

What Bugs You?

Awareness

Key Concept: Be aware of what bugs you and other people. It is okay to communicate how you feel in a respectful way!

Target Age: 5-10 years

Directions: Kid create a bug (using template and materials) and write in the center what bugs them. They share what bugs them with the group. The group members move to one of four signs that best relates to how they feel about the “bug.”

Example: It bugs me when... someone laughs at my friend; someone gets in line in front of me; I can't eat what I want; I can't play games on my phone.

Materials:

- Copy of bug template printed on card stock, scissors, googly eyes, pipe cleaners, construction paper, markers, glue
- Signs on large piece of paper posted around the room: Agree, Really Agree, Disagree, Strongly Disagree



Sources: Idaho 4-H Healthy Living Teen Advocates



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Negative Comments

Communication & Respect

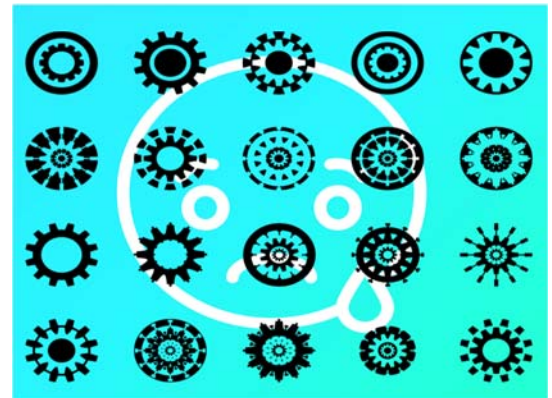
Key Concept: This activity provides an understanding of the impact negative comments can have. Negative comments may affect how we think and make a person feel sad. Once it is said or written, it is hard to take it back. “The damage has already been done.”

Target Age: 11+ years

Directions: Working in small groups (2-3), write a negative statement with toothpaste on a colored piece of paper. Once completed have each group read the statements aloud and then put the toothpaste back in the tube.

Materials:

- Toothpaste, one small tube per group
- Colored paper, card stock works best
- Hand wipes



Adapted from:

- The Great American No Bull Challenge
www.nobullchallenge.org
- Teaching Tolerance, A Project of the Southern Poverty Law Center, www.tolerance.org/exchange/brush-respect



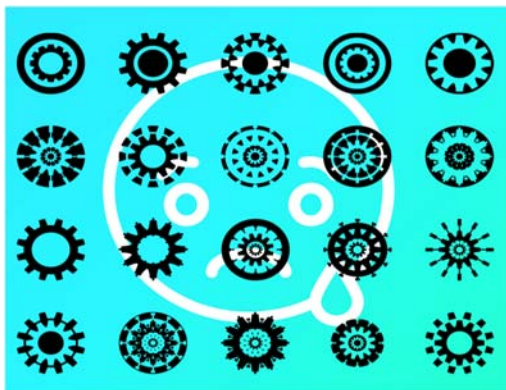
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Negative Comments

Communication & Respect

- ◇ Hispanic students (30%) were significantly more likely than White students (8%) to report they were the victims of teasing or name calling because of their race or ethnic background during the previous 12 months.
- ◇ Female students (38%) were significantly more likely than male students (28%) to have been teased or called names because of their weight, size, or physical appearance during the previous 12 months.

Source: 2017 Idaho Youth Behavior Survey, A Healthy Look at Idaho Youth. Idaho State Department of Education. <https://www.spanidaho.org/uploads/2017-Youth-Risk-Behavior-Survey-Results.pdf>



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What Bugs You?

Awareness

The goal of Healthy People 2020 is to improve the healthy development, safety, and well-being of adolescents aged 10 to 19 years old, 15% of Idaho's population. The success of meeting this goal is measured by the Idaho Youth Risk Behavior Survey (YRBS), a survey that adolescents complete every other year.

- ◇ 35% percent of Idaho students felt so sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities within the previous 12 months.
- ◇ 72% of students reported there is at least one teacher or other adult in their school they can talk to if they have a problem.

Source: 2017 Idaho Youth Behavior Survey, A Healthy Look at Idaho Youth. Idaho State Department of Education. <https://www.spanidaho.org/uploads/2017-Youth-Risk-Behavior-Survey-Results.pdf>



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Cross the Line

Communication & Awareness

Key Concept: It is good to be aware of others feelings and realizing there are others who have similar experiences as you. But you don't want to start out asking personal questions, because they may not want to share information until they know you well.

Target Age: 13+ years

Directions: Stand in a circle, facing inward. A statement is read out loud. If the person likes or agrees with the statement she/he steps forward. Start out by reading simple statements. Step back after each round. Make each statement more challenging.

Example: "I like certain types of food, activities etc.," "I don't like the way my school handles the attendance policy," "My parents are divorced," "I have lost a loved one."

Materials:

- List of statements to share
- Optional, use chairs for each in a circle, facing inward.



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Silent Discrimination

Respect

Key Concept: This activity provides an understanding of the impact nonverbal actions can have on others. The activity also provides an awareness of our own body language and how we communicate with nonverbal gestures.

Target Age: 14+ years

Directions: Each person has a note card taped onto his/her back without looking at it. The notecard has a positive or negative behavior/gesture for others to act towards the person. Everyone mingles with one another, trying to figure out how the others are acting. Regroup after playing the game and see if each person can describe the action on the card.

Examples: Wink at me, roll eyes at me, give me a high five, glare at me, etc.

Materials:

- Note cards
- Tape
- Markers

Source: Adapted from YA4H!, Youth Advocate for Health. Oregon State University Extension. <https://shop4-h.org/products/youth-advocates-for-health-curriculum-teens-as-teachers>



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Silent Discrimination

Respect

Bullying defined by *Eyes on Bullying*:

1. Deliberate—a bully's intention is to hurt someone.
2. Repeated—a bully often targets the same victim again and again.
3. Power Imbalanced—a bully chooses victims he or she perceives as vulnerable.

Forms of Bullying from *Eyes on Bullying*:

- Physical Bullying—poking, pushing, hitting, kicking, beating up.
- Verbal Bullying—yelling, teasing, name-calling, insulting, threatening to harm.
- Relational Bullying—ignoring, excluding, spreading rumors, telling lies, getting others to hurt someone.

Source: The *Eyes on Bullying* Toolkit. 2008. Storey, K., Slaby, R., Adler, M., Minotti, J., & Katz, Education Development Center, Inc. ©. www.eyesonbullying.org/toolkit.html

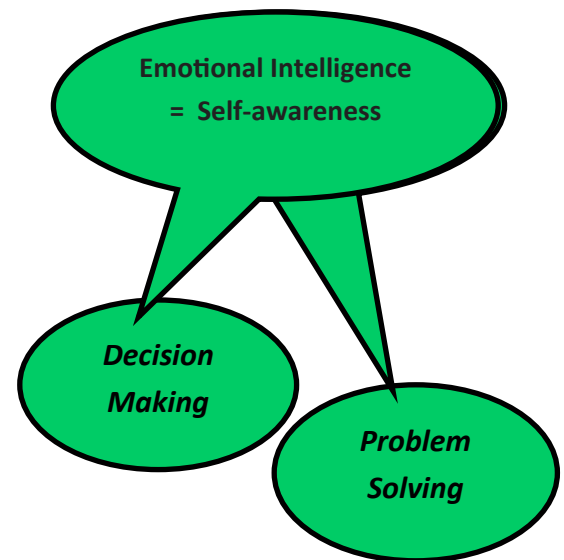


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Cross the Line

Communication & Awareness

“Emotional intelligence includes developing self-awareness and an increased ability to notice and navigate our thoughts and emotions—particularly when we experience stress. As emotional intelligence increases so does our intellectual ability for decision making and problem solving.”



Source: Be SAFE, Safe Affirming & Fair Environments. (2013). Michigan State University Extension. <https://shop4-h.org/products/be-safe-affirming-fair-environments-curriculum>



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Egg Diversity

Awareness

Key Concept: Decorated eggs are a visual representation of how diverse we are; how unique we are. Once cracked open we can see how similar we are. The activity provides an understanding of how appearance does not define us. It is just one aspect of who we are.

Target Age: 8+ years

Directions: Each person decorates an egg to their liking and then shares why they decorated it that way. After everyone has shared the uniqueness of their egg, they will crack the egg into a one bowl. Everyone can see how similar the raw eggs are together.

Materials:

- Eggs (raw), white and brown shells
- Markers
- Bowl
- Trash bag
- Cleaning wipes

Source: End of Bullying,
<http://fundforcivility.org/antibullying/>



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Circle Conversation

Communication & Respect

Key Concept: Teach kids how to start a conversation and keep it going for a minute or longer. Kids learn to put ideas together, and to be patient and respectful to each other.

Target Age: 10+ years

Directions: Form two circles, one inside the other, with the same number of kids who are facing each other. Each pair discusses a specific topic for one-minute, taking turns. After one minute, the inner circle rotates right and the outer circle rotates left. Select a new topic and begin again.

Conversation Starters:

- Describe your pet or a neighbor's pet.
- What school activities do you like best?
- Name 10 vegetables or fruits and share which is your favorite.
- Describe the path you take to school, either walking or on a bus.
- If you could design your own bedroom, what would you have in it?
- Create your own conversation starter.



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Circle Conversation

Communication & Respect

Ways to engage kids in conversation:

- > Initiate conversations with the child. Pick a time and place when there are not noisy or visual distractions. Ask questions about things that matter to the child.
- > Ask divergent, open ended questions.
- > Encourage the child to ask you questions (to make the exchange a true conversation). Praise questions that are thoughtful, on topic, or use language well.
- > Make good eye contact, and ask the child to look at you when she/he is talking to you. This skill requires both self-confidence and self-awareness, and usually takes a great deal of practice and time to do well.
- > Work at having successively longer conversations.

Source: Art of Conversation, www.scholastic.com/browse/article.jsp?id=1439#conversation



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Egg Diversity

Awareness

Idaho's 2017 Population Demographics

- White = 93%
- More than two Races = 2%
- American Indian = 2%
- Black/African American = 1%

Idaho Hispanics are Idaho's largest minority group:

- 13% of the total population
- 18% of K-12 public school students

Roughly 3,900 **American Indian** students were enrolled in Idaho's public K-12 system (2013-14) or 1.3% of the total school enrollment.

Refugees are a subset of immigrants. In 2015 Idaho had 1015 refugees mainly settling in Boise and Twin Falls. More than half of the refugees resettling in Idaho came from African countries (53%), followed by the Near East and South Asia (26%), Europe and Central Asia (10%), East Asia (9%), and Latin America & the Caribbean (2%).

Sources:

- U.S. Census Bureau, Quick Facts, 2017. <https://www.census.gov/quickfacts/fact/table/id/PST045217?#viewtop>
- 2017 Hispanic Profile Data Book for Idaho, The Idaho Commission on Hispanic Affairs in partnership with the University of Idaho's James A. and Louise McClure Center for Public Policy Research.
- American Indian Education. Idaho At a Glance, University of Idaho's James A. and Louise McClure Center for Public Policy Research. June 2016, 7(5).
- Refugees In Idaho. Idaho At a Glance, University of Idaho's James A. and Louise McClure Center for Public Policy Research. November 2016, 7(6).



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Communication Scenarios

Communication

Key Concept: Kids and adults act out a scenario together practicing effective communication strategies. The group shares additional ideas. (Adults may demonstrate first depending on the age group.)

Target Age: 9-18 years (Adapt as needed.)

Directions: Each youth and adult gets a colored scenario card. Matching up colored cards the pair reads the scenario and then acts out a solution in front of the group. Let the youth ask questions if they do not understand the scenario. Make sure youth have support from an adult as they act out the scenarios. After each round the group may offer additional suggestions on the best communication strategies. The adult reinforces the healthiest option and explains.

Time: Several minutes, preventing discussion from turning into rambling. Practice 5-8 scenarios.

Materials: Print a scenario on 2 cards of the same color.

Scenario ideas continue on other side »



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Share a Story

Awareness, Respect, Friendship

Key Concept: Select a story book to read to the group or have the kids read aloud. Talk about the story's main theme: awareness of others, being respectful, helpful or kind, and friendship. These books are suggestions. Check your local library for additional books.

Target Age: 5-11 years

Suggested Books:

- Chrysanthemum,
by Kevin Henkes (grades K-1)
- Peanut Butter and Cupcake,
by Terry Border
- The Invisible Boy,
by Trudy Ludwig
- If Everybody Did,
by Jo Ann Stover
- Have You Filled a Bucket Today?,
by Carol McCloud
- Do Unto Otters, A Book About Manners,
by Laurie Keller
- What If Everybody Did That,
by Ellen Javenick
- Yesterday I Had the Blues,
by Jeron Asford Frame (Grades 2-5)
- Crazy Hair Day,
by Barney Saltzberg (Grades 2-4)
- Danitra Brown Class Clown,
by Nikki Grimes



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Share a Story

Awareness, Respect, Friendship

By exposing children to literature at a young age, not only are language, social, and developmental skills enhanced, but important family foundations are established. Family literacy can work to break the cycle of under-education. Parents and children working together help families build a legacy for future success.

Book clubs are a very popular way of engaging adults. Kids too can have a book club! Basic steps for a children's book club can be found at Kids' Book Club Basics:

- * Welcoming Activity
- * Business/Announcements
- * Book Discussion
- * Extension Activity
- * Book Rating
- * New Book Selection

Sources:

- Kock, J. (2003). Children's Literacy: Children's Books for Healthy Families/Libros de Niños Para Familias Saludables. *Journal of Extension*. 41(2), 2FEA7.
- Kids' Book Club Basics, <http://www.pbs.org/parents/education/reading-language/reading-tips/book-clubs-for-kids/>



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Communication Scenarios

Communication

Scenario Ideas: (Use age appropriate ones.)

- » A big and little sister no longer “hang out” together because the big sister is too busy. The little sister feels sad.
- » A friend came up with a nickname for you but you really don't like it. How do you get the group to not use this nickname?
- » You love to dance but don't have a lot of rhythm. You get embarrassed when you try to dance in front of your friends.
- » You are good at a sport, but you were not picked for the starting team and you don't understand why.



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Body Language

Communication

Key Concept: Communicating with just your face, hands, arms, and posture can say a lot to another person. You want to try and use positive body language and understand how you look to others.

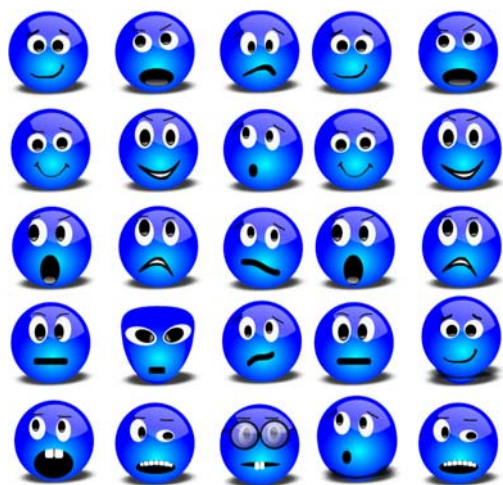
Target Age: 11+ years

Directions: Each person performs the emotion or action on the card in front of the group. The group tries to guess what you are conveying with your posture, use of space, eye movement, face, hands, arms, head, or legs. Discuss the mood or “vibe” that the emotion/action conveys and how to stay positive.

Materials: Cards with an emotion or action.

Emotions: happy, sad, weepy, angry, helpless, strong, surprised, scared, joyful, embarrassed, cheerful, etc.

Actions: glare (narrow eyes); agree (nod head); scowl (lower eye brow); gasp (throw hands over mouth); twitch (raise shoulder); impatient (tap foot), etc.



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Poison Dart Frog

Respect

Key Concept: Friends have positive qualities like respect, trust, and understanding. Be aware of surroundings and the people you surround yourself with. Make sure you are putting yourself into healthy situations. Try surrounding yourself with positive people and friends, not poisonous people.

Target Age: 12+ years

Directions: Get started with asking “What are some positive qualities you look for in a friend?” Ask what are some negative qualities in a friend. Write the positive and negative qualities on white board/poster paper.

Form a circle with one person in the middle (detective). A person on the circle is identified as the Poison Dart Frog (PDF) without the person in the middle knowing. The PDF points or winks at anyone on the circle. That person is hit by a poison dart and steps back, sits down, or crosses arms over chest. The PDF stays active while the detective tries to figure out who the PDF is, turning around, catching the PDF in action. After the PDF is correctly identified briefly discuss the strategies used by the frog and detective.



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Poison Dart Frog

Respect

Help a friend when they need a friend.

Sometimes young people can have a mental health issue, like sadness, depression or anxiety. These conditions are no different than a physical illness. Support from friends and family is very important to a person's recovery. You can make a difference just by understanding and helping your friend throughout the course of his or her illness and beyond.

- Show respect, compassion, and empathy.
- Have conversations and don't change the subject.
- Ask questions, listen to ideas and be responsive.
- Ask what you can do to help.
- Educate people on the facts.

Source: Youth Resources—Mental Health. Idaho Department of Health and Welfare. <http://healthandwelfare.idaho.gov/Medical/MentalHealth/ChildrensMentalHealth/InformationandResourcesforYouth/tabid/482/Default.aspx>



Body Language

Communication

Verbal communication may take on special meanings just by using a different tone of voice or volume.

Non-verbal communication is about body-language—gestures, posture and facial expressions.

Good listening skills are important to communicating both verbally and non-verbally and may include:

- > Repeating what you heard
- > Speaking clearly
- > Checking with others for understanding
- > Responding positively to the speaker
- > Eye contact and positively nodding head



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Mirror Support

Awareness

Key Concept: Boost your own and others' self-image. Regardless of how you see yourself in the mirror, others likely see the positive side of you.

Target Age: 12+ years

Directions: Give each youth a mirror and a blank card. Ask them to look in the mirror and write a description of themselves on a card. Pass out the “compliment card” and tell them not to look at it until everyone has one. Once everyone has a card, count down from 3 and have them hold it up to their forehead and read it while looking in the mirror. After that, have them re-write how they now see themselves based on the positive compliment card.

Example: Youth looks in the mirror and writes ugly; she/he then receives the compliment card. After she/he reads the card in the mirror she/he re-writes a positive word or phrase.

Materials:

- Compliment cards with positive word or phrase
- Blank card or paper
- Pencils
- Mirrors



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Positive Story Telling

Communication

Key Concept: We can have a positive impact on others by the words we use when sharing stories. The group uses storytelling moving from a sad beginning to a positive ending.

Target Ages: 6-10 years

Directions: Give the group a negative starting sentence. Then have them take turns, adding another sentence to build a story, going from a negative beginning to a positive end. While creating the story, the leader will need to guide the group to a happy ending. Be sure all contribute at least one sentence to the story.

Example:

Leader: “Bob has no friends to play with on the playground and he feels very lonely”

Material: Sample of starting sentences to use
Optional—Write the story on white board as it is being told.

Create a story
beginning, middle & end.



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Positive Story Telling

Communication

By exposing children to literature at a young age, not only are language, social, and developmental skills enhanced, but important family foundations are established. Family literacy can work to break the cycle of under-education. Parents and children working together help families build a legacy for future success.

Encouraging daily reading builds healthy children and youth. Reading is a great activity in all 4-H settings. With only 38% of Idaho fourth graders proficient in reading, including reading activities at youth gatherings is one way to build skills.

Sources:

- Kock, J. (2003). Children's Literacy: Children's Books for Healthy Families/Libros de Niños Para Familias Saludables. *Journal of Extension*, 41(2) 2FEA7. <https://joe.org/joe/2003april/a7.php>
- Kids Count 2018. https://www.aecf.org/m/databook/2018KC_profiles_ID.pdf

Create a story
- beginning, middle & end.



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Mirror Support

Awareness

Self-image is made up of how you see yourself and how you feel about yourself. One way to improve your self-image is to try a non-competitive physical activity. A current study in partnership with Oklahoma State University Extension found, "Circuit training provided a noncompetitive environment that allowed students to engage in various physical activities, improving fitness through increased physical activity while not relying on BMI as a motivating factor."

Source: Phelps, J., A. Smith, S. Parker, & J. Hermann. (2016). New Approach to School Health Initiatives: Using Fitness Measures Instead of Body Mass Index to Evaluate Outcomes. *Journal of Extension*, 54 (4) 4TOT5. <https://www.joe.org/joe/2016august/tt5.php>



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Sandwich Shop

Awareness

Key Concept: Everybody has a different way of getting from point A to B and many times it doesn't matter how you get there. What matters most is that you move forward. Explore your thinking processes to move forward by building a sandwich. Sandwiches may look different but they probably have some similar key components.

Target Age: 9+ years

Directions: Give every youth the materials and time to build sandwiches for “a local celebration.” Have the youth write down or draw what would be in their sandwich for this special celebration. Have each youth present what's in their sandwich and why they made it the way they did.

Materials:

- Paper
 - Pencils with erasers
 - Crayons, colored pencils or markers
- Optional*—Provide a large variety of sandwich ingredients and let everyone build a delicious sandwich.



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Big Picture

Communication

Key Concept: Working together you can get to know others and better understand how others think. Working together may help you address barriers you see in the group and lead to creating a big picture.

Target Ages: 9+ years

Directions: An object is selected to be drawn and share with the group. The leader draws a single line on the whiteboard or large sheet of paper. Each youth, using a different colored marker, draws a line segment trying to create the picture. Taking turns the group works until the doodle picture is complete.

Materials:

- Whiteboard or big sheet of paper
- Whiteboard markers or colored markers
- Suggestions of objects for picture



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Big Picture

Communication

Working together requires teamwork and communication skills. Joining a team can build your skills and be great fun. Possible teams to join are:

- Sports
- Music
- Drama & theater
- Science & robotics
- Camp counselors
- Youth program like 4-H & scouts
- Student council
- Youth advisory committee



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Sandwich Shop

Awareness

You can build your “skill sandwich,” helping you get from point A to point B. Practice the “5 Cs” of Positive Youth Development.

Competence: Positive view of one’s actions in specific areas, including social and academic skills.

Confidence: An internal sense of overall positive self-worth and self-efficacy.

Connection: Positive bonds with people and institutions that are reflected in exchanges between the individual and his or her peers, family, school, and community and in which both parties contribute to the relationship.

Character: Respect for societal and cultural norms, possession of standards for correct behaviors, a sense of right and wrong (morality), and integrity

Caring: A sense of sympathy and empathy for others.

By practicing the 5 C’s you are more likely to accomplish *Contribution:* Giving back to self, family, and community.

Source: Lerner, R. M., J.V. Lerner, et al. (2013). The Positive Development of Youth: Comprehensive Findings from the 4-H Study of Positive Youth Development.

<https://4-h.org/wp-content/uploads/2016/02/4-H-Study-of-Positive-Youth-Development-Full-Report.pdf>



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Two Faced Charades

Awareness

Key Concept: Anyone could have a challenging situation in their life. Even if someone may seem to have a normal stable life, there may be more going on that you don't see. This activity helps us realize that everyone may have difficult circumstances that aren't easily seen. It is important not to be quick to judge the people around us.

Target Ages: 10-13 years

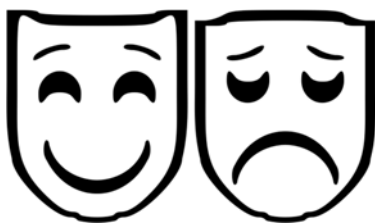
Directions: Take two cards, one yellow and one blue. Act out the scenario on the yellow card first facing the group. Then act out the scenario on the blue card facing away from the group. Can the group understand what the scenarios are? Have a discussion using the follow-up questions.

Follow-up questions:

- > Why do you think it was so hard to tell what the second action was compared to the first?
- > How could you relate this to real life situations?
- > Can you think of anyone in your own life who has more going on than meets the eye?

Materials: Two sets of scenario cards - yellow cards with simple & obvious actions and blue cards with more challenging tasks.

Continue on other side »



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Mask Myself

Awareness

Key Concept: Creating a mask is one way to get children to express the good in themselves and each other, while embracing what makes them all special and unique.

Target Ages: 5-8 years

Directions: Give each child a cut-out mask (template) and let them decorate the mask however they want. An option is to encourage the children to work in pairs helping each other create their mask together.

Reinforce the string hole by putting a piece of tape over the backside of the hole before cutting the slit. Add a piece of string to each side of the mask.

The children can take the mask home and think about how to embrace what makes them unique.

Follow-up questions:

- > What do you like about your mask?
- > What did you notice about other kids' masks (differences and similarities)?
- > What do you see that is special about someone else's mask?

Materials:

- Mask printed on card stock
- String
- Markers, crayons, colored pencils
- Stickers
- Scissors



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Mask Myself

Awareness

What to know about 5-8 years old:

Ages and Stages of Youth
YA4-H! Youth Advocates for Health

Socially they are developing skills in how to be a friend and may have several best friends. They do argue with each other, but can get over those disagreements pretty quickly.

Emotionally they are very focused on themselves and have a hard time understanding things from someone else's point of view. To help them keep a positive attitude be supportive and encouraging, especially when you see they are frustrated. Plan activities that promote success, and focus more on cooperative activities rather than competition.

Intellectually they are concrete thinkers, meaning they base their thinking in reality, not in the abstract. They only work well on one task at a time and are more interested in the process of doing rather than the end result. To help them plan activities with a shorter time frame and that allow them to explore and answer questions if they have them.

Source: Ages and Stages of Youth. YA4-H! Youth Advocates for Health. Oregon State 4-H. http://oregon.4h.oregonstate.edu/sites/default/files/about/pyd/handout_ages_and_stages_of_youth.pdf

Two Faced Charades

Awareness

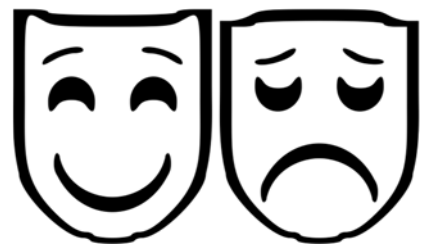
Card Examples:

Yellow Card Scenarios

- Brushing hair
- Brushing teeth
- Jump roping
- Riding a skateboard
- Tying your shoes
- Watching TV
- Petting a dog
- Eating food

Blue Card Scenarios

- Cleaning your room while studying
- Trying to open a bike lock
- Babysitting crying kids
- Talking on the phone and cooking
- Changing a bike tire
- Playing basketball while sick
- Getting to school late and sleep deprived



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