Personality Helper's Guide

Acknowledgements

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Welcome to Personality

Personality is a series of activity guides, consisting of four age-specific publications: *A Style All My Own* for youth in Grades 3-4 (4H-956); *How Do We Fit Together* for youth in Grades 5-6 (4H-957); *Knowing Myself and Giving to Others* for youth in Grades 7-9 (4H-958); *Expanding My Horizons* for youth in Grades 10-12 (4H-959).

Notes to Helpers/Leaders

Thank you for helping youth with the "Personality" curriculum. The fact that you are helping youth with this curriculum says that you are a pretty special person. You've got REAL PERSONALITY!

Your role as a helper is very important to the educational experience of a young person. The 4-H "Personality" curriculum can help youths learn more about themselves and personal development. Helpers are volunteers, professionals, older youth, or adults; it depends on your understanding of young people and how they grow and develop. As the helper, you play a key role in helping youth learn about themselves and their developing personality. You can help by expressing your enthusiasm, sharing your own experiences, and encouraging critical thinking through questions. With your help, youth will set goals and learn about themselves and where they fit in their families, peer group, community, and society. They will discover their talents, values, and beliefs, and how these unique characteristics influence life experiences, successes, and challenges. The activities also help youth develop life skills like problem solving, communication, and collaboration.

The four lesson guides are written to be developmentally appropriate for specific grades, but keep in mind that there are always variations in development, knowledge, and skills. Each curriculum manual includes information about personality development and discovery, learning activities, and additional information to help youth understand who they are, how they are developing, and how they fit in the world. You may also want to help youth complete an action demonstration. For action demonstration ideas, watch the Action Demonstration video (V-4-H-28) available at the Purdue Extension office in your county. Each manual includes achievement sheets, record sheets, and score cards to help you guide and track youths' progress.
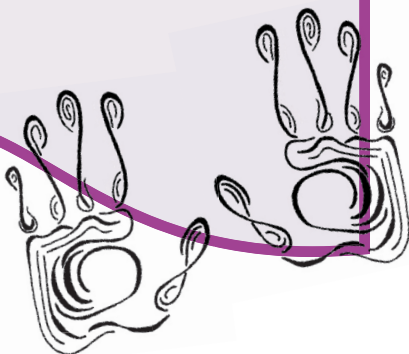
Experiential Learning Model

Learning is a process that is going on all the time. We learn by reading, doing, and interacting with others. Sometimes, learning is formal, conscious, and deliberate. Think about youth who go to school each day, learning math, language arts, science, social studies; the learning is specific and guided to help kids gain knowledge and skills. Other times, learning is informal. We learn by doing and experiencing the world around us. Think about how a parent learns to care for a young child, guide children as they grow and develop, and finally let go as a child moves into adulthood. Parents learn by doing.

The 4-H "Personality" curriculum uses the Experiential Learning Model to help children "experience" learning by actively participating in activities that support learning. The Experiential Learning Model includes five steps. First, youth try to do an activity on their own (experience). As the helper, you will help youth describe the experience and their reaction to the experience (sharing). You will use the "What Have I Learned So Far?" questions in the manual to help youth

- talk about their experiences (process),

- relate the experience to what is going on in the world (generalize),

- share how they will use the knowledge and skills learned (apply).
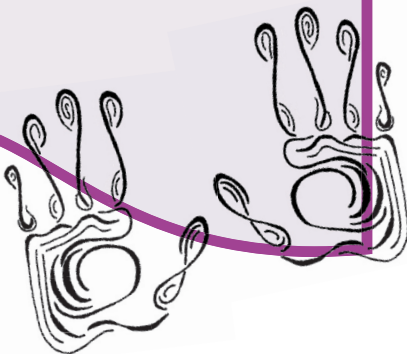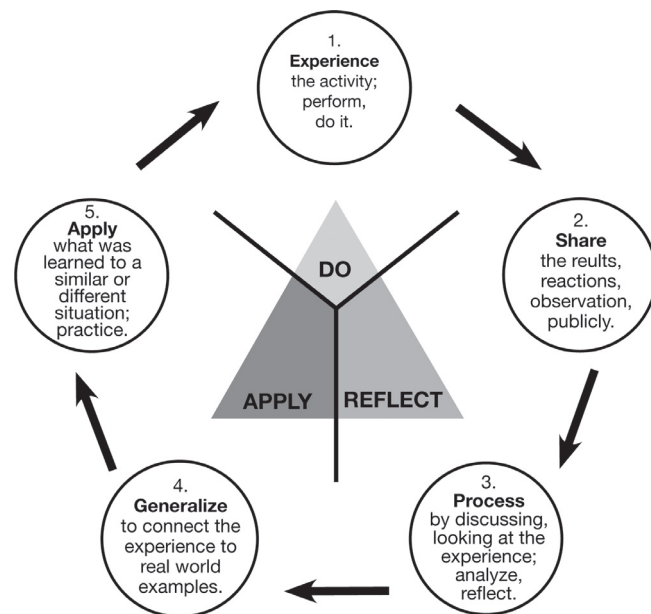
Life Skills for Today and Tomorrow

The "Personality" curriculum is designed to help youth understand who they are and how they fit into their family, community, and society. Youth come to see themselves as unique in their thoughts, feelings, and talents. They explore how they define themselves and others, and how they deal with the sometimes difficult challenge of accepting individual differences. Youth also explore the value of family and how they fit into their families. Family interactions help children explore their feelings and practice social skills. Home is also a great place to learn about valuing others, celebrating unique talents, and accepting individual differences.

Youth exist in a family, but they also exist in a peer group, in a community, and in a larger society. To get along in the real world, youth need the knowledge and skills to communicate, cooperate, deal with conflict, and critically think about their interactions. The "Personality" curriculum challenges youth to view individual differences as opportunities to learn various perspectives and to stretch themselves to find common ground and respect for others.

The future of our communities depends on our youth; yet, sometimes youth (and adults) do not recognize the important contributions youth make to the community. The "Personality" curriculum helps youth explore their "fit" in the community. They explore the resources available in their own community to support all community residents. They experience the benefits of community service while building self-esteem, communication skills, and pride in their own ability to apply their unique talents and skills to improve lives in their community.

Youth development is a process influenced by experience, but also by age and the natural social events that take place as we all grow and develop. The "Personality" curriculum would not be complete without asking youth to look to the future. Where do they see themselves in adulthood? How do their future goals influence their current education or employment choices? How do they develop and carry out a plan to reach future goals?

The "Personality" curriculum series will help you as the project helper guide youth to explore who they are, how they fit into the larger world, and how they prepare themselves for a bright and promising future through planning and experiencing the world around them.
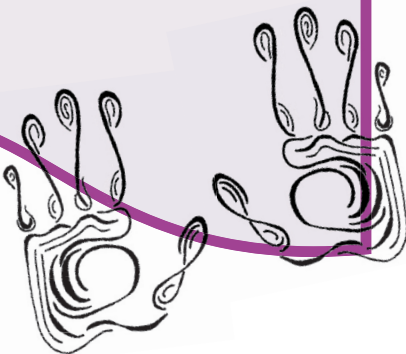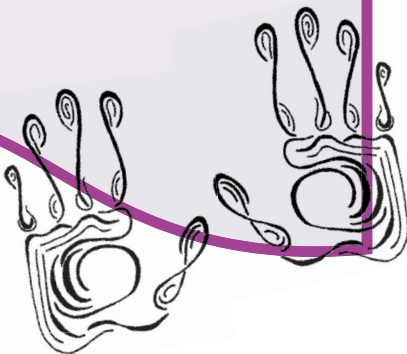
Youth Development Skills

The "Personality" curriculum supports the youth development skills identified in the Four-Fold Youth Development Model. The model encompasses the skills that a young person needs to become a confident, capable, caring, and responsible citizen (Barkman, et al., 1999). Skills are grouped into the four H's in the 4-H clover – Head, Heart, Hands, and Health.

Four-Fold Youth Development Model

Head	Heart	Hands	Health
Utilizing scientific methods	Communicating	Mastering technology	Being responsible
Processing information	Interacting socially	Learning through community service	Developing self-esteem
Understanding systems	Cooperating	Volunteering	Managing yourself
Managing resources	Sharing	Being a responsible citizen	Practicing integrity & character
Practicing creativity	Resolving conflicts	Working in a team	Developing a sense of purpose
Making decisions	Valuing social justice	Exercising leadership	Developing a positive view of the future
Solving problems	Valuing diversity	Completing a project/task	Utilizing resistance skills
Visualizing information	Building relationships	Motivating yourself	Being resilient
Learning to learn	Caring for others		Managing stress
Reasoning	Being empathetic		Making healthy life-style choices
Thinking critically			Preventing personal injury
Keeping records			Expressing emotions positively
Planning & organizing			Preventing disease
Achieving goals			
Navigating in your environment			
Working with numbers			

Personality Level A – A Style All My Own (Grades 3 & 4)

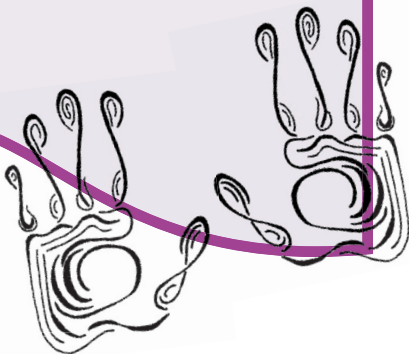| Chapter 1	Grade 3
Who Am I?	English Language/Arts Standard 6, 3.6.1
Who's in the News?	English Language/Arts Standard 3, 3.3.3
	Social Studies Standard 5, 3.5.1
If I Was a Celebrity	English Language/Arts Standard 4, 3.4.1
	English Language/Arts Standard 4, 3.5.2
Celebrating My Family	English Language/Arts Standard 5, 3.5.5
Appreciating Others	English Language/Arts Standard 5, 3.5.2
Chapter 2	Grade 4
Good Citizenship at Home and Beyond	English Language/Arts Standard 2, 4.2.7
	Social Studies Standard 5, 4.5.1
	Social Studies Standard 5, 4.5.2
Practicing Good Citizenship in My Community	English Language/Arts Standard 2, 4.2.7
	English Language/Arts Standard 5, 4.5.3
Taking Action in My Community	English Language/Arts Standard 2, 4.2.7
	English Language/Arts Standard 5, 4.5.3
	Social Studies Standard 5, 4.5.2
Picturing My Community Action Plan	English Language/Arts Standard 2, 4.2.7
	English Language/Arts Standard 5, 4.5.6
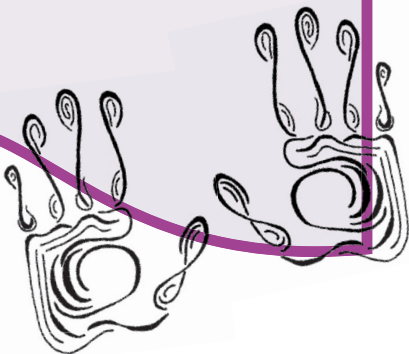
Personality Level B – How Do We Fit Together (Grades 5 & 6)

| Chapter 1	Grade 5
Similarities and Differences	English Language/Arts Standard 4, 5.4.5
Do You See What I See?	English Language/Arts Standard 4, 5.4.5
	Social Studies Standard 2, 5.2.9
Common Ground	Social Studies Standard 2, 5.2.9
Chapter 2	**Grade 6**
Getting Along with Others	Health Education Standard, 1, 6.5.1
	Health Education Standard, 1, 6.5.3
Practice What You Pledge	Health Education Standard, 1, 6.5.1
	Health Education Standard, 1, 6.5.4
Find a Place in My Community	Social Studies Standard 5, 6.5.1

Personality Level C – Knowing Myself and Giving to Others (Grades 7, 8 & 9)

Chapter 1	Grade 7
Who Am I?	English Language/Arts Standard 6, 7.6.5
What Is Community?	English Language/Arts Standard 4, 7.4.1
Reaching Out to Others in Need	Health Education Standard, 7, 7.7.1
Chapter 2	**Grade 8**
Planned Giving	English Language/Arts Standard 4, 8.4.1
If I Was to Give of Myself	English Language/Arts Standard 4, 8.4.1
	English Language/Arts Standard 5, 8.5.4
Giving the Most of Myself to Others	English Language/Arts Standard 4, 8.4.1
	English Language/Arts Standard 4, 8.4.5
Chapter 3	**Grade 9**
Community Service and Service Learning	English Language/Arts Standard 4, 9.4.1
	English Language/Arts Standard 4, 9.5.1
	Health Education Standard Basic, 9.3.6
Expanding Community Engagement	English Language/Arts Standard 4, 9.4.9
	English Language/Arts Standard 5, 9.5.8
Raising Community Resources	English Language/Arts Standard 7, 9.7.3

Personality Level D – Expanding My Horizons (Grades 10, 11, & 12)

Chapter 1	Grade 10
Who Am I?	English Language/Arts Standard 6, 10.6.2 Health Education Standards Basic, 9.5.3
Picture Me	Visual Arts Standard 7, 8.7.2
Projecting My Future	Career and Technical Standard 4, 4.3
Chapter 2	**Grade 11**
Goal Searching	Career and Technical Standard 4, 4.3
Future Goal Planning	English Language/Arts Standard 6, 11.6.2 Career and Technical Standard 4, 4.3
Job Shadowing	English Language/Arts Standard 7, 11.7.6 Career and Technical Standard 4, 4.3
Chapter 3	**Grade 12**
One Door Closes and a Window Opens	English Language/Arts Standard 6, 11.6.2
Plan for Action	English Language/Arts Standard 4, 12.4.6
Tackling Tough Problems	Visual Arts Standard 7, 8.7.2
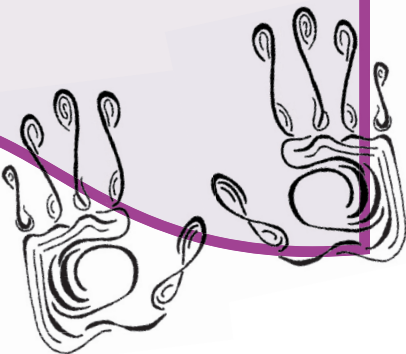
Exhibit Information

Each year, youth will complete all activities listed in the project manual, two optional activities, and an exhibit. Youth may also wish to present an action demonstration for project completion requirement. The details for each exhibit option are outlined below for each of the four "Personality" curriculum project manuals.

Note: All poster exhibits should be 22" x 28" and displayed HORIZONTALLY. Posters must have stiff backing.

Four State Fair exhibits will be selected: one from Level A, one from Level B, one from Level C, and one from Level D. If a display is chosen for State Fair, the display space should be self-supporting so that it will stand on a table. Table space (14 x 28 inches) will be available for any part of the display, if needed. The back and sides will be 22 inches high and may be of any type materials, such as pegboard, fabric, poster board, or felt.

4-H 956 – Personality Level A – A Style All My Own (Grade 3 & 4)

Grade 3 & 4 – Each year, youth will pick one of the activities from the manual. On a 22 x 28 inch (displayed HORIZONTALLY) poster board, the youth will develop a poster about his or her experiences and what he/she learned through the activity.

**4-H 957 – Personality Level B – How Do We Fit Together (Grade 5 & 6)**

Grade 5 & 6 – Each year, youth will pick one of the activities from the manual. On a 22 x 28 inch (displayed HORIZONTALLY) poster board, the youth will develop a poster about his or her experiences and what he/she learned through the activity.

4-H 958 – Personality Level C – Knowing Myself and Giving to Others (Grade 7, 8, & 9)

Grades 7 – Youth will exhibit a poster on 22 x 28 inch (displayed HORIZONTALLY) poster board highlighting community service organizations in the community.

Grade 8 – Youth will select one community service organization and develop a brochure explaining the organization's purpose and goals. Youth will display the brochure in a notebook. On a separate page in the notebook, the youth should write how others benefit through the organization's services. Encourage youth to share their brochures with others by giving a five-minute presentation to others.

Grade 9 – Youth will exhibit a community resource guide in a notebook. The notebook will include the name of each organization, contact information (addresses and phone numbers) and a few sentences describing organization purpose and services offered.
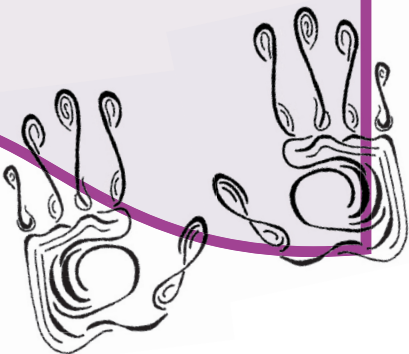
4-H 959 – Personality Level D – Expanding My Horizons (Grades 10, 11, & 12)

Grade 10 – Each youth will pick three possible careers and highlight the benefits and drawbacks of each career. The youth will provide a rationale for choosing one of the careers. Work is displayed on a 22 x 28 inch (displayed HORIZONTALLY) poster board or in a notebook.

Grade 11 – Each youth will research what it would cost to live on his or her own and will develop a monthly budget display showing income and expenses for three months. Display the three-month budget in notebook. Each youth will teach a friend how to make his or her own monthly budget, and write one page describing his or her teaching experience, and place the page in the binder.

Grade 12 – Each youth develops an employment portfolio. Each writes a resume highlighting his or her special talents. Then each should write a cover letter. The youth will also pick up and complete one employment application and place all items together in a notebook. The youth should share your notebook with an employer, get feedback, and place the written feedback in the notebook.
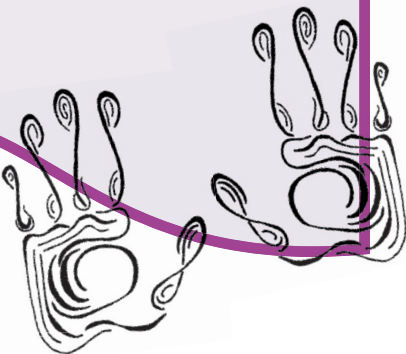
Action Demonstration

An action demonstration is a fun way for a youth to share information and experiences with others. An action demonstration is more than just talking to people about a project or activity, it is about involving the audience in the experience. An action demonstration is not a speech, but instead is a two-way conversation that really gets the audience involved. Help youth to think about ways to make a demonstration participatory.

Help youth be creative about where they will give their action demonstrations. A 4-H meeting, Junior Leader meeting, county or state fair, even a shopping mall or school are great places. Most importantly, we want the youth to have an audience and place where he or she can relax and enjoy the experience.

When youth are considering action demonstrations, have them consider the following questions:

- Can you give your action demonstration in three to five minutes?
- Will your action demonstrate describe what you have learned and what you hope to share with the audience?
- Will your action demonstration interest a specific or general audience?
- Have you thought about the order of your presentation?
- Are you willing to practice to discover what questions you may get from the audience?
- Will you do your homework and prepare yourself for possible audience questions?
- Have you thought about hands-on activities that the audience can do?
- Do you have visual aids to clarify or describe important information?
- Is your demonstration cost-effective, meaning that supplies are inexpensive or can be used over and over again?

Above all, help youth have fun and grow from the experience of sharing their experiences, communicating, and interacting with others. If a youth expresses fear or apprehension, talk through the thoughts and feelings, helping youth understand their reactions and develop strategies to cope effectively.
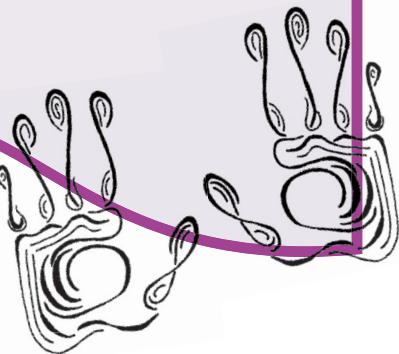
Youth Learning Characteristics

Below you will find a list of characteristics that are common to children in five age-graded levels. Please remember, however, each child develops at his or her own pace and all characteristics will not be observed in all children at the same age or in the same grade. Still, you should find this outline helpful as you work with youth of different ages.

Grades K - 2

•   Short attention spans make "hands-on" activities a must for this grade level. Activities divided into small pieces or steps with physical activity in between work best.

•   At this age, kids are very concrete thinkers and do best with activities which include both doing and seeing things.

•   Youth have a strong need to feel accepted and have adult approval. Adults should provide lots of praise and encouragement for even small successes.

•   They cannot separate themselves from the project or activities and view any evaluation as a reflection on themselves. Therefore, avoid competition or activities that select a single winner or best person.

•   They enjoy working in small groups with plenty of adult attention.

•   Both boys and girls are usually more concerned with the "doing of a project" rather than the completion and/or comparison of a project. Select activities that can be completed successfully by the child.

Grades 3-4

•   This age group is active, full of energy, and anything but quiet. Activities should encourage physical involvement.

•   Their interests may change often, jumping from one thing to another. Activities divided into small pieces or steps work best.

•   They are fairly concrete thinkers and tend to be more attentive if they have an opportunity for hands-on learning (seeing and doing, rather than just listening).

•   Kids are just beginning to think logically and symbolically and are beginning to understand abstract ideas. As they consider an idea, they think it is either right or wrong, fun or boring (very little middle ground).

•   They look for adult approval and have a strong need to feel accepted and worthwhile. Adults should provide lots of encouragement and recognize even small successes.
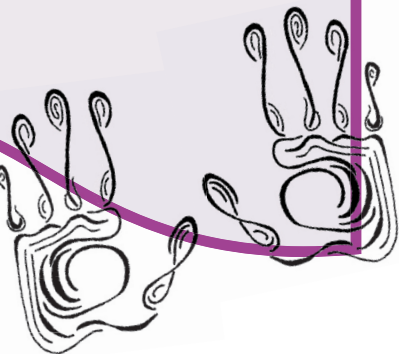
• Individual evaluation is preferred over group competition. Instead of comparing success with others, youngsters prefer to know how much they have improved and what they should do better next time. They are easily embarrassed about doing either better or worse than their friends.

• They are beginning to move out of the stage in which the satisfaction of completing a project often comes from pleasing the leader or parent rather than from the value of the activity itself.

Grades 5-6

• Growth spurts may begin at this age, with girls maturing faster than boys. These rapid changes may make some teens uncomfortable with their changing body images.

• As puberty approaches, a roller coaster-ride of hormones and emotions begins, presenting a major challenge to a young person's self concept.

• Faced with so many changes, they hardly know who they are. They begin to test values and identities and seek adults who are accepting and willing to talk about values and morals.

• Desiring a sense of independence from parents, they are concerned about being liked by friends. Opinions of peers become more important than opinions of parents and other adults in the areas of dress, music, and activities.

• They move from concrete to more abstract thinking. Ready-made solutions from adults are often rejected in favor of finding their own solutions. Small groups provide an opportunity to test ideas.

• Adults should continue to avoid comparing young people with each other, being careful not to embarrass them. They want to be part of something that is important and that provides an opportunity to develop responsibility.

Grades 7-9

• They tend to be very concerned with themselves and their peer group. Relationship skills become a priority. Many begin dating, and acceptance by members of the opposite sex may become important.

• Since many are becoming aware of their own special abilities and talents, this is a good time for introducing them to leadership roles.

• As they begin to think about the future and make realistic plans, their vocational goals often influence the activities they select.

• Mastering abstract thinking, they imagine new ways of doing things that sometimes challenge adults.

• They set their goals based on feelings of personal needs and priorities. Any goals set by others are likely to be rejected.
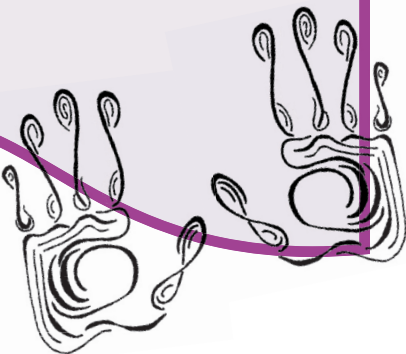
• They can initiate and complete tasks without supervisions. A leader's role should be that of advisor/coach.

Grades 10-12

• Goals include finishing high school and moving on towards college, job, or marriage.

• Future plans are important as they begin making the transition to adult life. Their goals for the future influence which activities they continue.

• In most cases, they determine their own schedules. Only general directions are needed when they are assigned familiar tasks.

• Close relationships develop as they become preoccupied with their need for intimacy.

• They make and carry out serious decisions, but still need adult support and guidance.

• Adults no longer control activities, but should serve as resource people, helping to stimulate teens' thoughts.

One of the most important things you can do as a Project Helper is to help youth develop a positive self-concept.

Self-concept is who we think we are, the picture we have of ourselves, plus the picture we think others have of us. Self-concept plays an important part in our overall wellness. It affects the ways we look at our body, how we express ourselves and interact with our friends, and even how we make decisions. The potential for a positive self-concept lies within each of us. Self-concepts can change. They are not carved in stone.

A person with a positive self-concept does not necessarily have more skills than a person with a poor self-concept. But, a positive self-concept helps when youth are faced with today's critical health issues. Therefore, one of the most important things you can do as you work with youth is help them develop a positive self-concept. Here are a few tips to start you on your way.

1. Focus on the INDIVIDUAL.

• Treat each youth's ideas with respect, and help them treat others with respect.

• Identify and recognize each youth's strengths. Every level of the "Personality" curriculum has activities that help youth recognize self worth and uniqueness. As youth do these activities, make a conscious effort to reinforce those unique qualities.

• Listen with your ears and your heart. Use facial expressions, eye contact, and body language that says, "I'm listening, because I know it is important to you."
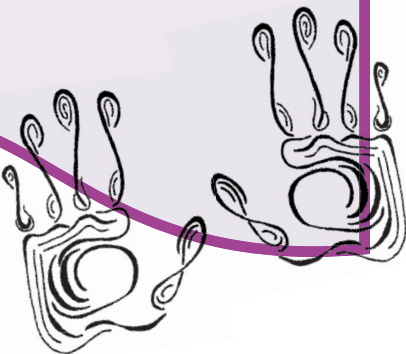
- Take the time to recognize each youth. "I'd like to give a special award to Tyson, who was always willing to stick around and help clean up after meetings."

2. Facilitate SELF-PRAISE.

- Help youth learn how to use self-praise. Self-praise is not bragging. It's comparing your own accomplishments to your past performance. Look at these two examples:
  - Bragging: "I can run faster than anybody else in our group!"
  - Self-praise: "I feel very good about my running skills. I'm improving each day."
- Set an example by saying nice things about yourself.

3. Promote individual RESPONSIBILITY FOR CHOICES.

- Help youth realize that they have control over what gets done. Work with them to develop a time-management plan.

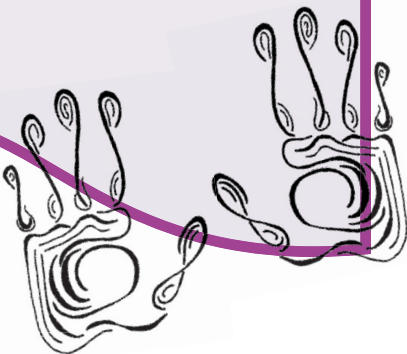## 4. Help youth set REALISTIC GOALS.

- Encourage youth to only take on what they can reasonably accomplish. Don't let them set themselves up for failure by taking on more than they can complete.
- Encourage youth to break down large project goals into smaller steps.

5. Emphasize the POSITIVE.

- Be sure to include behavior when you praise a youth. Do say: "The group really liked the activity you led." "You have some good leadership qualities." Don't only say: "You did a good job."
- Give I-You messages. An I-message contains:
  - a specific behavior or event,
  - the effect that behavior has on the individual, and
  - the feeling that resulted.
  - Example: "I'm so proud of you. You went the extra mile by helping Jennifer and Sara with that activity."
- Begin constructive criticism with a positive message of encouragement.

6. Establish a warm, comfortable ENVIRONMENT.

- Make your project meeting place an inviting place with music playing and activities for youth as they arrive.
- Make every member feel welcome and show that you are glad he or she came.

Interesting Web Links

American Youth Policy Forum
http://www.aypf.org/mission.htm

4-H Centennial
http://www.4hcentennial.org/conversations/main.asp

Channing Bete
http://www.channing-bete.com/positiveyouth/

Child Welfare League of America
http://www.cwla.org/

Cooperative State Research, Education, and Extension Service
http://www.csrees.usda.gov/

Children, Youth and Families Education and Research Network
http://www.cyfernet.org/

Administration for Children & Families
http://www.acf.dhhs.gov/programs/fysb/Resources-YD.htm

Four-Fold Youth Development
http://www.four-h.purdue.edu/fourfold/

The Indiana Youth Institute
http://www.iyi.org/

The Institute for Youth Development
www.youthdevelopment.org

National Human Services Assembly
www.nassembly.org

National Clearinghouse on Family & Youth
http://www.ncfy.com/

National 4-H Council
www.fourhcouncil.edu

National Network for Youth
http://www.nn4youth.org/

National Youth Development Information Center
http://www.nydic.org/nydic/

Search Institute
http://www.search-institute.org/

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