

SUPERHERO YOU



Name

Age *(as of January 1 of the current year)*

County

Club or group name

Project helper



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Note to the Project Helper

Congratulations! A 4-H member or other youth has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another important person. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Project Guide.

As a project helper, it is up to you to encourage, guide, and assist. How you choose to be involved helps to shape the learner's life skills and knowledge of the importance of human development.

Your Role as Project Helper

Your contributions are critical to delivery of the 4-H program, which is committed to providing experiences that strengthen a young person's sense of belonging, generosity, independence, and mastery. Your interactions should support positive youth development within the framework of the Eight Essential Elements (also known as the Eight Key Elements):

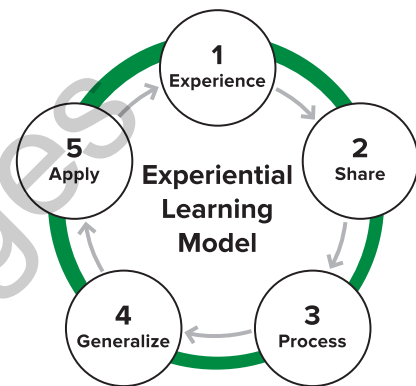
1. A positive relationship with a caring adult
2. An inclusive environment
3. A safe emotional and physical environment
4. Opportunity for mastery
5. Engagement in learning
6. Opportunity to see oneself as an active participant in the future
7. Opportunity for self-determination
8. Opportunity to value and practice service to others

For more information on the Eight Essential Elements, please refer to the *Ohio 4-H Volunteer Handbook* available online at ohio4h.org. On a practical level, your role as a project helper means you will strive to do the following:

- Guide the youth and provide support in setting goals and completing this project.
- Encourage the youth to apply knowledge from this project book.
- Serve as a resource person.
- Encourage the youth to go beyond the scope of this project book to learn more about human development.

What You Should Know About Experiential Learning

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, a youth is introduced to a particular practice, idea, or piece of information through an opening (1) experience. The results of the activity are recorded on the accompanying pages. The learner then (2) shares with the project helper what was done and (3) processes the experience through a series of questions that allow for (4) generalizing and (5) applying the new knowledge and skill.



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

What You Can Do

- Review the Learning Outcomes (project skill, life skill, educational standard, and success indicator) for each activity to understand the learning taking place. See page 37 for the Summary of Learning Outcomes.
- Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand.
- Begin the project by helping the learner establish a plan. This is accomplished by reviewing the Project Guide.
- After each activity is completed, conduct a debriefing session that allows the learner to answer the review questions and share results. This important step improves understanding from an experiential learning perspective.
- Help the learner celebrate what was done well and see what could be done differently. Allow the learner to become better at assessing his or her own work.
- In the Project Guide, date and initial the activities that have been completed.



Project Guide

Welcome to *Superhero You!* You are about to learn about a few things that help define who you are—your own characteristics, your family, your friends, and your thoughts and feelings about the future. This project is about your self-identity.

Self-identity comes from the characteristics, qualities, and abilities that help define a person. It is how you see yourself.

Superhero You is designed for youth with little or no previous experience on this topic. This project is easily completed within one year.

Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.

Project Guidelines

Step 1: Complete **all five** activities, including the Talking It Over questions.

Step 2: Take part in **at least two** learning experiences.

Step 3: Become involved in **at least two** leadership/citizenship activities.

Step 4: Complete a project review.

Step 1: Project Activities

Complete **all five** activities and the Talking It Over questions. The More Challenges activities are optional. As you finish activities, review your work with your project helper. Then ask your project helper to initial and date your accomplishment.

Activity	Date Completed	Project Helper Initials
1. Being a Superhero on My Own		
2. Being a Superhero with My Family		
3. Being a Super Friend		
4. Exploring a Super Future		
5. The Superhero You Are		



Step 2: Learning Experiences

Learning experiences are meant to complement project activities, providing the opportunity for you to do more in subject areas that interest you. What are some learning experiences you could do to show the interesting things you are learning about? Here are some ideas:

- Attend a clinic, workshop, demonstration, or speech related to human development or personal growth.
- Help organize a club or group meeting based on this project.
- Go on a related field trip or tour.
- Prepare your own demonstration, illustrated talk, or project exhibit.
- Participate in a county fair or other judging experience.
- Plan your own learning experience.

Once you have a few ideas, record them here. Complete **at least two** learning experiences. Then, describe what you did in more detail. Ask your project helper to date and initial in the appropriate spaces below.

Plan to Do	What I Did	Date Completed	Project Helper Initials
<i>Demonstration</i>	<i>Introduced myself by sharing my identity wheel on page 7.</i>	<i>5/5/YR</i>	<i>C.M.</i>

Step 3: Leadership and Citizenship Activities

Use what you learn to give back to your community! Choose **at least two** leadership/citizenship activities from the list below (or create your own) and write them in the table. Record your progress by asking your project helper to initial next to the date as each one is completed. You may add to or change these activities at any time. Here are some examples of leadership/citizenship activities:

- Lead a discussion about what it means to be a good friend.
- Help someone else prepare for project judging.
- Encourage someone to enroll in this project.
- Arrange for a child development “hero” to visit your club.
- Plan your own leadership/citizenship activity.

Leadership/Citizenship Activity	Date Completed	Project Helper Initials
<i>Led a cape drawing activity to help club or group members find their superpowers.</i>	6/12/YR	R.W.

Step 4: Project Review

All finished? Congratulations! After you have completed the activities in this book, you are ready for a project review. This process helps you assess your personal growth and evaluate what you have learned.

Use this space to write a summary of your project experience. Be sure to include a statement about the skills you have learned and how they might be valuable to you in the future.

Now, set up a project evaluation. You can do this with your project helper or another knowledgeable adult. If you are a 4-H member, it can be part of a club evaluation or part of your county's project judging.

Being a Superhero on My Own



“You’re much stronger than you think you are. Trust me.”
–Spiderman

Have you ever thought about the question, “Who am I?” It would be easy to just answer that question with your name, but you are so much more than that! Who you are is a combination of things. Some things you were born with, like the color of your hair. Some things are uniquely you—your likes and dislikes, your thoughts and opinions, and so much more.

Words in **bold** throughout this book are defined in the glossary

What to Do

Estimated time: 1 hour

Fill in the identity wheel with some of your personal **characteristics** and favorite things that make you unique.

LEARNING OUTCOMES **Project skill:** Identifying personal traits and characteristics **Life skill:** Developing self-esteem
Educational standard: NCSSS 4. Individual Development and Identity, Early Grades, Processes: Describe their personal characteristics, including their interests, capabilities, and perceptions. **Success indicator:** Completes self-identity wheel of personal traits and characteristics

The graphic organizer is a large circle divided into 12 equal segments. The segments are labeled as follows, starting from the top and moving clockwise: Favorite Music, One Skill You Are Proud of, Favorite Movie, Favorite Book, Favorite Food, Favorite Hobby, Favorite Color, Personal Motto, Number of Siblings, Birth Order, and Favorite Music. In the center of the circle, there is a white area with the following text and lines:

Your Name

Three Words That Describe You

1. _____

2. _____

3. _____

Source: The College of Literature, Science, and the Arts (LSA) at the University of Michigan.





Talking It Over

SHARE Was it easy or hard to complete your identity wheel? Why?

REFLECT Is the identity wheel a true reflection of who you are? Why or why not?

GENERALIZE If you asked a friend to describe you, what would they say?

APPLY How would your identity wheel be different if you made it two years ago? How about if you made it two years from now?



More Challenges

Use your name to write an **acrostic** poem. Each letter should tell something about yourself—something you like to do, your favorite book, a personality characteristic, or anything else that describes you! Here is an example for the name Miles.

Multi-talented

Imaginative

Left-handed

Energetic

Shy



Did you know?

Erik Erikson, a well-known psychologist in the 1950s, described eight stages of development in humans. One stage is defined by learning to answer the question, “Who am I?” In most people, that happens between the ages 13 and 20.

Background

Superheroes have secret identities like Clark Kent (Superman), Kara Danvers (Supergirl) or Bob Parr (Mr. Incredible). These secret identities are created to help superheroes live normal lives, protect the people who they love, or help them be more effective crime fighters.

Outside of the comic book world, people still have identities. They are not usually secret though! Your **self-identity**—your idea of who you are—comes from the characteristics, qualities, and abilities you use to define who you are. It is how you see yourself.

Many times, we base our identity on the roles we have—things like being a daughter or son, a student, an athlete, or something else. Sometimes our abilities or **attributes** define our identity, like being smart or funny, reliable, or hard working. How others see us is also a part of our personal identity. Your identity does not always stay the same. It changes over time as you grow and as your roles in life change.

