

TIPPs FOR 4-H

Tennessee's Innovative Programming Priorities

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Life skill outcomes and indicators to guide programming for 4-H clubs and state events.



“When educating the minds of our youth,
we must not forget to educate their hearts.”

DALAI LAMA

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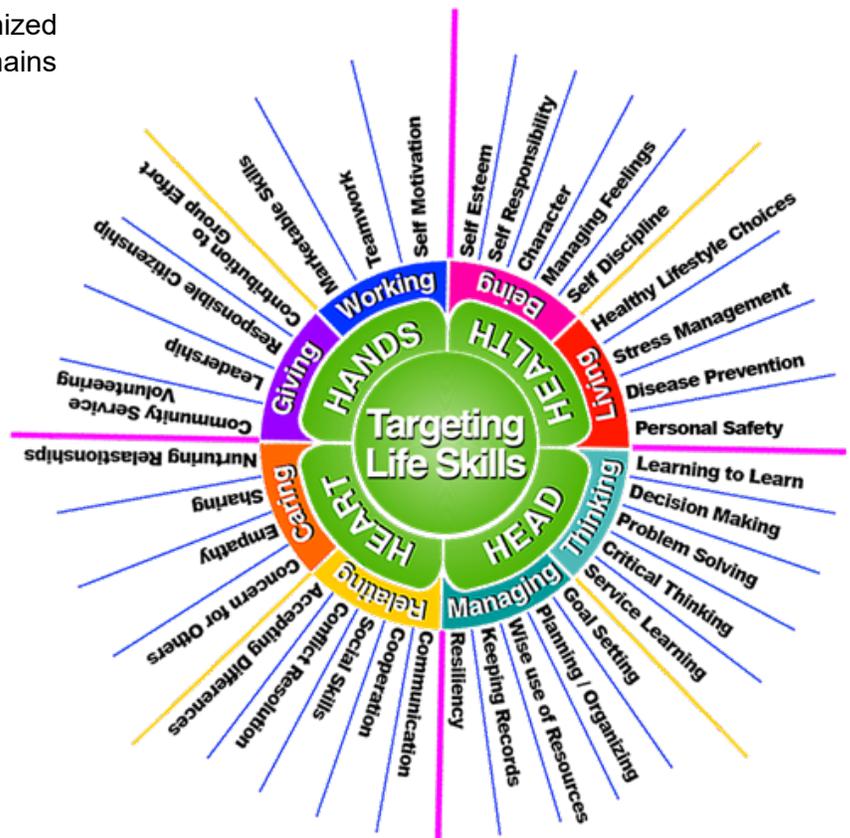
INTRODUCTION

The mission of Tennessee 4-H Youth Development is to provide research-based Extension educational experiences that will stimulate young people to gain knowledge, develop life skills, and form positive attitudes to prepare them to become capable, responsible, and compassionate adults.¹

The foundation of strong curricula is a clear vision of expected student learning outcomes. Tennessee 4-H Youth Development is experiencing a period of growth and transformation, thus creating a need for outcomes-based programming focused on engaging youth in the development of life skills. Previous research has shown that 4-H programming can be effectively leveraged to promote the development of life skills because adolescence is a time in which lifelong habits of mind and behaviors are established.^{2, 3, 4}

THE TARGETING LIFE SKILLS MODEL

The Targeting Life Skills model, seen below, developed by Patricia Hendricks of Iowa State University in 1996, served as the foundation for the development of TIPPs. The life skills and subskills identified in the Targeting Life Skills model were crafted into outcomes and indicators and then organized according to cognitive and affective domains of Bloom’s Taxonomy. These outcomes and indicators were then aligned to grade levels based on developmental stage. TIPPs for 4-H was reviewed by Tennessee 4-H agents, directors, and specialists.⁵



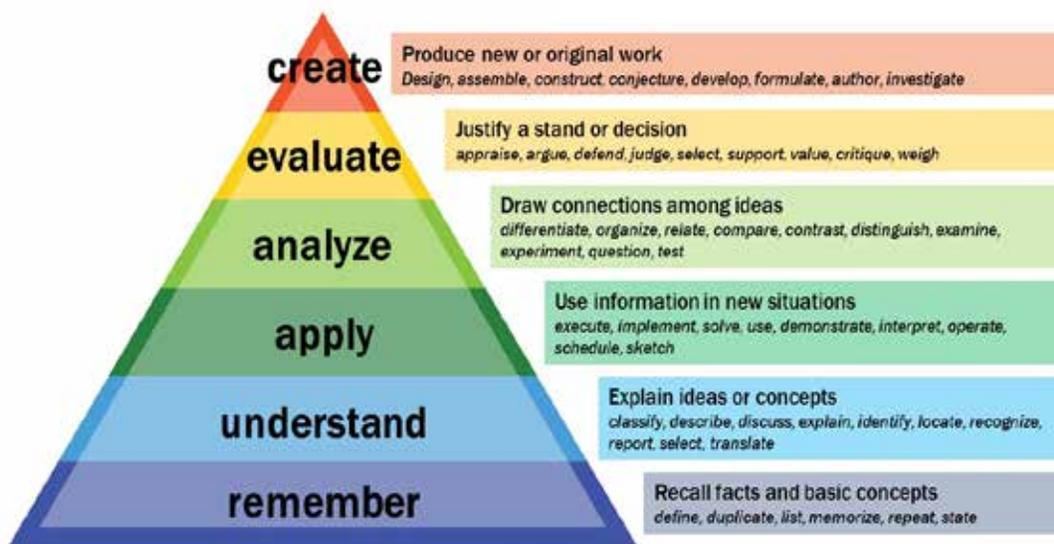
1 4h.tennessee.edu/pages/mission-vision.aspx
2 Cox, K., (1996). Youth leadership development and implications for non-formal educational programming research and literature update. The Ohio State University, February 1996.
3 Leffert, N., Saito, R. N., Blyth, D. A., & Kroenke, C. H. (1996). Making the case: Measuring the impact of youth development programs (ERIC No. ED406505). Minneapolis, MN: Search Institute.
4 Cantrell, J., Heinshon, A. L., & Doeblner, M. K. (1989). Is it worth the costs: Going beyond the local 4-H club. Journal of Extension [On-line], 27 (1). Available at: <https://www.joe.org/joe/1989spring/a4.php>
5 Hendricks, P. (1996). Targeting life skills model: Incorporating developmentally appropriate learning opportunities to assess impact of life skills development. Ames, IA: Iowa State University.

BLOOM'S TAXONOMY

In 1956, Benjamin Bloom along with a team of collaborators published a framework to organize educational objectives. This framework, more commonly known as Bloom's Taxonomy, has been adopted by educators ranging from kindergarten through graduate-level courses at major colleges and universities. Both the Affective and Cognitive Domains of Bloom's were used to develop the TIPPs for 4-H.

Cognitive Domain

The taxonomy defines six levels that allow students to build from lower order thinking skills, such as remembering information, to higher levels, such as creating.



The Affective Domain

The affective domain of Bloom's Taxonomy includes information on how we deal with things emotionally, such as feelings, values, motivations, and attitudes.



DEFINITIONS AND STRUCTURE

In the following pages, you will find outcomes and indicators organized by Head, Heart, Hands, and Health. These outcomes will guide programming for both in-school and out of school clubs. Each outcome is the major goal students are working toward. Indicators are the smaller steps that, when combined, allow students to achieve the outcome. The outcomes and indicators are included in the grade level at which that skill should be mastered, not first introduced. An example of the structure is included below:

AREA

Outcome

- *Indicator*
- *Indicator*
- *Indicator*

Curricular materials aligned to the TIPPS for 4-H model can be found online at 4h.tennessee.edu under the Clubs tab.

ASSESSING STUDENT MASTERY

Each of the outcomes included in TIPPS for 4-H has measurable indicators that will aid in the assessment of the outcome as a whole. Lesson plans written to help teach these skills will have assessments built in to allow you to gauge your student's mastery of the concept.



4th Grade

HEAD

Understand what it means to be a 4-H member.



- *Participate in 4-H club meetings by saying pledges, completing activities, and being engaged*
- *Recite the 4-H pledge from memory.*
- *Identify at least 4 project areas to consider as a project area for future 4-H work.*
- *Identify at least 1 appropriate goal for the year related to 4-H and work to meet that goal.*

HEART

Improve communication skills and develop a sense of belonging.



- *Greet others and make introductions.*
- *Actively listen to what others are saying; be able to restate or summarize what has been said.*
- *Follow instructions.*
- *Accept “no” answers.*

HANDS

Demonstrate the characteristics of leadership, citizenship, and teamwork.



- *See the perspective of others and their value by summarizing others points of view.*
- *Gather relevant information for decision-making.*
- *Communicate information effectively about a given topic.*

HEALTH

Demonstrate characteristics of good character.



- *Understand the importance of valuing oneself by making “I matter because...” statements.*
- *Choose for oneself between right and wrong by explaining one’s choice for a given situation.*
- *Recognize a feeling as it happens to oneself; be aware of one’s mood and one’s thoughts about that mood by stating this to others.*
- *Show use of good judgment.*

HEAD

Understand what it means to be a 4-H member.



- *Participate in 4-H club meetings by saying pledges, completing activities, and being engaged.*
- *Select at least one project area in which to focus future 4-H participation.*
- *Communicate information learned from a specific project area to the larger 4-H club.*
- *Identify at least one goal as an individual and the tasks or steps necessary to meet that goal.*

HEART

Improve communication skills and develop a sense of belonging.



- *Use good manners.*
- *When reading, consider ideas, thoughts, information, or messages that have been written.*
- *Be able to verbalize one's own uniqueness and specialness.*

HANDS

Demonstrate the characteristics of leadership, citizenship, and teamwork.



- *Define issues of a given problem or situation.*
- *Speak clearly and effectively in group settings.*
- *As part of a group, identify and agree on a common task (set a goal).*
- *Divide a team task by identifying contributions by each person.*

HEALTH

Demonstrate characteristics of good character.



- *Express one's feelings appropriately and in proportion to circumstance.*
- *Recognize emotions in others; be sensitive to what others need or want.*
- *Describe one's personal values (what one considers important) and societal expectations.*
- *Understand one's ability, strengths, and limitations.*

6th Grade

HEAD THINKING

Learn to form ideas, make decisions, and think critically.



- *Understand the meaning of the information.*
- *Understand the methods and skills for learning.*
- *Use the senses to gain new information or find new ways to use information.*
- *Identify/clearly define a problem or situation.*

MANAGING

Wisely use resources to achieve a purpose.



- *Identify the parts, steps, and necessary sequence or order to achieve a goal.*
- *Make an action plan to achieve a goal.*
- *Follow a plan to achieve a goal.*
- *Manage time, including wise use of leisure time for enjoyment; balancing work time and play time.*

HEART RELATING

Establish connections with others that are wholesome and meaningful.



- *Use appropriate social skills to interact in group settings.*
- *Understand why knowledge of different cultural, racial, and ethnic groups are important.*
- *Send and receive information using speech, writing, gestures, and artistic expression.*
- *Clearly state your needs and feelings to others.*

CARING

Show understanding, kindness, concern, and affection for others.



- *Involve oneself in helping others; demonstrate concern.*
- *Share emotionally significant experiences with two or more people.*
- *Form a connection with two or more people that contributes to their mutual well-being, each providing care and attention to the other person.*
- *Develop a sense of belonging with others.*

HANDS GIVING

Demonstrate social responsibility and citizenship through organizing, giving, and action.



- *Understand entitlements and privileges of citizenship including voting, protection, participation in government, etc.*
- *Make use of personal talents and skills.*
- *Show motivation and motivate others.*
- *Demonstrate internal, not external reward when serving others by expressing value gained.*

WORKING

Use skill, effort, or ability to accomplish a goal.



- *Use basic reading, writing, arithmetic, and mathematical skills.*
- *Accept responsibility for one's part of a shared task.*
- *Make the needed effort to carry out a task or a plan.*
- *Coordinate the interaction to complete the task (work together).*

HEALTH LIVING

Select a way of living that is in accordance with sound condition of body, mind, and prevention of disease and injury.



- *Understand the meaning of stress.*
- *Recognize the signs of stress.*
- *Identify causes of good and bad stress.*
- *Know how the human body functions.*

BEING

Consistently demonstrate characteristics of healthy well-being.



- *Demonstrate control of self and one's conduct in line with moral character (what is right and wrong).*
- *Learn about oneself from relationships with others.*
- *Demonstrate courage and an openness to new life experiences by sharing examples from one's personal life.*
- *Handle one's own feelings so they are expressed appropriately.*

7th Grade

HEAD

THINKING

Learn to form ideas, make decisions, and think critically.



- *Use processes such as self-monitoring to help ensure information is retained.*
- *Use the learned information in new situations, to solve problems, or to change one's behavior.*
- *Identify possible solutions to a problem or situation.*
- *Consider priorities, resources, needs, interests for a given problem or situation.*

MANAGING

Wisely use resources to achieve a purpose.



- *Consider the total situation when viewing a project.*
- *Assign a person to be responsible, design a timeline, and identify resources required to accomplish the parts or steps.*
- *See the difficulties as a problem that can be endured or resolved.*
- *Use flexibility to adapt to changing situations.*

HEART

RELATING

Establish connections with others that are wholesome and meaningful.



- *Understand the feelings or perspectives of others.*
- *Give and receive feedback about an issue or conflict.*
- *Respond appropriately to communications from others.*
- *Interact with others and behave in the accepted manner or customs of the society in which they live.*

CARING

Show understanding, kindness, concern, and affection for others.



- *Demonstrate sensitivity to others' situations and their well-being.*
- *Be sensitive to or identify with another person's situation, feelings, or motives.*
- *Form a connection with two or more people that contributes to their mutual well-being, each providing care and attention to the other person.*
- *Keep in touch with others.*

HANDS**GIVING**

Demonstrate social responsibility and citizenship through organizing, giving, and action.



- *Understand obligations of citizenship.*
- *Participate in community events.*
- *Demonstrate the ability to communicate a vision for a given problem or situation.*
- *Realize personal growth and understanding when serving others.*

WORKING

Use skill, effort, or ability to accomplish a goal.



- *Make appropriate use of equipment, tools, and technology.*
- *Demonstrate self-understanding in relation to career choices by identifying career clusters in which they are interested.*
- *Take initiative—the steps necessary to begin or follow through with a plan or task.*
- *Evaluate career opportunities.*

HEALTH**LIVING**

Select a way of living that is in accordance with sound condition of body, mind, and prevention of disease and injury.



- *Identify personal stressors.*
- *Identify support persons to help with stressful solutions.*
- *Understand that disease spreads when we do not practice good sanitation.*
- *Practice cleanliness and self-protection measures, such as Universal Precautions and handwashing.*

BEING

Consistently demonstrate characteristics of healthy well-being.



- *Demonstrate control before acting in a hurtful or harmful way by giving examples of a time when they have done so.*
- *Demonstrate the ability to experience success.*
- *As part of a group, identify and agree on a common task.*
- *Demonstrate reliability; that one can be depended on.*

8th Grade

HEAD

THINKING

Learn to form ideas, make decisions, and think critically.



- *Support the efforts of others to learn.*
- *Communicate accurate information on a given topic to someone else.*
- *Specify goals and constraints (limits) for a given problem.*
- *Plan a strategy for a given problem or situation; set a goal and determine ways to reach it.*

MANAGING

Wisely use resources to achieve a purpose.



- *Determine the purpose of a specific type of record when recordkeeping for a project.*
- *Choose an appropriate method or plan for recording information (narrative, list, chart, diagram, outline, video, enumeration, portfolio).*
- *Select information to include when recording information relevant to a project or task.*
- *Allocate a supply to last a given length of time.*

HEART

RELATING

Establish connections with others that are wholesome and meaningful.



- *Control impulses and irrational behavior, particularly when in conflict or disagreement by giving examples of how you have done so in the past.*
- *Speak up for your rights.*
- *Have positive experience with those who are different from oneself.*
- *Plan, organize, and present a speech.*

CARING

Show understanding, kindness, concern, and affection for others.



- *Demonstrate empathy—the capacity for sharing or understanding the feelings of another; compassion.*
- *Identify with and understand another’s situation, feelings, and motives.*
- *Form a connection with two or more people that contributes to their mutual well-being, each providing care and attention to the other person.*
- *Share some interests and goals with others.*

HANDS**GIVING**

Demonstrate social responsibility and citizenship through organizing, giving, and action.



- *Demonstrate loyalty to one's place of residence (city, state, country).*
- *Participate in community events.*
- *Use personal influence to guide the group in reaching its goal.*
- *Donate one's time and/or effort of one's own free will for the benefit of the group without guarantee of reward.*

WORKING

Use skill, effort, or ability to accomplish a goal.



- *Communicate effectively.*
- *Understand social, organizational and technological systems related to careers.*
- *Demonstrate perseverance.*
- *Evaluate career opportunities.*

HEALTH**LIVING**

Select a way of living that is in accordance with sound condition of body, mind, and prevention of disease and injury.



- *Give examples of the physical and emotional consequences of stress.*
- *Identify ways to manage stress positively.*
- *Set goals to reduce, and actually reduce stress in one's life.*
- *Practice cleanliness and self-protection measures, such as Universal Precautions and handwashing.*

BEING

Consistently demonstrate characteristics of healthy well-being.



- *Demonstrate characteristics of good character: accepting, compassionate, respect, dignity, honesty, humility, social justice.*
- *Demonstrate self-confidence.*
- *Demonstrate a proper regard for oneself as a human being; value oneself; a feeling of ability to cope, learn to accept and life oneself.*
- *Demonstrate the capacity of making moral and rational decisions.*

9th Grade

HEAD THINKING

Learn to form ideas, make decisions, and think critically.



- *Judge the value of information for a given purpose.*
- *Be able to break down information about a given problem into parts.*
- *Apply information to problem solving and to helping others.*
- *Actively participate in organized service experiences that meet actual community needs.*

MANAGING

Wisely use resources to achieve a purpose.



- *Budget income; engage in comparison shopping.*
- *Enter the information for accounting on a specific project and any explanation.*
- *Practice good interpersonal relationships by actively participating as a group or team member.*
- *Demonstrate a variety of interests and goals.*

HEART RELATING

Establish connections with others that are wholesome and meaningful.



- *Interact with others and behave in the accepted manner or customs of the society in which they live.*
- *Accurately interpret nonverbal communication such as body language and gestures.*
- *Interact effectively with others.*
- *Develop strategies for compromising and problem-solving within a group.*

CARING

Show understanding, kindness, concern, and affection for others.



- *Be able to accept expressions of concern from others.*
- *Contribute to the well-being of others.*
- *Experience another's emotional state without pity or judgment by restating the emotional state.*
- *Demonstrate the ability to feel included and a sense of belonging.*

HANDS**GIVING**

Demonstrate social responsibility and citizenship through organizing, giving, and action.



- *Demonstrate respect in response to duties, rights, and privileges as a member of a community or country.*
- *Help group set and achieve goals.*
- *Share responsibility for accomplishing the goal.*
- *Make a difference in the lives of others.*

WORKING

Use skill, effort, or ability to accomplish a goal.



- *Demonstrate the ability to learn, reason, think creatively, make decisions, and problem solve.*
- *Work independently of supervision (self-starter).*
- *Acquire, communicate, organize, use and evaluate information.*
- *Share accomplishments related to group efforts.*

HEALTH**LIVING**

Select a way of living that is in accordance with sound condition of body, mind, and prevention of disease and injury.



- *Direct or have control over physical or mental strain and pressure, or one's reaction to it; coping with change.*
- *Avoid unhealthy attachments—cliques, bullying.*
- *Understand the importance of using tested medications as prescribed by a physician.*
- *If a driver, practice safe driving skills if applicable; avoid riding with unsafe drivers or being a distraction as a passenger.*

BEING

Consistently demonstrate characteristics of healthy well-being.



- *Build interpersonal skills for emotional health.*
- *Demonstrate reliability; that one can be depended on.*
- *Show skill in managing one's own emotions and those of others when interacting.*
- *Adhere to a code of values or ethical principles.*

10th Grade

HEAD

THINKING

Learn to form ideas, make decisions, and think critically.



- *Consider risks and appraise alternatives to a given problem.*
- *Compare and select the best alternative for a given problem.*
- *Examine your reaction—How do I really feel about what is being said or done?*
- *Interact with an interested adults to implement a service project.*

MANAGING

Wisely use resources to achieve a purpose.



- *See a purpose for one's own life.*
- *Use information to make a determination, decision, or judgment.*
- *Evaluate the results of a plan implemented to achieve a goal.*
- *Revise the plan if the intended goal was not met.*

HEART

RELATING

Establish connections with others that are wholesome and meaningful.



- *Engage in meaningful conversation with others.*
- *Accept responsibility for one's own actions by admitting when you have made a mistake.*
- *Act together for a common purpose of mutual benefit.*
- *Find and apply creative and nondestructive ways to resolve differences between two or more persons.*

CARING

Show understanding, kindness, concern, and affection for others.



- *Be able to accept expressions of concern from others.*
- *Contribute to the well-being of others.*
- *Experience another's emotional state without pity or judgment by restating the emotional state.*
- *Demonstrate the ability to feel included and a sense of belonging.*

HANDS**GIVING**

Demonstrate social responsibility and citizenship through organizing, giving, and action.



- *Lead group problem solving.*
- *Facilitate group interactions.*
- *Contribute to the common good, something bigger than self.*
- *Involve other people in group decisions in meaningful ways.*

WORKING

Use skill, effort, or ability to accomplish a goal.



- *Demonstrate the ability to learn, reason, think creatively, make decisions, and problem solve.*
- *Work independently of supervision (self-starter).*
- *Acquire, communicate, organize, use and evaluate information.*
- *Design or improve systems related to a given problem.*

HEALTH**LIVING**

Select a way of living that is in accordance with sound condition of body, mind, and prevention of disease and injury.



- *Anticipate and ward off conditions that keep the body from functioning normally, such as infection or stress that impairs normal physiological functioning.*
- *Avoid situations that might put one at risk—weapons, walking alone at night, etc.*
- *Understand the importance of using tested medications as prescribed by a physician.*
- *If a driver, practice safe driving skills; avoid riding with unsafe drivers and avoid distracted driving.*

BEING

Consistently demonstrate characteristics of healthy well-being.



- *Gain acceptance among peers by actively engaging in teams and group activities.*
- *Take care of oneself; be accountable for one's behavior and obligations.*
- *Show skill in managing one's own emotions and those of others when interacting.*
- *Adhere to a code of values or ethical principles.*

11th Grade

HEAD

THINKING

Learn to form ideas, make decisions, and think critically.



- *Given a specific problem and set of solutions, choose an alternative to implement.*
- *Generate alternatives for a given problem.*
- *Consider alternative responses and opposing viewpoints: Based on what I know, is the statement true?*
- *Plan a service opportunity with school, club, and community representatives.*

MANAGING

Wisely use resources to achieve a purpose.



- *Display attitudes of hope or persistence (keep trying).*
- *Use information to make a determination, decision, or judgment.*
- *Use people's energy or expertise efficiently.*
- *Conserve resources available in the environment by consistently recycling paper and plastic.*

HEART

RELATING

Establish connections with others that are wholesome and meaningful.



- *Be sensitive to thoughts and feelings of others.*
- *Adapt well to one's social environment.*
- *Engage in discussion and controversy that produces results.*
- *Mediate to resolve or settle issues between two parties.*

CARING

Show understanding, kindness, concern, and affection for others.



- *Be able to accept expressions of concern from others.*
- *Contribute to the well-being of others.*
- *Experience another's emotional state without pity or judgment.*
- *Demonstrate the ability to feel included and a sense of belonging.*

HANDS**GIVING**

Demonstrate social responsibility and citizenship through organizing, giving, and action.



- *Assist the group in meeting its goals by showing or directing along the way.*
- *Work well with people and groups; understand group processes/functioning.*
- *Demonstrate self-confidence.*
- *Empower others and share leadership.*

WORKING

Use skill, effort, or ability to accomplish a goal.



- *Demonstrate the ability to learn, reason, think creatively, make decisions, and problem solve.*
- *Demonstrate personal work ethic.*
- *Acquire, communicate, organize, use and evaluate information.*
- *Work well with people from culturally diverse backgrounds.*

HEALTH**LIVING**

Select a way of living that is in accordance with sound condition of body, mind, and prevention of disease and injury.



- *Take care to avoid danger, risk, or harm; self-protection; being cautious, careful; physically and emotionally safe.*
- *Practice refusal skills related to dangerous or risky behaviors.*
- *Understand the importance of using tested medications as prescribed by a physician.*
- *If a driver, practice safe driving skills; avoid riding with unsafe drivers.*

BEING

Consistently demonstrate characteristics of healthy well-being.



- *Gain control over one's life or situation; belief that one can succeed.*
- *Exercise personal accountability without supervision.*
- *Demonstrate moral strength; integrity, fortitude.*
- *Adhere to a code of values or ethical principles.*

12th Grade

HEAD

THINKING

Learn to form ideas, make decisions, and think critically.



- *Evaluate the results of the implementation of a solution to a given problem: Is the problem solved?*
- *Integrate parts of information from different sources to form a whole.*
- *Decide among the alternatives—What implications does this decision have for me and my future? Am I willing to use this information in making decisions?*
- *Demonstrate empathy, tolerance, perspective, accountability, responsibility, self-esteem, and leadership in service learning experiences.*

MANAGING

Wisely use resources to achieve a purpose.



- *Communicate a sense of self-worth.*
- *Use information to make a determination, decision, or judgment.*
- *Use people's energy or expertise efficiently.*
- *Conserve resources available in the environment by consistently recycling paper and plastic.*

HEART

RELATING

Establish connections with others that are wholesome and meaningful.



- *Disagree appropriately; seek to resolve conflict nonviolently.*
- *Build and maintain trust with others.*
- *Welcome and participate in the opportunities that diversity offers.*
- *Respect the rights of others.*

CARING

Show understanding, kindness, concern, and affection for others.



- *Be able to accept expressions of concern from others.*
- *Contribute to the well-being of others.*
- *Experience another's emotional state without pity or judgment.*
- *Demonstrate the ability to feel included and a sense of belonging.*

HANDS**GIVING**

Demonstrate social responsibility and citizenship through organizing, giving, and action.



- *Preside over meetings that are productive.*
- *Create a caring environment.*
- *Have personal values and traits of good character (trustworthy, responsibility, self-motivated, understand self).*
- *Delegate responsibilities.*

WORKING

Use skill, effort, or ability to accomplish a goal.



- *Demonstrate the ability to learn, reason, think creatively, make decisions, and problem solve.*
- *Exhibit personal qualities of responsibility, discipline, honesty, sociability, and self-esteem.*
- *Acquire, communicate, organize, use and evaluate information.*
- *Inspire oneself to make the necessary effort to stimulate action.*

HEALTH**LIVING**

Select a way of living that is in accordance with sound condition of body, mind, and prevention of disease and injury.



- *Take care to avoid danger, risk, or harm; self-protection; being cautious, careful; physically and emotionally safe.*
- *Select a way of living that is in accord with sound condition of body and mind, prevention of disease and injury.*
- *Understand the importance of using tested medications as prescribed by a physician.*
- *If a driver, practice safe driving skills; avoid riding with unsafe drivers.*

BEING

Consistently demonstrate characteristics of healthy well-being.



- *Gain control over one's life or situation; belief that one can succeed.*
- *Answer for one's own actions.*
- *Demonstrate moral strength; integrity, fortitude.*
- *Adhere to a code of values or ethical principles.*

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