



National 4-H Curriculum
BU-07601

Sportfishing Helper's Guide



Sportfishing Project Activity Guide

Name _____

County _____



REVIEWED & RECOMMENDED
National 4-H Curriculum

Evaluating Your 4-H Sportfishing Program

Ideal youth programs share several elements. Such programs are attractive to kids, parents and other volunteers. The leaders are well prepared, positive and understand the objectives of the program. They guide program direction, and involve the participating young people in determining the exact nature and content. All participants strive to expand their interests, skills and competencies.

Youth development and the growth of youths' coping, competency and contributory skills are the foundation of the program. These skills are integrated into a matrix with fun, pertinent, informative and positive activities valued by young people. Parents and older youth are actively involved and given increasingly responsible duties. Relationships are more

important than skills, achievement or awards; and those who lead and guide the program ensure that the priorities remain in order. Finally, the groups are kept small with a high ratio of leaders or coaches to young people to facilitate building relationships, mentoring and role modeling.

The Center for Early Adolescence in North Carolina has identified seven developmental needs considered central in the growth of 10 to 15 year-olds. These needs provide a very useful checklist or framework for the analysis of youth programs. Two of these, "Positive Social Interactions with Peers and Adults" and "Structure and Clear Limits" are considered most critical.

Developmental Needs of Youth

1. Physical Activity

Young adolescents need to move. Giving them active things to do and excusing their inability to sit still are ways of recognizing the need for physical activity.

2. Competence and Achievement

Young adolescents have a strong desire to do things well and to be recognized for their accomplishments. Providing opportunities to achieve success, especially situations in which everyone can succeed in his or her own unique way, can help to meet this need.

3. Self-Definition

Rapid changes characterize the teen years and young adolescents spend a good deal of time trying to figure out who they are. They need opportunities to explore being an adolescent instead of a child, belonging to a gender, race, ethnic group, or social category in which they fit, and what their new physical and mental abilities will allow them to do. Providing for the exploration of a variety of ideas, skills, crafts, volunteer activities, careers, and games will facilitate growth in this area and help young people avoid dangerous risk-taking as a means of self-definition.

4. Creative Expression

During adolescence, young people begin to identify what makes them unique and what an individual creates, whether it is written, played, grown, painted or performed. Although not all young people are artistic or musical, all young people can create something unique and special. Excellent youth programs help young people find that creative outlet in which each can shine.

5. Positive Social Interactions with Peers and Adults

Most adults understand that young people need to have positive interactions and friendships with other young people, but they are skeptical about young people's desires to be with adults. Young people themselves admit their parents, families, and other adults are of primary importance in setting values and giving affection. The best programs offer accessible and responsible adults with whom the young people can interact, and provide interaction with peers that is supportive and builds social skills.

6. Structure and Clear Limits

Young people want to know what the expectations are for their behavior. If the structure is too loose, they will not know what to expect and will react out of a sense of insecurity. If the rules are clear, they may, and probably will, test them, but they want and expect consistent reinforcement of those rules. At this age they want and can handle participation in defining those limits and setting the structure.

7. Meaningful Participation

Good youth programs are designed WITH young people, not for them. The experience of taking responsibility for programs in which they participate helps to develop adult skills and increases commitment to the programs. Although their commitments are likely to be short-term, allowing them a chance to participate meaningfully in their communities by doing social service projects, volunteering or serving on advisory boards will help both the adolescents and their communities.

Ages and Stages of Youth Development

Not all people develop in the same way at the same age. But there are certain patterns to youth development—certain “ages and stages” that are commonly experienced by most youth.

Grades 3–5	
Characteristics	Helper Tips
Learn best when physically active	Allow youth to participate in activities where they can use physical energy.
Have a special attachment to older youth	Allow youth to choose an older youth to be their helper and role model.
Are easily motivated	Use encouragement to keep them motivated.
Reading becomes an individual experience	Allow time for youth to read on their own and think of activities before working with others.
Attention span is about 45 minutes	Use varied activities to keep them interested.
Acceptance by peer group is important	Use the peer group to recognize good work, such as applauding completed activities and avoiding put-downs.
Interests expand from home, to neighborhood to community	Talk to youth about their friends and neighbors and what goes on in their community. Involve them in community service.
Enjoy both cooperation and competition	Plan activities so that sometimes youth work together, sometimes compete with each other.
Show independence by seeking individual attention and sometimes disrupting the group	Involve youth in selecting activities they would like. Give individual attention as needed.
Feelings of competence enhance self-concept	Provide activities that will let youth feel good about themselves and succeed. Recognize them for their accomplishments.
Show loyalty to members of their own sex and antagonism toward those of the opposite sex	Involve youth in choosing partners.
Grades 6–8	
Characteristics	Helper Tips
Can take responsibility in planning and evaluating their own work	Give youth responsibility for group activities, including planning, implementing and evaluating.
Can plan their own social and recreational activities	Provide opportunities for youth to work together. Form committees to plan recreational and social activities.
Can discuss current events, international affairs and social issues with some help	Use discussion, activities and games that encourage awareness of current events and issues.
Want to make decisions but still depend on adult guidelines	Establish guidelines that give parameters for youth to follow.
Gain skills in social relations with peers and adults	Provide activities which foster social interaction with peers and adults.
Peer pressure mounts, first from same sex, then from the opposite sex	Use peer pressure to influence positive behavior. Have group give encouragement to individuals.
Can be quite self-conscious	Avoid asking youth to share their work individually until they feel more comfortable with the group.
Strong emotional attachment to older youth and adults	Encourage youth to participate in activities with older youth and adults.
Choices are often unrealistic	Assist youth in making realistic choices. Review their plans, discuss alternatives and help them weigh options before making decisions.
Grades 9–12	
Characteristics	Helper Tips
Personal philosophy begins to emerge	Use activities where youth search for experiences which will allow them to identify their own philosophies.
Enjoy discussing world situations as well as personal activities	Encourage discussion of events and feelings.
Abstract thinking and problem solving reach a higher level	Put youth into real-life problem solving situations.
Strong desire for status in peer groups	Develop a climate in which youth are encouraged and supported by peers.
High interest in social activity	Encourage youth to plan and carry out their own social activities.
Need freedom from parental control to make decisions	Help youth realize that their decisions have consequences.
Widespread feelings of inferiority and inadequacy	Encourage and help youth see their positive worth.

Teaching and Learning Experientially

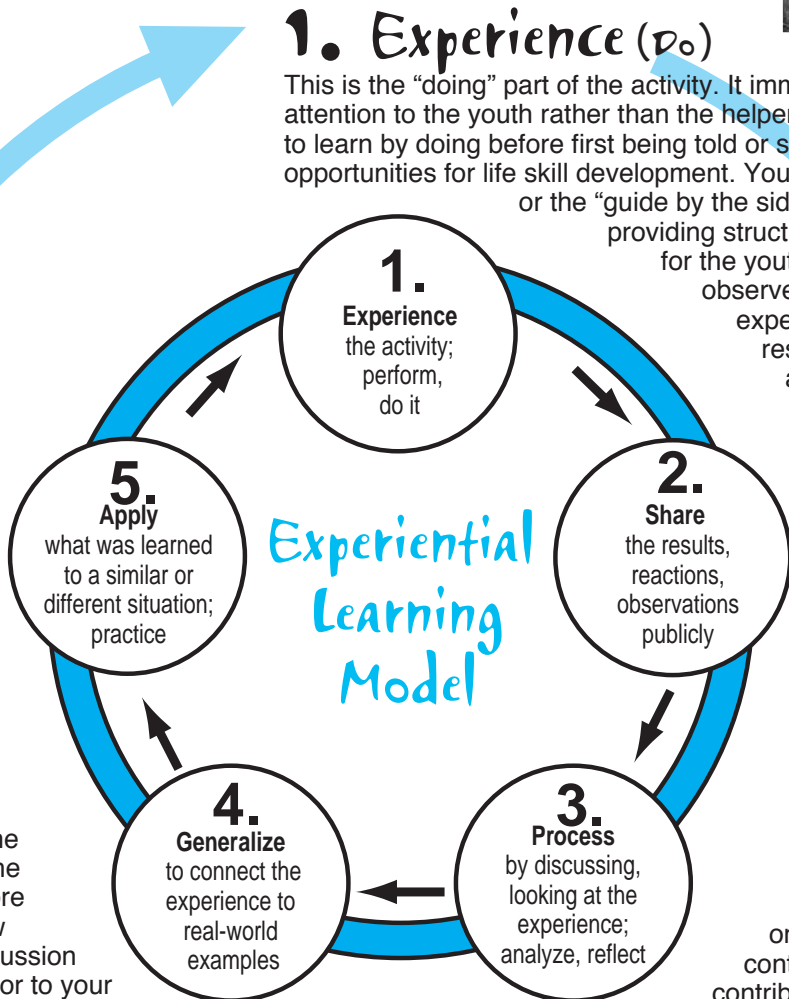
The 4-H Youth Development Program promotes the concept of learning-by-doing before being told or shown how. A five-step experiential process helps turn activities into learning experiences. The experiential process of learning engages youth in the activity, encouraging them to think more, explore, question, make decisions and apply what they have learned. You will note that each of the activities follows this five-step model.

Doing before being told or shown how begins the experiential cycle.



5. Apply
Youth share how they can use what they learned in other areas. Or they can actually show that they have mastered a skill by performing another activity requiring use of the new skill learned.

4. Generalize (Apply)
The "Apply" step is a time to talk with the youth. The discussion becomes more personal. So what? Now what? What did the discussion mean to you personally or to your everyday life? The subject matter alone could remain the focus of the discussion, but the Fishing for Adventure activities encourage the process to include life skill development.



1. Experience (do)

This is the "doing" part of the activity. It immediately focuses the attention to the youth rather than the helper. Encouraging youth to learn by doing before first being told or shown how presents opportunities for life skill development. You act as the facilitator or the "guide by the side" in the experience, providing structure and the environment for the youth to create. You observe and add value to the experience by providing resources, information and asking questions rather than first demonstrating or lecturing.

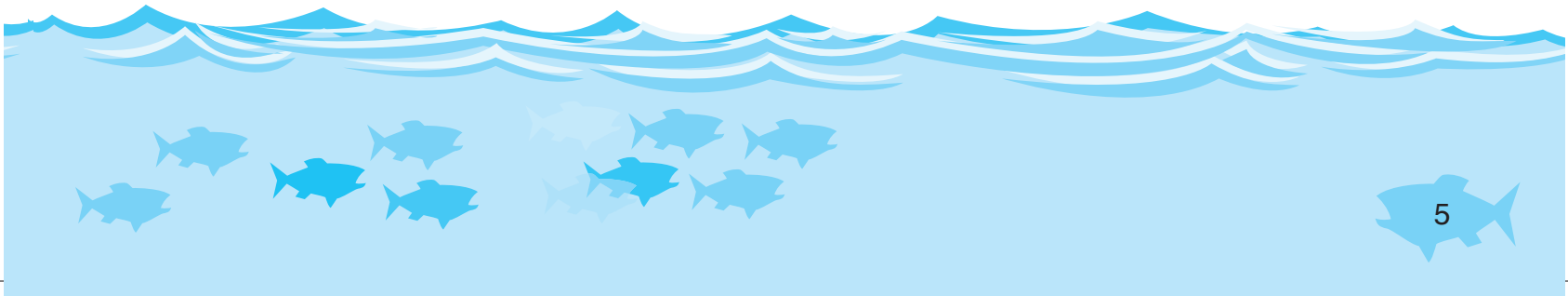
2. Share (Reflect)

What happened in this experience? What did you do? What did it feel like to do this activity? These are "Reflect" questions to ask the youth. This is the time for the youth to generate information and share their observations with one another. Youth who contribute should feel their contributions are important and valued. Encourage the youth to answer each other's questions rather than you answering.

3. Process (Reflect)

What was most important about what you did? What did you learn? Common themes that emerge from the sharing discussions are further explored.

Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals" © 1983 John Wiley & Sons, Inc. Reprinted with permission of John Wiley & Sons, Inc.



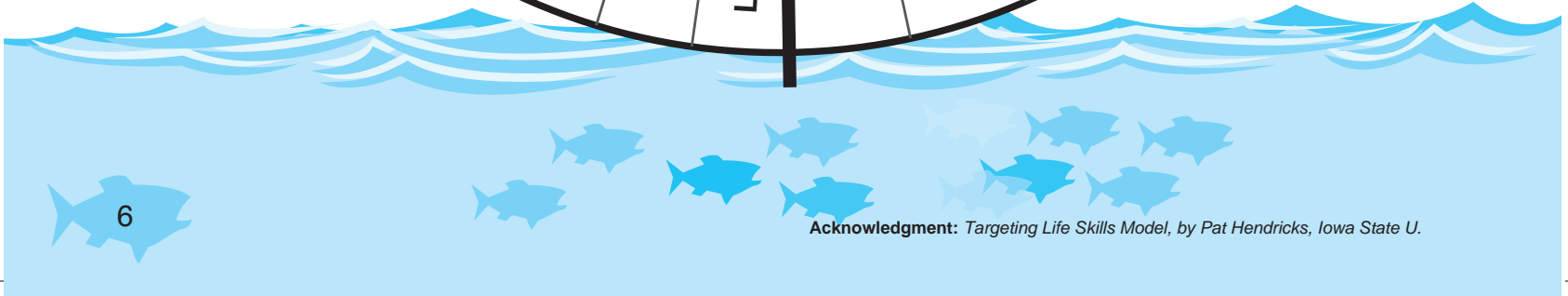
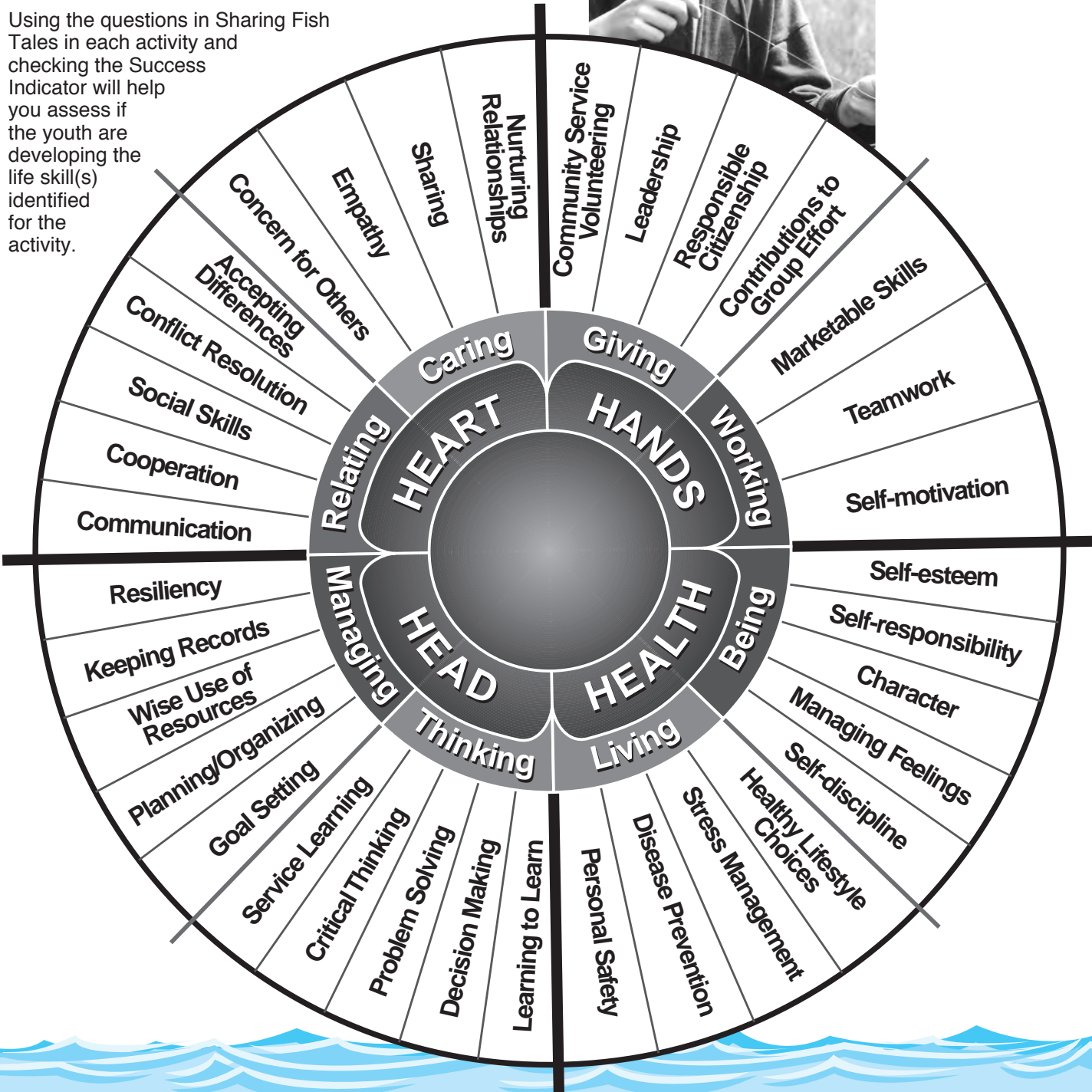
Developing Skills for a Lifetime

The 4-H Sportfishing Program focuses on developing skills for a lifetime. A skill is a learned ability to do something well. Life skills are activities that individuals learn which help them to be successful in living a productive and satisfying life. Fishing for Adventure uses the Targeting Life Skills Model and focuses primarily on five life skills in the areas of relating, thinking, being and working.



Developing life skills while practicing fishing skills.

Using the questions in Sharing Fish Tales in each activity and checking the Success Indicator will help you assess if the youth are developing the life skill(s) identified for the activity.





REVIEWED & RECOMMENDED National 4-H Curriculum

Discover over 180 National 4-H Curriculum titles in mission areas of Science, Engineering and Technology; Healthy Living; and Citizenship. Youth activity guides are filled with fun, engaging experiences that cultivate abilities youth need for everyday living as they progressively gain knowledge about subjects that interest them.

All titles have been reviewed and recommended by the National 4-H Curriculum Jury Review process, signifying their excellence in providing hands-on learning experiences for youth.

Science, Engineering and Technology

Agricultural Science

- Afterschool Agriculture

Animal Science

- Beef
- Cat
- Dairy Cattle
- Dairy Goat
- Dog
- Embryology
- Entomology
- Exploring Farm Animals
- Horse
- Meat Goat
- Pets
- Poultry
- Rabbit
- Sheep
- Swine
- Veterinary Science

Engineering and Technology

- Aerospace Adventures
- Electric Excitement
- Exploring 4-H Robotics
- Geospatial
- Sewing Expressions
- Small Engines
- Woodworking Wonders

Environmental Science

- Exploring Your Environment
- Forestry—Forests of Fun
- Fishing for Adventure
- Outdoor Adventures

Plant Science

- Down-to-Earth—Gardening in the Classroom
- Gardening

Science Discovery

- Science Discovery Series

Healthy Living

Health and Fitness

- Bicycle Adventures
- Child Development—Kids on the Grow
- Keeping Fit and Healthy

Nutrition

- Foods
- Microwave Magic

Citizenship

Communication and Expressive Arts

- A Palette of Fun
- Communications—Express Yourself!
- ¡Qué Rico! Latino Cultural Arts
- Theatre Arts
- Visual Arts

Community Action

- Citizenship—Public Adventures
- Service Learning

Leadership

- Exploring 4-H
- Step Up To Leadership

Personal Development

- Consumer Savvy
- Financial Champions

Workforce Preparation

- Be the E—Entrepreneurship
- Get in the Act!

Resources

- Experiential Learning Video

Find more about **Sportfishing**
and other projects online at:

www.4-hcurriculum.org

The 4-H Pledge

I pledge
my Head to clearer thinking,
my Heart to greater loyalty,
my Hands to larger service, and
my Health to better living,
for my club, my community,
my country, and my world.



Explore more curriculum
projects online at:
www.4-hcurriculum.org