

Missouri 4-H

Missouri learning standards for school-based programming

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Please view [Missouri Learning Standards for 4-H Curriculum](#)s for a complete list of all 4-H curriculums suggested by Missouri 4-H and a their Missouri Learning Standards.

Missouri 4-H Curriculum Foundations

4-H Thriving Model

In Missouri 4-H, we envision a world in which youth and adults learn, grow, and work together for positive change. Our mission is to engage youth as valued, contributing members of their communities in partnership with caring adults. Our work is guided by the 4-H Thriving Model of Positive Youth Development, built upon the most current research. Through 4-H, youth explore their greatest interests, in settings where they know they belong, and with the support of developmental youth-adult relationships. Research suggests that greater levels of involvement in these quality 4-H programs help youth orient towards bright, successful futures!

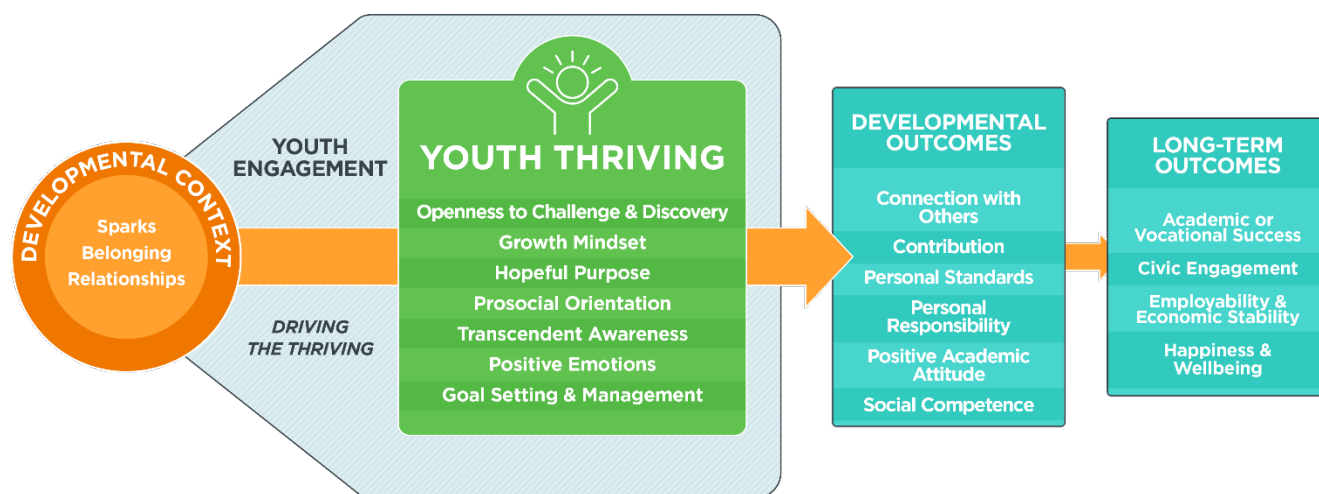
Emerging research that suggests thriving is central to a young person's long-term success, and 4-H offers unparalleled opportunities to achieve this. Through 4-H, youth explore their greatest interests, in settings where they know they belong, and with the support of developmental youth-adult relationships. Research suggests that greater levels of involvement in these quality 4-H programs help youth orient towards bright, successful futures!

4-H programs done well help youth thrive by...

Sparks: Providing opportunities for youth to explore their interests and passions—their spark!

Belonging: Creating environments where unique ideas and abilities of every young person are valued.

Developmental Relationships: 4-H relationships are about trust, mutual warmth, and respect. Youth and adults work together, and everyone grows from the experience.



Experiential Learning

Experiential Learning helps us get the most out of an activity. Reflecting the 4-H motto, “Learn by Doing,” it works by actively engaging the learner in the process of understanding what is learned.

It’s not enough to convey information. Experiential learning guides the learner to understand what is being taught, see its relevance, and to apply this new knowledge to their life.

Accomplishing this takes five steps.

1. **EXPERIENCE:** Note the model begins with ACTION, not long-winded instruction. Keep directions to a minimum. When the learner is encouraged to learn by doing, rather than being told or shown how, a wide variety of life skills can be practiced.

The facilitator’s challenge is to “sit on their hands” as much as possible during this step. Many times, you will hear “We figured this out all by ourselves!”

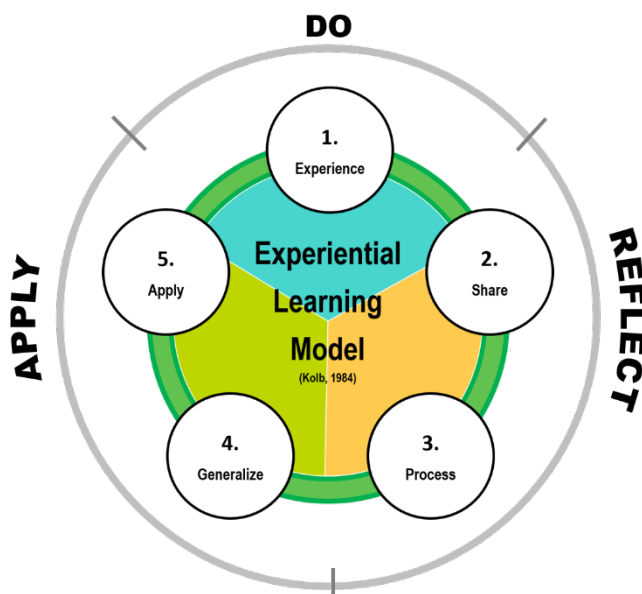
2. **SHARE:** Sharing is simply asking things like, “What did you do?” “What happened?” “What did you see?” “What did it feel like?” and “Was this fun?” It’s not the time for analysis. That comes next, so this part is short.
3. **PROCESS:** The questions and discussion now become more focused on analyzing the experience. What did you observe? Did you develop any strategies? What are some other approaches you could have tried? Explore common themes that emerge from this part of the discussion. Guide the conversation towards the key teaching points. Questions about teamwork, communication skills are often appropriate here.
4. **GENERALIZE:** In this step the learner starts to relate the new knowledge to their lives. When else might you find yourself in a similar situation? Does this ever happen in other parts of your life? Where do you notice this?

The point is to realize this activity is not the first time they have had this experience, and that what they just experienced has relevance to their lives.

5. **APPLY:** This is the key to everything, as the discussion turns to how the learner will use this knowledge next time.

How can you use this at school? The next time you’re in that kind of situation at work, what will you do differently? What new things will you consider the next time you have to make this kind of decision?

Open-ended questions are key, as the learner’s own insights create understanding that what was just learned was useful and how it was useful.



4-H Student Nutrition Advisory Council (SNAC)

iCook 4-H (ages 9-10)

ACTIVITY	DESCRIPTION	ENGLISH LANGUAGE ARTS	HEALTH	PHYSICAL EDUCATION
Session 1: Getting Off to a Great Start	Youth will prepare a fruit snack and practice culinary skills such as washing fruits and vegetables, proper and safe knife skills, measuring and using a cutting board. Youth will participate in a getting to know you "Circle Game."	Apply research process to take simple notes in own words and sort evidence into provided categories or organizer. 3.W.3.A.f.		Recognize the components of health-related fitness (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition). 3.PA.1.A.a.
Session 2: Tools of the Trade	Youth will prepare a healthy snack and identify basic equipment used in food preparation. Youth will participate in a "Find it Flash Cards" game.	Apply research process to take simple notes in own words and sort evidence into provided categories or organizer. 3.W.3.A.f.		Recognize the components of health-related fitness (cardio Respiratory endurance, muscular strength and endurance, flexibility, and body composition). 3.HM.1.A.a.
Session 3: Keeping it Cool in the Kitchen	Youth will identify and understand the importance of food safety principles and make two smoothie recipes. Youth will assess heart rate at different levels of physical activity.	Apply research process to take simple notes in own words and sort evidence into Provided categories or organizer. 3.W.3.A.f.	Illustrate proper food safety procedures. 1.ME.2.D.a	Identify the difference Between anaerobic and aerobic activities. 4.HM.1.C.a.
Session 4: The Art of Meal Planning	Youth will learn to roast vegetables and learn to use MyPlate for meal planning. Youth will identify examples of active play.	Apply research process to take simple notes in own words and sort evidence into provided categories or organizer. 3.W.3.A.f.	Identify healthy food choices in each of the five food groups (sorting play food or pictures into food groups). 2.ME.2.A.a	Identify benefits of regular participation in a variety of activities. 3.HM.1.B.a.
Session 5: Supermarket Smarts	Youth will prepare a recipe using canned and fresh fruits and used food labels to make healthier choices. Youth will understand the importance of stretching.	Apply research process to take simple notes in own words and sort evidence into provided categories or organizer. 3.W.3.A.f.	Examine food labels to determine nutrients in a product. 5.ME.2.C.a	Recognize appropriate warm-up, cool- down, and flexibility activities and the importance of each to injury prevention. 3.HM.3.A.a

ACTIVITY	DESCRIPTION	ENGLISH LANGUAGE ARTS	HEALTH	PHYSICAL EDUCATION
Session 6: Family Meals- Eating Together	Youth will understand how to stir-fry foods and identify proper reheating temperature of foods. Youth will identify healthy downtime activities.	Apply research process to take simple notes in own words and sort evidence into provided categories or organizer. 3.W.3.A.f.	Identify healthy food choices in each of the five food groups (sorting play food or pictures into food groups). 2.ME.2.A.a	
Session 7: Building a Balance: Protein and Spices	Youth will identify non-meat sources of protein. Youth will identify every day activities that promote building muscles.	Apply research process to take simple notes in own words and sort evidence into provided categories or organizer. 3.W.3.A.f.	Recognize the major muscles of the muscular system. 3.FS.1.B.a	
Session 8: iCook 4-H Program Wrap-up	Youth will complete the post-program survey. Youth will play a game that incorporates items learned.		Identify how family, friends, and culture can influence personal health practices and decisions. 5.FS.2.A.a	

Kids in the Kitchen (Level A, ages 6-9)

Activity	Description	English Language Arts	Health
Kitchen Sense: Contaminated Sandwich	Youth will recognize unsafe food preparation techniques.		Recognize how germs are spread and apply practices to reduce germs in our community. K.ME.2.D.a
Kitchen Sense: Sticky Germs	Youth will wash their hands properly.		<p>Illustrate proper food safety procedures. 1.ME.2.D.a</p> <p>Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands). 2.RA.1.A.b</p>
Kitchen Sense: Food Group Funny Face	Youth will determine safety rules for working in the kitchen and prepare a healthy recipe.	Develop and apply effective listening skills and strategies in formal and informal settings by following two-step instructions, according to classroom expectations. 1.SL.1.A.c	<p>Illustrate proper food safety procedures. 1.ME.2.D.a</p> <p>Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands). 2.RA.1.A.b</p>
The Incredible, Edible Food Groups	Youth will identify foods from each of the five food groups.		Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating. 1.ME.2.A.b
The Incredible, Edible Food Group Parfait	Youth will prepare a healthy snack using foods from the food groups.	Develop and apply effective listening skills and strategies in formal and informal settings by following two-step instructions, according to classroom expectations. 1.SL.1.A.c	<p>Illustrate proper food safety procedures. 1.ME.2.D.a</p> <p>Identify a healthy snack from each food group. 2.ME.2.B.a</p>
Rice is Nice	Youth will identify foods from the Grain Group.		Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating. 1.ME.2.A.b
Rice is Nice: Measure it Right	Youth will measure ingredients correctly.		
Rice is Nice: Pizza Cake	Youth will prepare a healthy recipe using whole grains and use safe cooking techniques with the microwave, toaster and conventional oven.	Develop and apply effective listening skills and strategies in formal and informal settings by following two-step instructions, according to classroom expectations. 1.SL.1.A.c	<p>Illustrate proper food safety procedures. 1.ME.2.D.a</p> <p>Identify a healthy snack from each food group. 2.ME.2.B.a</p>
I'll Eat These Veggies	Youth will identify foods from the Vegetable Group.		Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating. 1.ME.2.A.b
I'll Eat These Veggies: Go Eat a Plant!	Youth will identify the different parts of plants that are eaten as vegetables.		Recognize that foods come from plant and animal sources and provide the body with fuel. 1.ME.2.A.a

Activity	Description	English Language Arts	Health
I'll Eat These Veggies: Ants on a Log	Youth will handle knives safely, and they will prepare a healthy recipe using vegetables.	Develop and apply effective listening skills and strategies in formal and informal settings by following two-step instructions, according to classroom expectations. 1.SL.1.A.c	Illustrate proper food safety procedures. 1.ME.2.D.a Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands). 2.RA.1.A.b
Did You Ever See a Kiwi?	Youth will identify foods from the Fruit Group.		Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating. 1.ME.2.A.b
Did You Ever See a Kiwi?: Yo-fruit	Youth will prepare a healthy recipe using fruit and handle knives and peelers safely.	Develop and apply effective listening skills and strategies in formal and informal settings by following two-step instructions, according to classroom expectations. 1.SL.1.A.c	Illustrate proper food safety procedures. 1.ME.2.D.a Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands). 2.RA.1.A.b
Ole' Beans Ole'	Youth will identify foods from the Protein Foods Group.		Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating. 1.ME.2.A.b
Ole' Beans Ole': Ole' frijoles dip	Youth will prepare a healthy recipe using beans, use hot pads to handle hot foods and identify safe storage methods for foods in this group.	Develop and apply effective listening skills and strategies in formal and informal settings by following two-step instructions, according to classroom expectations. 1.SL.1.A.c	Illustrate proper food safety procedures. 1.ME.2.D.a Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands). 2.RA.1.A.b
Does It Taste the Same?	Youth will identify foods from the Dairy Group.		Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating. 1.ME.2.A.b
Does It Taste the Same?: Very berry blast	Youth will prepare a healthy recipe using milk.	Develop and apply effective listening skills and strategies in formal and informal settings by following two-step instructions, according to classroom expectations. 1.SL.1.A.c	Illustrate proper food safety procedures. 1.ME.2.D.a Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands). 2.RA.1.A.b

Kids in the Kitchen (Level B,10-12)

Activity	Description	English Language Arts	Health
Kitchen Sense: Contaminated Sandwich	Youth will recognize unsafe food preparation techniques and wash their hands properly.		Illustrate proper food safety procedures. 1.ME.2.D.a Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands). 2.RA.1.A.b
Kitchen Sense: Wheat Combo Snack Mix	Youth will determine safety rules for working in the kitchen and prepare a healthy recipe.	Read, infer, and draw conclusions to follow written multi-step directions. 2.R.3.A.e	Illustrate proper food safety procedures. 1.ME.2.D.a Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands). 2.RA.1.A.b
The Incredible, Edible Food Groups: Food Group Bingo	Youth will identify foods from each of the five food groups and understand that we need to eat foods from all the food groups every day to get all the nutrients we need.		Identify healthy food choices in each of the five food groups. 2.ME.2.A.a
The Incredible, Edible Food Groups: Breakfast Banana Split	Youth will prepare a healthy snack using foods from the food groups.	Read, infer, and draw conclusions to follow written multi-step directions. 2.R.3.A.e	Illustrate proper food safety procedures. 1.ME.2.D.a Identify a healthy snack from each food group. 2.ME.2.B.a
Choose Whole Grains: How Many Grain Foods Do We Eat?	Youth will identify the Grain Group as a good source of fiber, vitamins and minerals and will measure ingredients correctly.		Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating. 1.ME.2.A.b
Choose Whole Grains: Freckle Popovers	Youth will prepare a healthy recipe using whole grains and use safe cooking techniques with the stove, oven, skillet and electric griddle.	Read, infer, and draw conclusions to follow written multi-step directions. 2.R.3.A.e	Illustrate proper food safety procedures. 1.ME.2.D.a Identify a healthy snack from each food group. 2.ME.2.B.a
I'll Eat These Veggies	Youth will identify the Vegetable Group as a good source of fiber, vitamins and minerals and identify vegetables that are high in Vitamin A.		Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating. 1.ME.2.A.b
I'll Eat These Veggies: Go Eat a Plant!	Youth will identify different parts of plants that are eaten as vegetables.		Recognize that foods come from plant and animal sources and provide the body with fuel. 1.ME.2.A.a

Activity	Description	English Language Arts	Health
I'll Eat These Veggies: Veggie Pillows	Youth will prepare a healthy recipe using vegetables. They will also safely handle knives, peelers and hand-held choppers.	Read, infer, and draw conclusions to follow written multi-step directions. 2.R.3.A.e	Illustrate proper food safety procedures. 1.ME.2.D.a Identify a healthy snack from each food group. 2.ME.2.B.a
Fantastic Fruits	Youth will identify the Fruit Group as a good source of fiber, vitamins and minerals and identify fruits that are high in vitamin C.		Recognize that foods come from plant and animal sources and provide the body with fuel. 1.ME.2.A.a
Fantastic Fruits: Which Fruit is Safe to Eat?	Youth will wash and store fruit correctly.		Illustrate proper food safety procedures. 1.ME.2.D.a
Fantastic Fruit: Fruit Combo with Lava Sauce	Youth will prepare a healthy recipe using fruit and handle knives and peelers safely.	Read, infer, and draw conclusions to follow written multi-step directions. 2.R.3.A.e	Identify a healthy snack from each food group. 2.ME.2.B.a Illustrate proper food safety procedures. 1.ME.2.D.a
Beans, Beans and More Beans	Youth will identify the Protein Foods Group as a source of protein and identify various types of beans.		Recognize that foods come from plant and animal sources and provide the body with fuel. 1.ME.2.A.a
Beans, Beans and More Beans: Ole' Frijoles Dip and Tortilla Triangles	Youth will prepare a healthy recipe using beans, and use safe cooking techniques with the microwave oven, conventional oven and toaster oven.	Read, infer, and draw conclusions to follow written multi-step directions. 2.R.3.A.e	Identify a healthy snack from each food group. 2.ME.2.B.a Illustrate proper food safety procedures. 1.ME.2.D.a
Does It Taste the Same?	Youth will identify the Dairy Group as a good source of calcium, identify and taste different types of milk, and identify signs of spoilage in milk and other dairy foods.		Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating. 1.ME.2.A.b
Does It Taste the Same?: Shamrock Shakes	Youth will prepare a healthy recipe using milk.	Read, infer, and draw conclusions to follow written multi-step directions. 2.R.3.A.e	Identify a healthy snack from each food group. 2.ME.2.B.a Illustrate proper food safety procedures. 1.ME.2.D.a

Kids in the Kitchen (Level C, ages 13 - 15)

Activity	Description	English Language Arts	Health
Kitchen Sense: Contaminated Sandwich	Youth will recognize unsafe food preparation techniques and wash their hands properly.		Illustrate proper food safety procedures. 1.ME.2.D.a Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands). 2.RA.1.A.b
Kitchen Sense: Wheat Combo Snack Mix	Youth will determine safety rules for working in the kitchen and prepare a healthy recipe and understand how to handle eggs safely.	Read, infer, and draw conclusions to follow written multi-step directions. 2.R.3.A.e	Illustrate proper food safety procedures. 1.ME.2.D.a Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands). 2.RA.1.A.b
The Incredible, Edible Food Groups: Food Group Bingo	Youth will identify foods from each of the five food groups and understand that we need to eat foods from all the food groups every day to get all the nutrients we need.		Identify healthy food choices in each of the five food groups. 2.ME.2.A.a
The Incredible, Edible Food Groups: Breakfast Banana Split	Youth will prepare a healthy snack using foods from the food groups.	Read, infer, and draw conclusions to follow written multi-step directions. 2.R.3.A.e	Illustrate proper food safety procedures. 1.ME.2.D.a Identify a healthy snack from each food group. 2.ME.2.B.a
Choose Whole Grains: How Many Grain Foods Do We Eat?	Youth will identify the Grain Group as a good source of fiber, vitamins and minerals and will measure ingredients correctly.		Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating. 1.ME.2.A.b
Choose Whole Grains: Freckle Popovers	Youth will prepare a healthy recipe using whole grains and use safe cooking techniques with the stove, oven, skillet and electric griddle.	Read, infer, and draw conclusions to follow written multi-step directions. 2.R.3.A.e	Illustrate proper food safety procedures. 1.ME.2.D.a Identify a healthy snack from each food group. 2.ME.2.B.a
I'll Eat These Veggies	Youth will identify the Vegetable Group as a good source of fiber, vitamins and minerals and identify vegetables that are high in Vitamin A.		Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating. 1.ME.2.A.b
I'll Eat These Veggies: Go Eat a Plant!	Youth will identify different parts of plants that are eaten as vegetables.		Recognize that foods come from plant and animal sources and provide the body with fuel. 1.ME.2.A.a

Activity	Description	English Language Arts	Health
I'll Eat These Veggies: Veggie Pillows	Youth will prepare a healthy recipe using vegetables. They will also safely handle knives, peelers and hand-held choppers.	Read, infer, and draw conclusions to follow written multi-step directions. 2.R.3.A.e	Illustrate proper food safety procedures. 1.ME.2.D.a Identify a healthy snack from each food group. 2.ME.2.B.a
Fantastic Fruits	Youth will identify the Fruit Group as a good source of fiber, vitamins and minerals and identify fruits that are high in vitamin C.		Recognize that foods come from plant and animal sources and provide the body with fuel. 1.ME.2.A.a
Fantastic Fruits: Which Fruit is Safe to Eat?	Youth will wash and store fruit correctly.		Illustrate proper food safety procedures. 1.ME.2.D.a
Fantastic Fruit: Fruit Combo with Lava Sauce	Youth will prepare a healthy recipe using fruit and handle knives and peelers safely.	Read, infer, and draw conclusions to follow written multi-step directions. 2.R.3.A.e	Identify a healthy snack from each food group. 2.ME.2.B.a Illustrate proper food safety procedures. 1.ME.2.D.a
Beans, Beans and More Beans	Youth will identify the Protein Foods Group as a source of protein and identify various types of beans.		Recognize that foods come from plant and animal sources and provide the body with fuel. 1.ME.2.A.a
Beans, Beans and More Beans: Ole' Frijoles Dip and Tortilla Triangles	Youth will prepare a healthy recipe using beans, and use safe cooking techniques with the microwave oven, conventional oven and toaster oven.	Read, infer, and draw conclusions to follow written multi-step directions. 2.R.3.A.e	Identify a healthy snack from each food group. 2.ME.2.B.a Illustrate proper food safety procedures. 1.ME.2.D.a
Does It Taste the Same?	Youth will identify the Dairy Group as a good source of calcium, identify and taste different types of milk, and identify signs of spoilage in milk and other dairy foods.		Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating. 1.ME.2.A.b
Does It Taste the Same?: Shamrock Shakes	Youth will prepare a healthy recipe using milk.	Read, infer, and draw conclusions to follow written multi-step directions. 2.R.3.A.e	Identify a healthy snack from each food group. 2.ME.2.B.a Illustrate proper food safety procedures. 1.ME.2.D.a

Illinois Junior Chefs (ages 8-13)

Activity	Description	English Language Arts	Health
Lesson 1: Measuring Like a Chef	Youth will learn about cooking safety, measuring ingredients and grain foods.		<p>Illustrate proper food safety procedures.</p> <p>1.ME.2.D.a</p> <p>Recognize that food fits into different groups, and that different amounts are needed from each food group for healthy eating.</p> <p>1.ME.2.A.b.</p>
Lesson 2: Mixing Like a Chef	Youth will learn about mixing techniques, use of herbs and spices, and the dairy group.	<p>Read, infer, and draw conclusions to follow written multi-step directions.</p> <p>2.R.3.A.e.</p>	<p>Recognize that food fits into different groups, and that different amounts are needed from each food group for healthy eating.</p> <p>1.ME.2.A.b.</p>
Lesson 3: Chopping Like a Chef	Youth will identify foods from the vegetable group, describe cutting techniques, and learn to use peelers and graters.	<p>Read, infer, and draw conclusions to follow written multi-step directions.</p> <p>2.R.3.A.e.</p>	<p>Recognize that food fits into different groups, and that different amounts are needed from each food group for healthy eating.</p> <p>1.ME.2.A.b.</p>
Lesson 4: Slicing Like a Chef	Youth will identify foods from the fruit group, learn how to juice citrus fruit and prevent fruits from browning.	<p>Read, infer, and draw conclusions to follow written multi-step directions.</p> <p>2.R.3.A.e.</p>	<p>Recognize that food fits into different groups, and that different amounts are needed from each food group for healthy eating.</p> <p>ME.2.A.b.</p>
Lesson 5: Cooking Like a Chef	Youth will identify protein foods, describe different ways to cook protein foods and learn the proper way to crack an egg.		<p>Recognize that food fits into different groups, and that different amounts are needed from each food group for healthy eating.</p> <p>ME.2.A.b.</p> <p>Recognize the four basic rules of food handling.</p> <p>ME.2.D.a.</p>

Eating from the Garden (4th & 5th Grade)

Activity	Description	English Language Arts	Health	Physical Education
Food for Growth	Youth will understand how the food we eat relates to plants, will learn what makes good soil for plants to grow, and will follow directions on seed packets and other sources to plant seeds.	Interpret details from procedural text to complete a task, solve a problem, or perform an action. 5.R.3.A.b	Recognize that foods come from plant and animal sources and provide the body with fuel (energy). 1.ME.2.A.a	
Seeds We Eat	Youth will recognize how vegetables come from all parts of a plant and learn what a seed is and why spacing is important in planting.	Interpret details from procedural text to complete a task, solve a problem, or perform an action. 5.R.3.A.b	Recognize that foods come from plant and animal sources and provide the body with fuel (energy). 1.ME.2.A.a	
Fight BAC	Youth will recognize that fruits and vegetables contain germs and insects from the garden and will recognize weeds in the garden.		Recognize the four basic rules of food handling (i.e., clean, cook, chill, separate). 2.ME.2.D.a	
Nutrients for Plants and You	Youth will identify nutrients needed by plant and people, recognize good food sources of nutrients and recognize when plants are ready for harvest.		Identify the six essential nutrients and their functions (carbohydrates, protein, fats, vitamins, minerals, water). 3.ME.2.A.a	
Choose My Plate	Youth will identify how sugar and fat affect where foods fit on MyPlate and identify the main nutrients each food group contributes to our bodies.		Use the MyPyramid.gov website to construct a balanced menu. 5.ME.2.B.a <i>Note: MyPyramid.gov has been replaced with myplate.gov</i>	
Making Healthy Food Choices	Youth will identify the amount of food from each food group they need each day, recognize how much they are eating, and learn how to put a garden to bed.		Make decisions regarding food choices based on balance, moderation and variety. 4.ME.2.B.a	

Activity	Description	English Language Arts	Health	Physical Education
Fruits & Veggies – More Matters	Youth will recognize the importance of eating fruits and vegetables, identify nutrients found in fruits and vegetables, and learn how plants provide us with nutrients.		Identify sources and functions of specific vitamins and minerals that are critical for youth. 5.ME.2.A.a	
What's on a Label?	Youth will locate information on the Nutrition Facts label and recognize important qualities for choosing fruits and vegetables for a garden.		Examine food labels to determine calories and nutrients in a product. 5.ME.2.C.a	
Get Physically Active	Youth will recognize the importance of physical activity, heart rate, warm-ups, stretches and water during physical activity. Youth will understand what to look for in choosing a garden location.		Identify components of health related fitness. 3.ME.1.D.a	Identify the Differences between anaerobic and aerobic activities. 4.HM.1.C.A
Eat Right. Exercise. Have Fun	Youth will recognize the importance of eating right, being physically active, and how to set and reach goals.		Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains). 5.ME.2.A.a	Set personal fitness goals. 4.HM.1.A.a
We Need a Garden Plan	Youth will understand the importance of washing fruits and vegetables, the best way to store fruits and vegetables, and explain why plants need room to grow.		Describe proper food guidelines and storage (e.g., expiration date, refrigerated vs. non-refrigerated food). 4.ME.2.D.a	
Consumerism	Youth will recognize how advertisements influence our food choices. Youth will learn how plants attract butterflies and identify bugs and their role in plant growth.		Collect and display examples of how the media can influence a consumer decision regarding health practices and products (e.g., magazine, newspaper, commercial) 4.ME.3.A.a	
Garden Celebration	Youth will understand where fruits and vegetables are grown, the importance of eating fruits and vegetables and recognize when plants are ready to harvest.		Identify sources and functions of specific vitamins and minerals that are critical for youth. 5.ME.2.A.a	

Soccer for Success

Soccer for Success (grades 4-5)

Activity	Description	Health	Physical Education
Week 1, Day 1	Soccer: Youth will learn to dribble. Nutrition: Youth will learn about calories and balance of energy.	Recognize that essential nutrients provide different amounts of energy. 3.ME.2.E.a.	Demonstrate sport-specific manipulative skills in games and modified sports activities. 5.PA.1.C.a. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 1, Day 2	Soccer: Youth will learn to use various parts of their foot to control the ball. Nutrition: Youth will learn the difference between anytime foods and sometimes foods.		Demonstrate sport-specific manipulative skills in games and modified sports activities. 5.PA.1.C.a. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 1, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and specialized skills in game situations. 4.PA.1.F.a.
Week 2, Day 1	Soccer: Youth will practice using their feet to turn the ball. Nutrition: Youth will learn about healthy anytime snacks.		Demonstrate sport-specific manipulative skills in games and modified sports activities. 5.PA.1.C.a. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 2, Day 2	Soccer: Youth will practice pushing and receiving. Nutrition: Youth will learn about balance and moderation.	Recognize that essential nutrients provide different amounts of energy. 3.ME.2.E.a.	Connect the importance of posture and body positions with performance of various skills. 5.PA.1.E.a.
Week 2, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and specialized skills in game situations. 4.PA.1.F.a.
Week 3, Day 1	Soccer: Youth will practice correct body positioning. Nutrition: Youth will learn about anytime and sometimes beverages.		Connect the importance of posture and body positions with performance of various skills. 5.PA.1.E.a.
Week 3, Day 2	Soccer: Youth will practice proper shooting technique. Nutrition: Youth will learn about the importance of hydration.		Demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions. 5.PA.1.E.b.
Week 3, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and specialized skills in game situations with increased proficiency. 5.PA.1.F.a.

Activity	Description	Health	Physical Education
Week 4, Day 1	Soccer: Youth will practice using different parts of their body to change direction and accelerate. Nutrition: Youth will learn about the food groups and MyPlate.	Identify healthy food choices in each of the five food groups. 2.HM.2.A.a	Demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions. 5.PA.1.E.b. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 4, Day 2	Soccer: Youth will practice finding open spaces to support teammates. Nutrition: Youth will learn about the food groups and MyPlate.	Identify healthy food choices in each of the five food groups. 2.HM.2.A.a	Demonstrate ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games. 5.PA.2.B.a. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 4, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and specialized skills in game situations with increased proficiency. 5.PA.1.F.a.
Week 5, Day 1	Soccer: Youth will practice keeping the head up and looking beyond the ball. Nutrition: Youth will learn about fruits and nutrients they provide.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions. 5.PA.1.E.b. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 5, Day 2	Soccer: Youth will practice shooting with correct foot placement. Nutrition: Youth will learn about serving sizes for fruit.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Identify body parts and functions in relationship to movement. 4.PA.1.E.a. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 5, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and specialized skills in game situations with increased proficiency. 5.PA.1.F.a.
Week 6, Day 1	Soccer: Youth will practice using different parts of their bodies to change direction and accelerate. Nutrition: Youth will learn about the benefits and types of vegetables.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Identify body parts and functions in relationship to movement. 4.PA.1.E.a. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.

Activity	Description	Health	Physical Education
Week 6, Day 2	Soccer: Youth will practice receiving and advancing the ball. Nutrition: Youth will learn about serving sizes for vegetables.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions. 5.PA.1.E.b. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 6, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and specialized skills in game situations with increased proficiency. 5.PA.1.F.a.
Week 7, Day 1	Soccer: Youth will practice playing quickly to create an attacking advantage. Nutrition: Youth will learn about the benefits of eating whole grains.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Demonstrate ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games. 5.PA.2.B.a. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 7, Day 2	Soccer: Youth will practice accuracy with smaller spaces and smaller goals. Nutrition: Youth will learn about serving sizes for grains.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions. 5.PA.1.E.b. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 7, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and specialized skills in game situations with increased proficiency. 5.PA.1.F.a.
Week 8, Day 1	Soccer: Youth will use different parts of their body to change direction and accelerate. Nutrition: Youth will learn about the benefits of eating protein.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Identify body parts and functions in relationship to movement. 4.PA.1.E.a. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 8, Day 2	Soccer: Youth will practice block tackling with correct foot placement. Nutrition: Youth will learn about serving sizes for proteins.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Identify body parts and functions in relationship to movement. 4.PA.1.E.a. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 8, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and specialized skills in game situations with increased proficiency. 5.PA.1.F.a.

Activity	Description	Health	Physical Education
Week 9, Day 1	Soccer: Youth will learn strategies for dribbling. Nutrition: Youth will learn about the benefits of dairy products.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions. 5.PA.1.E.b. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 9, Day 2	Soccer: Youth will practice anticipating passes. Nutrition: Youth will learn about serving sizes for dairy products.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Demonstrate ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games. 5.PA.2.B.a. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 9, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and specialized skills in game situations with increased proficiency. 5.PA.1.F.a.
Week 10, Day 1	Soccer: Youth will use different parts of their body to change direction and accelerate. Nutrition: Youth will learn about the importance of a healthy breakfast.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Identify body parts and functions in relationship to movement. 4.PA.1.E.a. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 10, Day 2	Soccer: Youth will practice different techniques to receive and/or play the ball out- of-the-air. Nutrition: Youth will learn about healthy fast food breakfast options.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions. 5.PA.1.E.b. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 10, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and specialized skills in game situations with increased proficiency. 5.PA.1.F.a.
Week 11, Day 1	Soccer: Youth will practice defensive stance and foot patterns. Nutrition: Youth will learn about sodas and their sugar content.		Demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions. 5.PA.1.E.b. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.

Activity	Description	Health	Physical Education
Week 11, Day 2	Soccer: Youth will practice balance and correct diamond grip. Nutrition: Youth will learn about foods that have added sugars.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions. 5.PA.1.E.b. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 11, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and specialized skills in game situations with increased proficiency. 5.PA.1.F.a.
Week 12, Day 1	Soccer: Youth will practice defense responses to offensive pressure. Nutrition: Youth will review the importance of anytime food and beverages.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Apply fundamental and specialized skills in game situations with increased proficiency. 5.PA.1.F.a. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 12, Day 2	Soccer: Youth will practice proper passing technique. Nutrition: Youth will review MyPlate.	Identify healthy food choices in each of the five food groups. 2.HM.2.A.a	Demonstrate ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games. 5.PA.2.B.a. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 12, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and specialized skills in game situations with increased proficiency. 5.PA.1.F.a.

Soccer for Success (grades 6-8)

Activity	Description	Health	Physical Education
Week 1, Day 1	Soccer: Youth will practice using various parts of their foot to control the ball. Nutrition: Youth will learn about healthy choices for drinks during exercise and meals.		Identify critical elements to improve performance in selected skills. 6.PA.1.E.a.
Week 1, Day 2	Soccer: Youth will practice correct foot position for passing. Nutrition: Youth will learn about the relationship between energy in and energy out.	Recognize that essential nutrients provide different amounts of energy. 3.ME.2.E.a.	Identify critical elements to improve performance in selected skills. 6.PA.1.E.a. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 1, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and sequential skills in game situations with increased proficiency. 6.PA.1.F.a.
Week 2, Day 1	Soccer: Youth will practice using different parts of their body to control the ball. Nutrition: Youth will learn about foods that should be eaten in moderation	Recognize that essential nutrients provide different amounts of energy. 3.ME.2.E.a.	Identify critical elements to improve performance in selected skills. 6.PA.1.E.a.
Week 2, Day 2	Soccer: Youth will practice pushing and receiving. Nutrition: Youth will learn about healthy on- the-go food choices		Apply critical elements of movement to various activities. 7.PA.1.E.a. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 2, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and sequential skills in game situations with increased proficiency. 6.PA.1.F.a.
Week 3, Day 1	Soccer: Youth will practice correct body positioning. Nutrition: Youth will learn about healthy and unhealthy beverages		Apply critical elements of movement to various activities. 7.PA.1.E.a.
Week 3, Day 2	Soccer: Youth will practice proper passing and volleying techniques. Nutrition: Youth will learn about the importance of hydration		Apply critical elements of movement to various activities. 7.PA.1.E.a.
Week 3, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and sequential skills in game situations with increased proficiency. 6.PA.1.F.a.

Activity	Description	Health	Physical Education
Week 4, Day 1	Soccer: Youth will practice using different parts of their body to manipulate the ball and when shooting. Nutrition: Youth will learn about the food groups and MyPlate		Apply critical elements of movement to various activities. 7.PA.1.E.a. Identify food choice and how it relates to a healthy lifestyle. 4.HM.1.B.a.
Week 4, Day 2	Soccer: Youth will practice finding open spaces to support teammates. Nutrition: Youth will learn about the importance of nutrition facts labels.	Examine food labels to determine calories and nutrients in a product. 5.HM.2.C.a.	Apply basic offensive and defensive strategies in a modified game setting. 7.PA.2.B.b.
Week 4, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and sequential skills in game situations with increased proficiency. 6.PA.1.F.a.
Week 5, Day 1	Soccer: Youth will practice turning the ball using different parts of both feet. Nutrition: Youth will learn about fruits and nutrients they provide.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Apply critical elements of movement to various activities. 7.PA.1.E.a.
Week 5, Day 2	Soccer: Youth will practice different types of passes. Nutrition: Youth will learn about natural and added sugars.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Apply basic offensive and defensive strategies in a modified game setting. 7.PA.2.B.b.
Week 5, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and sequential skills in game situations with increased proficiency. 6.PA.1.F.a.
Week 6, Day 1	Soccer: Youth will practice using different defensive techniques and strategies. Nutrition: Youth will learn about the benefits and types of vegetables.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Apply basic offensive and defensive strategies in a modified game setting. 7.PA.2.B.b.
Week 6, Day 2	Soccer: Youth will practice using different offensive techniques and strategies. Nutrition: Youth will learn about serving sizes for vegetables.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Apply basic offensive and defensive strategies in a modified game setting. 7.PA.2.B.b.
Week 6, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and sequential skills in game situations with increased proficiency. 6.PA.1.F.a.

Activity	Description	Health	Physical Education
Week 7, Day 1	Soccer: Youth will practice checking runs and striking the ball with the laces. Nutrition: Youth will learn about the benefits of eating whole grains.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Apply critical elements of movement to various activities. 7.PA.1.E.a.
Week 7, Day 2	Soccer: Youth will practice moving to open space to receive passes. Nutrition: Youth will learn about the benefits of eating whole grains.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Apply basic offensive and defensive strategies in a modified game setting. 7.PA.2.B.b.
Week 7, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and sequential skills in game situations with increased proficiency. 6.PA.1.F.a.
Week 8, Day 1	Soccer: Youth will use different parts of their body to juggle, control and to fake a defender. Nutrition: Youth will learn about the benefits of eating protein.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Apply critical elements of movement to various activities. 7.PA.1.E.a.
Week 8, Day 2	Soccer: Youth will practice finding and creating open space. Nutrition: Youth will learn about the importance of iron in their diet.	Identify the sources and basic functions of specific vitamins and minerals that are critical for youth. 5.HM.2.A.a.	Apply basic offensive and defensive strategies in a modified game setting. 7.PA.2.B.b.
Week 8, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and sequential skills in game situations with increased proficiency. 6.PA.1.F.a.
Week 9, Day 1	Soccer: Youth will practice blocking strategies. Nutrition: Youth will learn about the benefits of dairy products.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Apply basic offensive and defensive strategies in a modified game setting. 7.PA.2.B.b.
Week 9, Day 2	Soccer: Youth will practice redirecting the ball. Nutrition: Youth will learn about the importance of calcium in their diet.	Identify the sources and basic functions of specific vitamins and minerals that are critical for youth. 5.HM.2.A.a.	
Week 9, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and sequential skills in game situations with increased proficiency. 6.PA.1.F.a.
Week 10, Day 1	Soccer: Youth will practice manipulating the ball and taking initiative to beat a defender and find the open goal. Nutrition: Youth will learn about the importance of a healthy breakfast.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Apply basic offensive and defensive strategies in a modified game setting. 7.PA.2.B.b.

Activity	Description	Health	Physical Education
Week 10, Day 2	Soccer: Youth will practice correct foot and body placement for volleying and controlling the ball. Nutrition: Youth will learn about healthy fast food breakfast options.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Apply fundamental and sequential skills in game situations with increased proficiency. 6.PA.1.F.a.
Week 10, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and sequential skills in game situations with increased proficiency. 6.PA.1.F.a.
Week 11, Day 1	Soccer: Youth will practice defensive strategies and techniques. Nutrition: Youth will learn about natural and added sugars.		Apply basic offensive and defensive strategies in a modified game setting. 7.PA.2.B.b.
Week 11, Day 2	Soccer: Youth will practice goal keeping techniques. Nutrition: Youth will learn about foods that have added sugars.		Apply basic offensive and defensive strategies in a modified game setting. 7.PA.2.B.b.
Week 11, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and sequential skills in game situations with increased proficiency. 6.PA.1.F.a.
Week 12, Day 1	Soccer: Youth will practice tackling techniques. Nutrition: Youth will review the importance of balancing energy in with energy out.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Apply basic offensive and defensive strategies in a modified game setting. 7.PA.2.B.b.
Week 12, Day 2	Soccer: Youth will practice placement techniques. Nutrition: Youth will review MyPlate and Nutrition Facts Labels as a guide to healthy eating.	Recognize that essential nutrients provide different amounts of energy. 3.HM.2.E.a.	Apply fundamental and sequential skills in game situations with increased proficiency. 6.PA.1.F.a.
Week 12, Game Day	Soccer: Youth will participate in scrimmages.		Apply fundamental and sequential skills in game situations with increased proficiency. 6.PA.1.F.a.

Youth Futures

4-H Youth Futures SPIN Club Leader's Guide

Activity	Description	English Language Arts	Guidance & Counseling	Personal Finance
Educational Attainment Plan	Youth will create a high school academic plan appropriate for college or post high school admission.		Design a personal plan of study. 08.AD.6.A. Monitor and revise a personal plan of study. 09.AD.6.A.	
Types of Colleges	Youth will list the pros and cons of different types of post-secondary options.		Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options. 10.AD.5.A.	
Explore Colleges and Majors	Youth will explore the strengths and weaknesses of various types of degrees.		Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options. 10.AD.5.A.	
Preparing a Portfolio	Youth will begin to create a portfolio that they can add to in the future.		Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options. 10.AD.5.A.	
Budgeting Skills: The Bean Game	Youth will learn about earning, saving, investing, and donating money.			Evaluate the role of choice in decision making. PF.I.1.A.
Financing a Post High School Education	Youth will explore ways to finance post high school education.			Evaluate the role of choice in decision making. PF.I.1.A.
FAFSA	Youth will explore ways to maintain financial aid throughout the college experience.			Evaluate the role of choice in decision making. PF.I.1.A.
Scholarships	Youth will learn about obtaining and renewing scholarships.			Evaluate the role of choice in decision making. PF.I.1.A.

Activity	Description	English Language Arts	Guidance & Counseling	Personal Finance
The Career/College Major Game	Youth will explore careers and the college majors that align with them.		Utilize a variety of resources to aid in career exploration and planning. 11.CD7.B.a.	
Research Jobs	Youth will research job opportunities.		Utilize a variety of resources to aid in career exploration and planning. 11.CD7.B.a.	
What is Your Learning Style?	Youth will identify their personal learning style(s) and explore how to apply mindfulness techniques.		Identify resources that can help manage life changes or events. 9.PS.3.C.a.	
Study Skills Assessment	Youth will identify their personal study skills and explore how to apply mindfulness techniques.		Identify resources that can help manage life changes or events. 9.PS.3.C.a.	
Wellness Works	Youth will explore the five elements of personal wellness.		Identify resources that can help manage life changes or events. 9.PS.3.C.a.	
CVs/Resumes	Youth will create a curriculum vitae (CV).		Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities. 11.CD.9.B.	
The Elevator Speech	Youth will prepare and practice an “elevator speech” related to their college and career goals	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience. 9,10.SL.2.B.		
Presentation Skills	Youth will plan a five-minute speech and focus on presentation skills.	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience. 9,10.SL.2.B.		

