

Targeting Life Skills Model: *Head* —————> *Managing*

Dear Lynn,

I am a parent of a fourth grader who is having difficulty managing his time. Between school, homework, 4-H and soccer, we need some techniques on how to manage everything. Any ideas?

Sincerely, *Juggling Act*

Dear Juggling Act,

The California 4-H Youth Development Program places a great deal of educational emphasis on the development of Life Skills among its members, and the resource we most widely use to do this is the *Targeting Life Skills Model: Training Guide* (1998) by **Patricia A Hendricks**, Ph.D., Extension Youth Development Specialist, Iowa State University. pp. 1 – 95.

The Targeting Life Skills Model uses nine key steps in planning a project or activity.

1. *Topic*: The overall subject matter or theme around which the program will be developed.
2. *Life Skills*: Which life skills will be practiced?
3. *Age/Grade*: What is the appropriate level of delivery?
4. *Desired Impact/Goal*: What will the learners be able to demonstrate after completing the program because of participating in the project meeting?
5. *Key Concepts*: What do learners need/want to learn?
6. *Content Objectives*: What will the learner (be expected to) know after completing the program?
7. *Life Skill Objectives*: What will the learner be able to do after the activity?
8. *Design of the Instructional Plan and Activities*: What do learners need to experience to be able to demonstrate the desired impact?
9. *Identification of Measurable Indicators of Success*: How will you know if the desired learning has taken place?

For youth to gain life skills from the **managing** category, projects and activities should include opportunities to develop the following five life skills:

1. *Goal Setting*: deciding on the purpose or desires result; something to work toward.
2. *Planning/Organizing*: a method for doing something that has been thought out ahead of time; how the parts can be put together.
3. *Wise use of Resources*: using sound judgment; not wasteful; being responsible; setting priorities.
4. *Keeping Records*: recording selected useful information, usually focused for a specific purpose.
5. *Resiliency*: adaptability; the ability to recover after experiencing misfortune or distress; coping with change; overcoming problems and difficulties.

Some specific examples to assist your son in developing the *Managing* life skill include developing opportunities to set short-term goals that are obtainable and can provide a reasonable amount of success, and setting priorities about what is important.

Visit <http://www.extension.iastate.edu/4H/lifeskills/homepage.html> for additional information on the Targeting Life Skills Model.