulldozers.

Discuss:

How does it feel to be a builder?

How does it feel to be a bulldozer?

What would happen if there were even more builders than bulldozers?

What actions would show you were a bulldozer at home or with your friends?

What actions would show you were a builder at home or with your friends?

---

## Activity #3



### RULES FOR FIGHTING FAIR

(Shillings, 1996; University of Texas at Austin Counseling and Mental Health Center, n.d.)

In sports there are rules and regulations that ensure the game is played safely and correctly. When everyone understands the rules and follows them, the game runs more smoothly. When conflicts arise in a sporting event, the referee always refers back to the rulebook to determine who is correct and what action should be taken.

1. As a group, discuss the questions below:
  - What rules are there in a sporting event?
  - Who do the rules protect?
  - Why is a referee necessary?
  - What would happen if there were no referee?
  - What is the goal of the referee?

Just as in sports, when conflicts arise in our personal relationships, a set of guidelines is helpful as we seek to find a resolution to the situation.



## RULES FOR FIGHTING FAIR CONTINUED

2. As a group, discuss and write down rules on a large sheet of paper or whiteboard that should be set for fighting fair in a relationship.

Some examples include:

- Remain calm
- No violence
- Don't blame the other person for circumstances outside that person's control
- Avoid bringing up past issues that have already been addressed
- Communicate what the real concern is
- Address only one issue at a time
- Be specific--don't generalize
- Listen to what the other person is saying
- Be sensitive
- Don't say anything that will lead to regret
- Discuss the situation with the person directly
- Do not post harsh comments on social media

3. Ask volunteers to come to the front of the room and act out a conflict scenario in a negative way, ignoring all the rules (see ideas below). Using the rules that were discussed in the previous section, talk about what rules were broken in the scenario and what rules were followed.

Examples of conflict situations:

- Someone at home didn't do the dishes even though it was his or her turn
- A sibling borrowed a shirt without asking
- Someone ate the last piece of cake and you didn't get any
- Your sibling is taking too long of a shower and you need to get into the bathroom
- Your carpool is late again
- You disagree with your friends about which movie to watch
- You weren't invited to a party and you feel left out
- You see a rude social media post your friend posted
- A friend wants to ask your crush on a date
- You're supposed to babysit but your friends want to hang out

4. Have the youth act out the scene again, but this time following the rules. Discuss the difference in the outcome.



## Reflect

- How might others feel when I act like a bulldozer?
- How might others feel when I act as a builder?
- What can I do to be more of a builder?
- Which rules for fighting fair will you work on this week?

## Apply

- How can conflict be positive if it is handled in a healthy way?  
(Improve communication and build relationships with others, the compromise might be better than the original idea of either person, etc.)



## Healthy Living

Dealing with conflict in healthy ways can promote self-esteem and lead to positive and healthy relationships with others.

## Belonging

Even though everyone comes from different family backgrounds, youth are able to see that we all have similar hopes and challenges. Youth have opportunities to work together to accomplish a common goal which encourages feelings of group unity and belonging.

## Independence

Encourage youth to recognize they have a choice to act and react positively in situations of conflict.

## Citizenship

Learning to be builders and effective problem solvers can help youth become better citizens in their community.



# 4-H Club Meeting 6

## Showing You Care



### Supplies

- Downloaded PDF of Love Language Profile for Children
- "How Do I Feel Most Loved" worksheet for each youth
- Markers or crayons for each color station (red, blue, green, yellow and purple)
- Pens or pencils
- Blank paper (several sheets per youth)
- Copies of gift coupons, cut into individual coupons (at least six per youth) and a To/From cover sheet for each youth
- Crayons, markers, stickers, etc. to decorate gift tags, if desired
- Stapler

### INTRODUCTION

Most of us have a favorite way for others to show us they love or care about us. The book, *The Five Love Languages* (Chapman, 2010) explains five main ways people prefer others to express love. The activities in this lesson will explore these five ways people feel loved so we can better express how much we care about our family or friends.

## Activity #1



### HOW DO I FEEL MOST LOVED GAME (Chapman, 2012)

1. Download the PDF of the Love Language Profile for Children located at <http://www.5lovelanguages.com/profile/children/>
2. Label five spots in the room with papers that say A, B, C, D, E. If desired, post the letters on papers that represent the colors indicated in step 3. Each of these locations will represent one of the love languages.
3. Provide colored markers or crayons at each station that correspond with the colors below. If desired, you could use small stickers of the corresponding color at each station instead.  
A - Red      B - Blue      C - Green      D - Yellow      E - Purple
4. Provide each youth with a "How Do I Feel Most Loved" worksheet (see end of lesson) and a pencil or pen to write his or her name.
5. Read each question of the "Love Language Profile for Children" and have them go to the spot in the room with their corresponding answer and fill in the square next to the question number read with the markers or crayons located at the station.
6. After reading all of the questions, have youth tally how many spots they have of each color. The category with the most colored spots is the youth's favorite way to have loved expressed to them. This does not mean that they may not like the rest of the categories, but usually everyone has a favorite. The rest of the meeting will be spent explaining what each of these color categories mean.

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## Activity #2



### POWER OF POSITIVE WORDS (BLUE)

Some people like to hear how much people care through giving compliments or words of appreciation. One way to do this is by writing them a note thanking them for something they have done or letting them know something you really like about them.

1. Hand out a blank sheet of paper to the youth and have them write their name at the top.
2. Pass the sheets in an orderly manner around the group and have each person write a compliment or something he or she appreciates about the person whose name is listed at the top of the sheet they receive. If desired, after writing their compliment, have the youth fold the paper so others can't see what was written. (The paper will end up looking like an accordion once everyone has written and the person unfolds it to read it.) Continue to pass the sheets around until everyone has had a chance to make a comment on each of the papers.
3. After everyone reads their paper, discuss how they felt after they read the compliments.

### GIFT OF TIME (PURPLE)

For some people, spending quality time (having someone's undivided attention) is how they feel most loved. They may spend time doing activities they love to do or just talking. Usually that means we need to put cell phones away, and turn off computers, TV's and other electronics in order to give someone our complete attention.

1. Discuss how youth feel when they spend time with friends or family.
2. Discuss activities they love to do with their friends or their family that require their undivided attention. Encourage them to plan one of these activities, if possible, with a friend or family member in the next week or two.

### GIFT OF PHYSICAL AFFECTION (RED)

Some individuals feel most loved when they have someone give them a hug, an arm around the shoulder or some other appropriate sign of affection.

Discuss how you might be able to guess if someone has physical affection as their favorite love language. (For example, a grandma that likes to give everyone kisses or an aunt that hugs everyone.)

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## Activity #3



### SERVICE (YELLOW)

Another way people like to have people show they care is by having someone do nice things for them. Service can be big or small, but even little things like taking out the trash and helping a friend with a project for school can communicate we care, as long as we are doing it out of love and with a good attitude.

1. Hand out paper and pencils/pens to youth.
2. Give youth one minute to write down as many acts of service they can think of.
3. Give a prize to the winner (or let the winner go first for the next activity, etc.)
4. Discuss the service opportunities and who they could provide service for. Encourage them to do one of the service opportunities during the next week or plan a service activity everyone could do together.



## RECEIVING GIFTS (GREEN)

Some individuals love to receive gifts to know others care about them. For these individuals, getting a special gift or surprise tells them someone was thinking of and caring about them.

Gifts don't have to cost a lot of money. In fact, those that enjoy this love language often enjoy free gifts, such as a flower picked from the garden or a homemade card. Gifts can be purchased, found or made. More importantly than the actual item is the thought behind the gift--the item gains meaning because someone thought of you as they selected the item.

Sometimes the best gift we can give others is being with them, especially when going through hard times. During those times, having someone who cares there in person is more important than receiving flowers or a present. Being there IS the present.

It's important to give things that are important to the receiver. Pay attention to what they choose to buy for themselves or things they talk about wanting. You may also want to pay attention to hobbies or interests they have and things that may help them support their interests. Remember, not all gifts have to be bought!

## Activity #4



### GIMME SOME LOVE COUPON BOOK

1. Hand out copies of coupons (at least six per youth) and coupon book cover page to youth.
2. Have youth pick a friend or family member to give the book of coupons to, and complete the cover sheet with appropriate name. Have youth fill in coupons with gifts appropriate for that person (such as a coupon for doing the dishes, one free hug, free night of babysitting, etc.)
3. Provide youth crayons, markers, stickers, etc. to decorate coupons, if desired.
4. Stack and staple the coupons to create a coupon book.
5. Encourage youth to give the coupon book to the recipient.





## Reflect

- How is it helpful to know what your love language is?
- How would it be helpful to know the love language of those you care about?
- Think of a person you are really close to such as your mom, dad or close friend. Based on what you know now, what do you think their love language might be?

## Apply

- Now that you know about love languages, what is one thing you can do differently to show others you care?
- How can showing we care influence the relationships we have with others?



## Healthy Living

Having healthy relationships with others contributes to our health and happiness. Expressing our love for others helps us to build healthy relationships with others.

## Belonging

By learning each other's love language, youth are better able to see their similarities and understand each other's needs for feeling accepted and cared for.

## Generosity

Encourage youth to apply the information they have learned during the session by doing an act of service for someone else that may have this love language. This may include implementing the gifts on the coupons they created.

## Citizenship

Knowing the love languages can help youth to be more sensitive to the needs of others and become a more conscientious and contributing member of society.

# HOW DO I FEEL MOST LOVED?

Name \_\_\_\_\_

- |                              |                              |
|------------------------------|------------------------------|
| 1. <input type="checkbox"/>  | 11. <input type="checkbox"/> |
| 2. <input type="checkbox"/>  | 12. <input type="checkbox"/> |
| 3. <input type="checkbox"/>  | 13. <input type="checkbox"/> |
| 4. <input type="checkbox"/>  | 14. <input type="checkbox"/> |
| 5. <input type="checkbox"/>  | 15. <input type="checkbox"/> |
| 6. <input type="checkbox"/>  | 16. <input type="checkbox"/> |
| 7. <input type="checkbox"/>  | 17. <input type="checkbox"/> |
| 8. <input type="checkbox"/>  | 18. <input type="checkbox"/> |
| 9. <input type="checkbox"/>  | 19. <input type="checkbox"/> |
| 10. <input type="checkbox"/> | 20. <input type="checkbox"/> |

Add up how many questions you answered for each color and put your score at the bottom. The highest score represents your favorite way to receive love.

- |                   |       |                                     |
|-------------------|-------|-------------------------------------|
| <b>A - Red</b>    | _____ | Your favorite is physical affection |
| <b>B - Blue</b>   | _____ | Your favorite is positive words     |
| <b>C - Green</b>  | _____ | Your favorite is gifts              |
| <b>D - Yellow</b> | _____ | Your favorite is service            |
| <b>E - Purple</b> | _____ | Your favorite is quality time       |

A book of coupons to show you how much

*I love you!*

TO: \_\_\_\_\_

FROM: \_\_\_\_\_

Because I *love* you

— This coupon is good for —

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Because I *love* you

— This coupon is good for —

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Because I *love* you

— This coupon is good for —

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Because I *love* you

— This coupon is good for —

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Because I *love* you

— This coupon is good for —

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## LESSON SIX

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## More to *Discover*

Congratulations on completing your Discover 4-H club meetings! Continue with additional curriculum in your current project area, or discover other 4-H project areas. Check out the following links for additional 4-H curriculum.

1. <http://utah4h.org/htm/discover4hclubs>
2. <http://www.4-h.org/resource-library/curriculum/>
3. <http://utah4h.org/htm/resource-library/view-all-curriculum>

## Become a 4-H Member or Volunteer

To **register** your Utah club or individuals in your club visit:

<http://www.utah-4.org/htm/staff-resources/4-h-online-support>

<http://utah4h.org/htm/about-4-h/newto4h/>

Non-Utah residents please contact your local 4-H office:

<http://www.4-h.org/get-involved/find-4-h-clubs-camps-programs/>



## Stay *Connected*

### Visit Your County Extension Office

Stay connected with 4-H activities and news through your county Extension office. Ask about volunteer opportunities and don't forget to register for your county newsletter. Find contact information for counties in Utah here:

<http://extension.usu.edu/htm/counties>

## Enjoy the Fair!

Enter your project or create a new project for the county fair. Learn about your county fair and fair judging here:

<http://utah4h.org/htm/events-registration/county-fairs>



## Participate in Local or State 4-H Activities, Programs, Contests or Camps

For Utah state events and programs visit:

<http://utah4h.org/htm/events-registration>

<http://www.utah4h.org/htm/featured-programs>

For local Utah 4-H events and programs, visit your county Extension office.

<http://extension.usu.edu/htm/counties>

Non-Utah residents, please contact your local 4-H office.

<http://www.4-h.org/get-involved/find-4-h-clubs-camps-programs/>



## Discover *Service*

### Become a 4-H Volunteer!

 <http://www.youtube.com/watch?v=UBemO5VSyK0>

 <http://www.youtube.com/watch?v=U8n4o9gHvAA>

To become a 4-H volunteer in Utah, visit us at:

<http://utah4h.org/htm/about-4-h/newto4h/>

### Serve Together as a 4-H Club or as an Individual 4-H Member

Use your skills, passions, and 4-H to better your community and world. You are needed! Look for opportunities to help in your area or participate in service programs that reach places throughout the world (religious groups, Red Cross, etc.).

## Hold a Club Service Project

USU Collegiate 4-H Club hosted "The Gift of Giving" as a club activity. Club members assembled Christmas stockings filled with needed items for CAPSA (Community Abuse Prevention Services Agency).

<http://tinyurl.com/lu5n2nc>



## Donate 4-H Projects

Look for hospitals, nursing homes, or other nonprofit organizations that will benefit from 4-H projects. Such projects include making quilts for CAPSA or Primary Children's Hospital, or making beanies for newborns. During Utah 4-H State Contests, 40 "smile bags" were sewn and donated to Operation Smile.

## Partner with Local Businesses

92,000 pounds of processed lamb, beef, and pork were donated to the Utah Food Bank in 2013 by multiple companies.

<http://tinyurl.com/pu7lxyw>

## Donate Money

Clubs or individuals can donate money gained from a 4-H project to a worthy cause. A nine-year-old 4-H member from Davis County donated her project money to help a three-year-old battle cancer.

<http://tinyurl.com/mqtfwxo>



## Give Us Your *Feedback*

Help us improve Discover 4-H curriculum. We would love feedback or suggestions on this guide; please go to the following link to take a short survey:

<http://tinyurl.com/lb9tnad>