



**SOUTH DAKOTA STATE
UNIVERSITY EXTENSION**



Life Skills Passport



Life Skills Lessons

There is often a request for curriculum that can help youth and young adults learn applicable life skills. This Life Skills Curriculum was developed for youth primarily 8-18 but can be adjusted for ages 5+ with modifications. Adults can teach these lessons at 4-H club meetings, in classrooms, homeschool co-op, a day camp, etc.

Each lesson is laid out a bit differently, so be sure to see what materials will be needed prior to teaching the lesson. Some lessons have a PowerPoint that can be used. Most lessons are aligned with South Dakota Department of Education content standards and have guidance for conversations, outcomes, reflections, and ways to apply this in real life. The Life Skills Passport that is included with the curriculum is optional and can be used if the objective is to complete all, or most, of the life skills.

It is recommended to print directions, lessons, and divider sheets and organize them in a binder. This can then be readily available for 4-H club leaders and teachers as a “grab and go” activity with minimal preparations.

An evaluation is provided and while it is optional, we appreciate you using it. The SDSU Extension 4-H Life Skills Outcome team would appreciate knowing if this curriculum is used and any feedback. Please email sdsu.4h@sdstate.edu with Life Outcome Team in the subject line.

Life Outcome Team Members

- Jenny Voigt
- Jenaya Brengle
- Deb Lessman
- Deanna Gall
- LeeAnna Fitzgerald
- Kaycee Jones
- Erin McGlumphy
- Aubrey Anderson
- Tracie Storo

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FILLING OUT FORMS

LIFE SKILLS

Filling Out Forms – Job Application Form

GROUP SIZE

Any size

TIME NEEDED

60 Minutes

EDUCATION STANDARDS

SE2.1

SE2.2

SE3.1

SE3.2

MATERIAL LIST

- Job application
- Pen – black or blue ink
- List of three references
- List of past employment or volunteer jobs
- Computer if application is fillable online



EXPECTED LEARNER OUTCOMES

Teens will come away from this activity with:

- A list of three references – name, address, and phone number
- A list of previous employment/volunteer opportunities – name, address, and phone number
- Knowledge to complete a job application

BACKGROUND

You are looking to apply for your first “real” job. Your only work experiences have been random babysitting jobs, picking rock for the neighbor, and volunteer activities for your church and 4-H club. This will be a real 9-5 job 5 days a week.

VOCABULARY

Applicant

References



ACTIVITY PREPARATION

Completing your application will go more smoothly if you:

- Contact potential references ahead of time and have their address and phone numbers available
- Have your previous employment (volunteer jobs can be included if you have not had a paid job before) information available – company/individual name, address, and phone number

ACTIVITY INSTRUCTIONS

Tips for Teens Completing Job Applications

- 1. Take your time filling out your application! Don't rush**
Make a list of all the information you need to include in your application before filling it out. Be thorough!
- 2. Neatness Counts**
Write clearly! If the app lets you type in the application, type it! If employers can't read what you have written, they won't know it's you they want to talk to.
- 3. Show the employer that you can follow directions.**
Be sure to fill out all sections of the application form. If you do not have information to put in the box, you can put N/A or "not applicable". Review the question carefully to make sure you understand what they're asking for.
- 4. Check your application for spelling and grammar mistakes.**
Review your application before submitting. Show that you are a professional by ensuring your application is error free, legible, and filled out to the best of your knowledge.
- 5. Make sure you emphasize the job responsibilities of your past jobs which are most relevant.**
List the most relevant activities first when describing your previous jobs, so your key qualification is easily noticed. Use action words to lead your phrases when describing past jobs.
- 6. Employers of teens value reliability, especially in terms of attendance and punctuality.**
Try to incorporate references to perfect attendance and punctuality, if possible.
- 7. No work experience yet? Include volunteer work, honors, or awards.**
If you don't have formal work experience, list jobs like babysitting, yard work, participation as an officer in a club, and volunteer work on your application. Honors and awards are good evidence of a strong work ethic. Include yours to let employers know you have potential for their jobs.

If you've held a volunteer job, you have job history. Many volunteers forget this when applying for paid work. Be sure to add that in your employment history on your application.
- 8. Get a list of references.**
Have these names ready. References can vouch for your work ethic and responsibility.
- 9. Be prepared to furnish names, job titles, and contact information for your references.**
If you haven't held a formal job, consider asking families for whom you babysit, teachers, or even coaches. Let people know if you plan to list them as a reference so they won't be surprised if they get a call or an email from an employer.
- 10. Check your phone for messages or follow ups.**
You will be listing your phone number on the application, so be sure your voice mail greeting is suitable for an employer to hear. Also, check messages regularly so you don't miss a call in case they want to invite you for an interview.

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Clover Company Job Application

Applicant Information

Last Name: _____ First Name: _____ M.I.: _____ Date: _____

Street Address: _____ Apartment/Unit #: _____

City: _____ State _____ ZIP Code _____

Phone: _____ Social Security No.: _____ Email _____

Date Available: _____ Desired Salary: \$ _____ Position Applied for: _____

Are you a citizen of the United States? YES NO

If no, are you authorized to work in the U.S.? YES NO

Have you ever worked for this company? YES NO If yes, when? _____

Have you ever been convicted of a felony? YES NO

Education

High School: _____ Address: _____

From: _____ To: _____ Did you graduate? YES NO Diploma: _____

College: _____ Address: _____

References

Please list three references.

Full Name: _____ Relationship: _____

Company: _____ Phone: _____

Address: _____

Full Name: _____ Relationship: _____

Company: _____ Phone: _____

Address: _____

Full Name: _____ Relationship: _____

Company: _____ Phone: _____

Address: _____

Previous Employment

Company: _____ Phone: _____

Address: _____ Supervisor: _____

Job Title: _____ Starting Salary: \$ _____ Ending Salary: \$ _____

Responsibilities: _____

From: _____ To: _____ Reason for Leaving _____

May we contact your previous supervisor for a reference? YES NO

Company: _____ Phone: _____

Address: _____ Supervisor: _____

Job Title: _____ Starting Salary: \$ _____ Ending Salary: \$ _____

Responsibilities: _____

From: _____ To: _____ Reason for Leaving _____

May we contact your previous supervisor for a reference? YES NO

Company: _____ Phone: _____

Address: _____ Supervisor: _____

Job Title: _____ Starting Salary: \$ _____ Ending Salary: \$ _____

Responsibilities: _____

From: _____ To: _____ Reason for Leaving _____

May we contact your previous supervisor for a reference? YES NO

Military Service

Branch: _____ From: _____ To: _____

Rank at Discharge: _____ Type of Discharge: _____

If other than honorable, explain: _____

Disclaimer and Signature

I certify that my answers are true and complete to the best of my knowledge.

If this application leads to employment, I understand that false or misleading information in my application or interview may result in my release.

Signature: _____ Date: _____

LIFE SKILLS

Filling Out Forms – Writing a Thank You and Addressing an Envelope

GROUP SIZE

Any size

SUGGESTED AGES

All ages

TIME NEEDED

30 Minutes

EDUCATION STANDARDS

Writing – 3.W.4, 3.W.5; 4.W.4, 4.W.5; 5.W.4, 5.W.5

Language – 2.L.1, 2.L.2; 3.L.1, 3.L.2, 3.L.3; 4.L.1, 4.L.2, 4.L.3; 5.L.1, 5.L.2, 5.L.3; 6.L.1, 6.L.2, 6.L.3; 7.L.1, 7.L.2, 7.L.3; 8.L.1, 8.L.2, 8.L.3

MATERIAL LIST

- Blue or black pen
- Nice stationary or notecard
- Envelope
- Stamp (if mailing)



EXPECTED LEARNER OUTCOMES

- Will learn how to address an envelope
- Will learn the components of a thank you note
- Will learn when to write thank-you notes
- Will learn why you should write thank-you notes

BACKGROUND

Many youth lack the skill/knowledge necessary to write and address a thank you note. This skill will help youth make a connection with those who support them and be a useful life skill for their future.



REFLECT

Why write thank you letters?

- To show appreciation for someone supporting you
- To acknowledge a gift, donation or service
- To provide recognition to someone who has done a good deed

When should you write a thank-you note?

- After receiving any type of gift
- After attending a job interview
- After someone donates to a cause in your name
- After someone goes above and beyond the expected
- After someone writes a letter of recommendation for you
- After someone helps with a project or endeavor
- If you want to make a good impression
- If you are unsure of whether or not to write a thank-you note (write one!)

OTHER THINGS TO REMEMBER

- Use nice stationary or a notecard and handwrite your message
- Use your best handwriting and proofread for spelling errors
- Mail thank you or hand deliver it, but be sure that it is received in a timely manner

ADDRESSING AN ENVELOPE

Sender's full name
Sender's street address
Sender's city, state and zip code



Recipient's full name
Recipient's street address
Recipient's city, state and zip code



SAMPLE THANK YOU NOTE

Dear Mr. Johnson,

Greeting should be respectful and personalized

- Thank them for their support of the program and specifically for their support of YOUR project. (1-2 sentences)
- Share a little about yourself and what their support will help with. (1-2 sentences)

Thank them again.

Once again, thank you for your support!

Sincerely,

Close with a respectful salutation.

Jane Doe

Hand sign first and last name

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HEALTHY RELATIONSHIPS

LIFE SKILLS

Healthy Relationships

KEY TERMS

Relationship – dating or personal/professional

Domestic Violence – can be physical, sexual, emotional, economic or psychological actions or threats against another person.

EDUCATION STANDARDS

Health Education 1.2.2, 1.8.2, 1.12.2, 2.8.5, 4.2.1, 4.12.4



EXPECTED LEARNER OUTCOMES

OBJECTIVE 1 – to recognize a healthy/unhealthy relationship

OBJECTIVE 2 – to learn their value and that of others in relationships

BACKGROUND

This was created in an effort to set young people on a path that encourages them to think about the why and how of their relationships. Stopping the cycle of violence starts in the most basic of relationships and then moves into dating. By teaching our youth to recognize the signs of a bad relationship and then how to cultivate a healthy one we are helping to stop the cycle of domestic violence before it damages another generation.

REFLECT

How have we been witnessing healthy/unhealthy relationships in our own lives as well as those around us? Is there anything that resonates with the individual that may need further attention/assistance?



EXTENDED LEARNING

Have an open discussion with youth about what they are seeing or experiencing themselves and answer any questions they have or direct them to an external support system that can further assist them. Is there a Domestic Violence shelter in your area that you would be able to reach out to to see if they need any items for survivors? Can they come and present at your school/club for youth up to volunteers to gain knowledge?

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KITCHEN SKILLS

LIFE SKILLS

Kitchen Skills – Measuring

GROUP SIZE

Any size

TIME NEEDED

45-60 min

EDUCATION STANDARDS

FS 1.1, K.MD, MSFCS-NW 1

MATERIAL LIST

- PowerPoint
- Projector & Screen
- Pineapple Juice
- Ginger Ale
- Hawaiian Punch
- Cups
- Ice
- Flour
- Granulated Sugar
- Brown Sugar
- Baking Soda
- Chocolate Chips
- Rolled Oats
- Sea Salt
- Ziplock Bags



EXPECTED LEARNER OUTCOMES

- Will be able to identify liquid and dry measuring cups and determine proper way to use.
- Will be able to determine the proper type of measuring cup/ spoon to use with given ingredient

BACKGROUND

Prior to event, ensure you have punch supplies, chocolate chip cookie maze ready. Instructions for both in appendix A.

Being able to correctly measure ingredients is imperative to preparing food that is edible, has the correct consistency and density. Discerning between liquid and dry measuring cups and using them properly is a foundation of cooking.



DO – CAN BE DONE WITH OR WITHOUT SLIDE DECK. FOR WITHOUT, DEMONSTRATE ACTIONS IN SLIDE DECK.

Slide 1: Welcome, introduce concept of measuring cups and importance

Slide 2: Introduce yourself

Slide 3: Ask: Why does it matter to measure properly?

- Proper measuring ensures proper taste, texture, density – basically really important for your recipe to turn out.
 - Some recipes properly measuring is extremely important – like baking and candy making

Slide 4: Ask: What are some liquids you would need to measure for common recipes? Affirm correct answers

- Present steps for measuring liquids
 - Can be done without slide deck

Slide 5: Activity – Make punch

Slide 6: Review vocabulary – Ensure youth know what measuring cups, spoons and a flat edge are.

Slide 7: Measuring flour – Take a spoon or small scoop and fluff up the flour. Then spoon the flour into the measuring spoon until heaping. Using the back of a knife, level off the flour.

Ask: Why important to fluff flour?

- To ensure it isn't packed tight – affirm other similar answers

Ask: Why wouldn't you scoop straight from container?

- Packing – too much flour – affirm similar answers

Slide 8: Granulated sugar – Scoop the sugar with the measuring spoon/cup from the container or pour in until overflowing. Level using a flat surface back into container or extra bowl, as shown.

Slide 9: Brown sugar – Scoop brown sugar into measuring cup, pack until cup full or slightly over-filled, level

Slide 10: Confectioners' sugar or Powdered sugar – Sift, scoop into measuring cup, overfill, level using flat edge

Ask: Why need to sift?

- Remove lumps or clumps

Slide 11: Spices, Baking Soda, Baking Powder – Stir to remove clumps or ensure not packed too tight, Scoop out or pour out if necessary, Level with flat surface

Slide 12: I will give you an ingredient and an amount and you tell me liquid or dry measuring cup or measuring spoon:

- **1 tablespoon olive oil** – measuring spoon
- **2 cups milk** – liquid measuring cup
- **½ cup peanut butter** – dry measuring cup
- **⅛ teaspoon paprika** – measuring spoon
- **⅓ cup vegetable oil** – liquid measuring cup
- **¾ cup powdered sugar** – dry measuring cup

Slide 13: Compare/Contrast Liquid vs Dry Measuring cups – Hand out liquid and dry measuring cups or hold them up.

Ask: “What are the similarities between liquid and dry?”

- Measuring things, cup shape, handles, numbers on them

Ask: “What are the differences?”

- Clear vs not, measuring cups are for one amount vs liquid can be for lots of different amounts, liquid has spout to pour

Slide 14: Common abbreviations

Slide 15: Activity: Chocolate Chip Cookies in a bag

Pre-work:

Set up ingredients and measuring cups and spoons at each station.

- Can have only exact measuring cup/spoon at each station. Have students use math or have assorted.



Activity Instructions:

Give each team member a ziplock bag, chocolate chip cookie in a bag paper, and writing utensil. They must complete the maze to create a chocolate chip cookie in a bag take home recipe.

REFLECT

- Why is proper measuring important?
- What is the difference between dry and liquid measuring cups?
- How do you know which type measuring cup to use?
- How do you know to use measuring cup versus spoon?

APPLY

Punch making

- Have cups, liquid measuring cups, ice, pineapple juice, Hawaiian punch and ginger ale soda ready.

Recipe:

- Cup $\frac{1}{2}$ full of ice
- $\frac{1}{4}$ cup ginger ale
- $\frac{1}{2}$ cup fruit punch
- 1 $\frac{1}{2}$ tablespoon pineapple juice
- Stir and enjoy

Chocolate Chip Cookie in a Bag



APPENDIX A

Chocolate Chip Cookie Maze Instructions

- Display signs around the room, giving as much space as possible between stations.
 - With each sign set up the ingredient that goes with sign – list below.
 - Have assortment of measuring cups and spoons at each table.
- Provide each student with ziplock bag (quart size) or jar, Chocolate Chip Cookie in a bag recipe card, and writing utensil.
- Students may start at any station. When they arrive at the station, they must answer the question, add the ingredient to their bag.
 - Pro tip – Even divide them into starting groups.
- Based on their response to the question, the station sign will tell them which station to visit next.
- If student answers all questions correctly, they will visit each station once. If they answer a question incorrectly, they will visit a station multiple times. If this happens, they should re-visit the stations to determine their mistake.

Key: 1-6-2-3-5-4-7-8-1

Station 1: Flour

Station 2: Baking Soda

Station 3: Sea Salt

Station 4: Oats

Station 5: Brown Sugar

Station 6: Chocolate Chips

Station 7: Granulated Sugar

Station 8: Instruction label

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Station 1



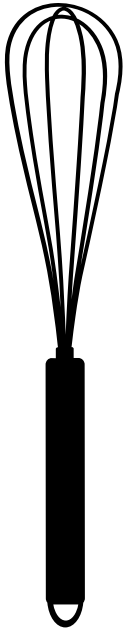
**Add 1 ½ cup
flour then answer
question**

**When measuring this ingredient, pack
it tight into a measuring cup?**

- | | | |
|---|----------------------|-----------------|
| A | Granulated Sugar | Go to Station 2 |
| B | Brown Sugar | Go to Station 6 |
| C | Confectioners' Sugar | Go to Station 4 |
| D | Salt | Go to Station 3 |



Station 2



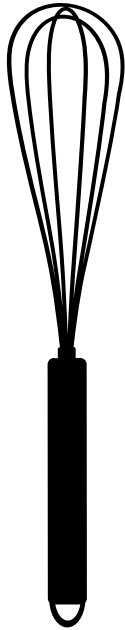
**Add 1/2 teaspoon
baking soda**

**When measuring this ingredient, fluff
in container, spoon into measuring
cup, overfill then level?**

A	Flour	Go to Station 3
B	Brown Sugar	Go to Station 6
C	Confectioners' Sugar	Go to Station 4
D	Baking Soda	Go to Station 1



Station 3



**Add $\frac{1}{2}$ teaspoon
sea salt then
answer question**

**When adding this ingredient, scoop
from container with measuring cup
and then level?**

- | | | |
|---|------------------|-----------------|
| A | Granulated Sugar | Go to Station 5 |
| B | Brown Sugar | Go to Station 1 |
| C | Flour | Go to Station 3 |
| D | Peanut Butter | Go to Station 7 |



Station 4



**Add $\frac{1}{4}$ cup oats
then answer
question**

**When measuring this ingredient, stir
in container, overfill measuring spoon
and level off?**

- | | | |
|---|----------------------|-----------------|
| A | Confectioners' Sugar | Go to Station 8 |
| B | Flour | Go to Station 6 |
| C | Baking Soda | Go to Station 7 |
| D | Brown Sugar | Go to Station 1 |



Station 5



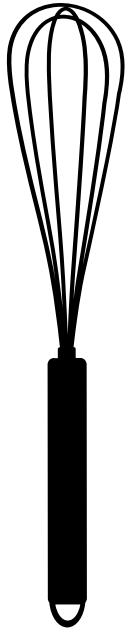
Add $\frac{1}{2}$ cup brown sugar then answer question

When measuring this ingredient, it is important to sift it to remove clumps:

- | | | |
|---|----------------------|-----------------|
| A | Baking soda | Go to Station 7 |
| B | Brown Sugar | Go to Station 6 |
| C | Confectioners' Sugar | Go to Station 4 |
| D | Salt | Go to Station 3 |



Station 6



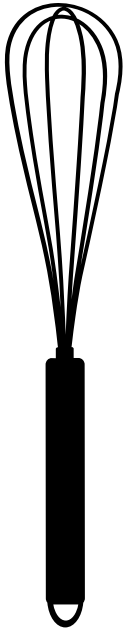
**Add 1 cup
chocolate chips
then answer
question**

**When measuring this ingredient, fill
until level with top of measuring cup,
no need to actually level:**

A	Chocolate chips	Go to Station 2
B	Brown Sugar	Go to Station 6
C	Baking Soda	Go to Station 8
D	Salt	Go to Station 3



Station 7



**Add 1 cup
granulated sugar
then answer
question**

**Which of these is NOT a reason to
properly measure:**

- | | | |
|---|--------------------------|-----------------|
| A | Proper taste | Go to Station 2 |
| B | Proper consistency | Go to Station 6 |
| C | Proper density | Go to Station 4 |
| D | Measuring doesn't matter | Go to Station 8 |



Station 8



**Label your bag
with instructions**

**Measuring liquids, requires you to look
at the measuring cup:**

A	From above	Go to Station 2
B	From below	Go to Station 6
C	At eye level	Go to Station 1
D	However is easiest	Go to Station 5





Chocolate Chip Cookies in a Bag

Check off each ingredient as you add them to your bag. **Note:** you should only go to each station **ONE** time. If sent back to the same station, go back and re-answer the question.

Ingredients

- 1 ½ cup flour
- ½ teaspoon baking soda
- ½ teaspoon sea salt
- ¼ cup rolled oats
- ½ cup packed brown sugar
- ½ cup granulated sugar
- 1 cup chocolate chips

Additional Ingredients

- ½ cup butter, softened
- 1 large egg
- 2 teaspoon vanilla extract

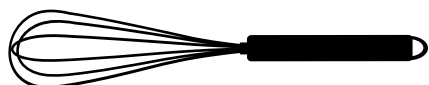
Instructions

Preheat oven to 350°F. Mix together butter, egg and vanilla until creamy. Add contents from back and mix well. Make into balls, approximately 2 inches. Place about 2 inches apart on baking sheet. Bake for 8 minutes, until light brown.

Chocolate Chip Oatmeal Cookies

You'll need:

- ½ cup butter, softened
- 1 large egg
- 2 teaspoon vanilla extract



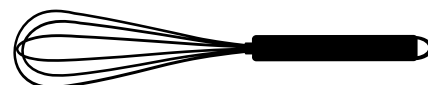
Baking directions:

- Preheat oven to 350°F.
- Mix butter, egg, and vanilla until smooth.
- Add dry ingredients from bag and mix until incorporated.
- Make 2-inch balls and place on baking sheet 2-inches apart.
- Bake 8 minutes, until golden brown.
- Allow to cool.
- Enjoy!

Chocolate Chip Oatmeal Cookies

You'll need:

- ½ cup butter, softened
- 1 large egg
- 2 teaspoon vanilla extract



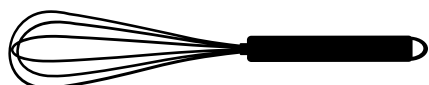
Baking directions:

- Preheat oven to 350°F.
- Mix butter, egg, and vanilla until smooth.
- Add dry ingredients from bag and mix until incorporated.
- Make 2-inch balls and place on baking sheet 2-inches apart.
- Bake 8 minutes, until golden brown.
- Allow to cool.
- Enjoy!

Chocolate Chip Oatmeal Cookies

You'll need:

- ½ cup butter, softened
- 1 large egg
- 2 teaspoon vanilla extract



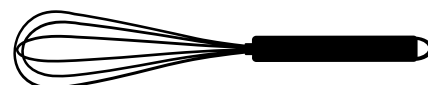
Baking directions:

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- Bake 8 minutes, until golden brown.
- Allow to cool.
- Enjoy!

Chocolate Chip Oatmeal Cookies

You'll need:

- ½ cup butter, softened
- 1 large egg
- 2 teaspoon vanilla extract



Baking directions:

- Preheat oven to 350°F.
- Mix butter, egg, and vanilla until smooth.
- Add dry ingredients from bag and mix until incorporated.
- Make 2-inch balls and place on baking sheet 2-inches apart.
- Bake 8 minutes, until golden brown.
- Allow to cool.
- Enjoy!



LAUNDRY SKILLS

LIFE SKILLS

Laundry Skills – Laundry Care Label Reading

GROUP SIZE

Any size

TIME NEEDED

15-20 minutes

EDUCATION STANDARDS

Health Education 5.5.3

MATERIAL LIST

- Clothing items with intact, legible care tags OR sample care tags



EXPECTED LEARNER OUTCOMES

- Will be able to identify what different symbols on clothing tags represent
- Will be able to discern why it is important to wash clothing according to directions

BACKGROUND

Prior to your event, be sure to gather appropriate laundry items with intact, legible care tags for youth to decipher. You can also use sample care tags.

DO

Have youth study their laundry care tags and determine how it should be washed, dried, ironed, and/or bleached (if appropriate).

Alternate activity: Make copies of the “Laundry Label Reading” worksheet for each youth to complete.



REFLECT

- Depending how you have the activity set up, go over the answers with youth after completion, either one-on-one as they complete the activity or as a group.
- Discuss how following care instructions for laundry will help clothing last longer, ultimately saving money.

APPLY

Challenge youth and parents/guardians to put their knowledge into practice at home!

RESOURCE

Fabric Care Language Made Easy: cleaninginstitute.org/sites/default/files/assets/1/Page/FabricCareSymbols.pdf

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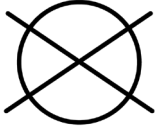
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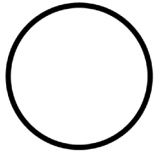


Laundry Label Reading

Match the symbol with its meaning.



1. _____



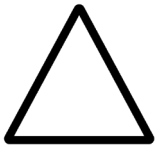
2. _____



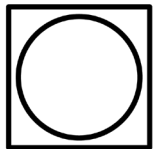
3. _____



4. _____



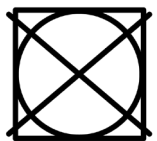
5. _____



6. _____



7. _____



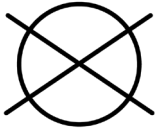
8. _____

- A. Hand Wash
- B. Machine Wash
- C. Dry Clean
- D. Do Not Dry Clean
- E. Any Bleach
- F. Only Non-chlorine Bleach
- G. Tumble Dry
- H. Do Not Tumble Dry

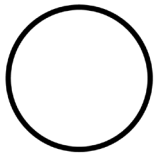


Laundry Label Reading – Answer Key

Match the symbol with its meaning.



1. **D**



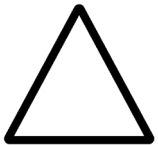
2. **C**



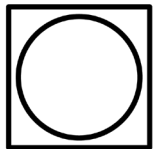
3. **F**



4. **B**



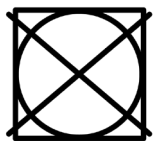
5. **E**



6. **G**



7. **A**



8. **H**

- A. Hand Wash
- B. Machine Wash
- C. Dry Clean
- D. Do Not Dry Clean
- E. Any Bleach
- F. Only Non-chlorine Bleach
- G. Tumble Dry
- H. Do Not Tumble Dry

LIFE SKILLS

Laundry Skills – Sorting Laundry

GROUP SIZE

Any size

TIME NEEDED

15-20 minutes

EDUCATION STANDARDS

Health Education 5.5.3

MATERIAL LIST

- Clothes baskets
- Clothing or other laundry items, ideally 15-20 items that would represent 3-4 separate loads of laundry



EXPECTED LEARNER OUTCOMES

- Will be able to identify what types of clothing or fabrics should be laundered together
- Will be able to identify why some types of clothing or fabrics should NOT be laundered together

BACKGROUND

Prior to your event, be sure to gather appropriate laundry items to represent different loads of laundry. For example, towels, whites, delicates, jeans, etc. Labels with care instructions should be present and legible if possible so youth can use that information to make their selection.

Larger groups will require the materials to be scaled up so that more than one youth or group can participate at a time.



DO

If completing this activity with a large group, ensure that youth can sort the laundry somewhat out of sight of those who have not yet completed the activity. Set up laundry baskets or other designated spaces for youth to sort the laundry into separate loads. Have youth go through the items and sort into what they think would be appropriate loads. Have a volunteer at the station to jumble and re-set the laundry between participants.

REFLECT

- Depending how you have the activity set up, go over the answers with youth after completion, either one-on-one as they complete the activity or as a group.
- Discuss why we should sort laundry into separate loads.

APPLY

Challenge youth and parents/guardians to put their knowledge into practice at home!

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**SOUTH DAKOTA STATE
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LIFE SKILLS

Laundry Skills – Laundry Stain Removal

GROUP SIZE

Any size

TIME NEEDED

15-20 minutes

EDUCATION STANDARDS

Health Education 5.5.3

MATERIAL LIST

- Tea towels or other sample of cotton fabric, pre-stained
- A variety of products, such as commercial stain remover, laundry detergent, dish soap, baking soda, vinegar, rubbing alcohol
- A variety of tools for assisting with stain removal, such as paper towels, buckets, and old toothbrushes



EXPECTED LEARNER OUTCOMES

- Will be able to identify what methods are most effective at treating clothing stains
- Will understand the importance of treating stains as soon as possible for the best results

BACKGROUND

Immediately prior to your event, pre-stain fabric with a variety of items. Suggested stains include ketchup, coffee, ink, and oil. Have enough sample items for each youth to work on either individually or in teams. Youth should have access to either a sink or a bucket of water to aid in their quest to get the stain out.



DO

This activity is easy to scale up or down based on your group size and allotted time. You can give all youth the same stain to work on, or different stains for everyone. You can even apply multiple stains to one tea towel and have enough tea towels for the number of youth participating in the activity. Give youth access to all the products you brought and let them decide what to try. Younger youth should be given fewer options, or maybe even just the one option that will be best to take the stain out and let them practice trying to remove a stain. For a comprehensive list of stains and what works to treat them, see cleaninginstitute.org/cleaning-tips/clothes/stain-removal-guide.

REFLECT

- Discuss with students what worked and what did not work in their attempts to remove the stain(s) from fabric.
- Discuss the importance of understanding laundry care labels when dealing with stains.
- Discuss the importance of ensuring a stain is fully removed before placing the item in the dryer.

APPLY

Challenge youth and parents/guardians to put their knowledge into practice at home!

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VEHICLE MAINTENANCE

LIFE SKILLS

Vehicle Maintenance Skills – Checking Oil

GROUP SIZE

Any size

TIME NEEDED

30-45 minutes

EDUCATION STANDARDS

EPER 2.1

IVSM 1.1

IVSM 2.1

IVSM 3.1

MATERIAL LIST

- Vehicle
- Shop Rags
- Motor oil
- Funnel
- Step stool for youth that may not be able to reach the dip stick
- Owner's manual



EXPECTED LEARNER OUTCOMES

- Will be able to check the oil level in a vehicle.
- Will be able to properly add oil to a vehicle.

BACKGROUND

Ideally you will have a vehicle that typically runs low on oil so you can practice adding oil. Make sure you are familiar with the vehicle that you are checking the oil in. Some newer cars have an electronic oil monitor and don't have a traditional dipstick for manual inspection.

Being able to check the oil in a vehicle is an important life skill. Low oil levels can damage a vehicle's engine.

VOCABULARY

Dipstick – Stick used to measure oil in a car's engine



ACTIVITY PREPARATION

Park vehicle on a level surface near meeting area and have a small table set up with items from the equipment list. With most cars, that the engine is cold, so you don't burn yourself on a hot engine part. (For some cars, the automakers recommends that the oil be checked after the engine has been warmed up)

Be sure to instruct youth that it is important to refer to the owner's manual since each vehicle, tire and even season needs to be taken into consideration.

ACTIVITY INSTRUCTIONS

Talking points:

- Oil lubricates the engine's internal moving parts, keeping them from wearing too quickly. It also helps keep the engine clean, by preventing dirt building. It will also help keep it from overheating.

With the engine off, open the car's hood and find the dipstick. Pull the dipstick out from the engine and wipe any oil off from its end. Then insert the dipstick back into its tube and push it all the way back in. Pull it back out, and this time look at both sides of the dipstick to see where the oil is on the end. Every dipstick has some way of indicating the proper oil level, whether it be two pinholes, the letters L (low) and H (high), the abbreviations MIN and MAX, or simply an area of crosshatching. If the top of the oil "streak" is between the two marks or within the crosshatched area, the level is fine. But if the oil is below the minimum mark, you need to add oil as describes.

How to Add Engine Oil – Use the grade of oil recommended in the owner's manual. It will usually have a designation such as OW-20 or 5@-30. You can buy it by the quart. To add oil, remove the oil filler cap, usually located on top of the engine. It helps to use a funnel to ensure that oil doesn't spill onto the engine, other parts, or even the floor. Since overfilling with oil is bad for the engine, you should add oil a little at a time. Start by adding about half a quart. Wait a minute or so and check the dipstick again. Unless your engine is leaking or burning oil, you will rarely need to add more than a quart. Screw the oil filler cap back on securely.

REFLECTION

Why should engine oil be checked often?

1. Keeps engine running well
2. A slow leak can cause engine damage

EXTENDED LEARNING

- Changing oil on a vehicle
- Properly disposing or recycling of used motor oil.
- Pros and cons discussion on synthetic oil vs. standard/conventional oil
- Make an educational poster on above topics to be exhibited at 4-H Achievement Days.

APPENDIX A RESOURCES

Driversed.com

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**SOUTH DAKOTA STATE
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LIFE SKILLS

Vehicle Maintenance – Checking Tire Pressure and Inflating Tires

GROUP SIZE

Any size

TIME NEEDED

30-45 minutes

EDUCATION STANDARDS

EPER 2.1

IVSM 1.1

IVSM 2.1

IVSM 3.1

MATERIAL LIST

- Vehicle
- Pressure gauge
- Portable air compressor filled with air or optional extension cord for plugging in portable air compressor.
- Bicycle (optional)



EXPECTED LEARNER OUTCOMES

- Will be able to determine proper pounds per square inch in a tire using a pressure gauge.
- Will be able to identify basic tire air pressure.

BACKGROUND

Prior to this event, ensure you have at least one vehicle parked with tires of different air pressure. Ideally, try to find different types of pressure gauges so that they can work on all 4 tires.

Being able to test the PSI of a tire is an important life skill. Excessive air pressure can distort the shape of a tire, leading to decreased traction and increased wear and tear down the center of the tire. Depending on circumstances, repeatedly overinflated tires could wear out more quickly.

VOCABULARY

Psi – pounds per square inch



ACTIVITY PREPARATION

Park vehicle nearby meeting area and have portable air compressor ready to go. If it needs to be plugged in be sure to have that ready.

Be sure to instruct youth that it is important to refer to the owner's manual since each vehicle, tire and even season needs to be taken into consideration.

ACTIVITY INSTRUCTIONS

Why tires lose pressure?

1. When air temperature changes
2. When the load in the vehicle increases or a trailer is pulled
3. When the car is driven for long periods
4. When there is a puncture in the tires
5. When there is damage to the valve stems

Correct tire pressure provides the most precise handling and quickest stopping. It can also lower gas mileage. If the vehicle has a pressure light, be sure you recognize what the light means when it comes on. Even if your vehicle has a tire pressure monitoring system, having a tire pressure gauge is a good backup. Tire pressure gauges indicate the tire pressure using a stick, dial, or a digital readout display.

The correct PSI (pounds per square inch) tire pressure can be found a couple of ways. You can go with what's listed on the door sticker or the owner's manual, as this is the ideal tire pressure for your vehicle. You may also notice that the sidewall of the tires lists a tire pressure. This is the maximum tire pressure allowed.

Remove the cap from the air valve on the tire and put it somewhere you won't lose it. Press the tire gauge against the open valve stem for a second or two. Read the air pressure gauge. Compare this number with the recommended tire pressure. Replace the tire's air valve cap or adjust the air pressure.

Follow these steps if you need to add air to your tires. (There are many different types of air compressors so be sure to point that out.) press the hose nozzle down on the valve stem. Air may flow automatically, or you may need to press a lever. You should notice the tire inflating and feel air flowing through the hose. Remove the hose fitting or release the inflation lever. Check the air pressure, as stated above, using the gauge on the hose or your own tire gauge. Repeat as needed until the tire is inflated to the correct psi. Be sure to replace the valve caps.

REFLECTION

- What can be some causes of low tire pressure?
- Why is it important to check your air tire pressure often?

EXTENDED LEARNING

- Practice testing air pressure on other vehicles or bikes.
- Volunteer could ask for donation to get each youth their own pocket-sized air pressure gauge.
- Make an educational poster on tire maintenance to be exhibited at 4-H Achievement Days.

APPENDIX A RESOURCES

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**SOUTH DAKOTA STATE
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LIFE SKILLS

Vehicle Maintenance – Jump Start A Dead Battery

GROUP SIZE

Any size

TIME NEEDED

30-45 minutes

EDUCATION STANDARDS

EPER 2.1

IVSM 1.1

IVSM 2.1

IVSM 3.1

MATERIAL LIST

- 2 Vehicles
- Shop rags
- Safety glasses
- Gloves
- Jumper cables
- Battery pack (optional)



EXPECTED LEARNER OUTCOMES

- Will be able to safely learn the main components of a battery.
- Will be able to jump start a vehicle.

BACKGROUND

First talk to youth about some common reasons that a battery may be dead.

- Leaving on the lights.
- Something may be draining the battery when it is turned off such as interior lights, door lights, clock, radio, or alarm system.
- The battery connections are loose or corroded.
- It is extremely hot or cold outside.
- Your battery isn't charging while you drive which could be an alternator problem.
- The battery may be old.

VOCABULARY

Battery terminal – Battery terminals are the electrical contacts used to connect a load or charger to single cell or multiple – cell battery. It may also be called the auto post terminal.

Jumper Cables – a pair of electrical cables with alligator clips used to make a connection for jump-starting a vehicle.



ACTIVITY PREPARATION

Park vehicles near each other and have equipment list ready.

Be sure to instruct youth that it is important to refer to the owner's manual since each vehicle and battery location may be different.

ACTIVITY INSTRUCTIONS

Safety First! Before starting, explain expectations that everyone needs to wear eye protection and gloves when working on the battery.

1. Identify where the battery is in a vehicle. Even better if you can have multiple vehicles since the batteries can be challenging to find in some automobiles.
2. When handling jumper cables, keep the red and black clamps from touching, ensuring your cables aren't mishandled when setting them up.
3. Start by making sure the running vehicle with a good battery is parked next to the vehicle that's dead. (Because we are assuming that the vehicle doesn't really have a dead battery, just go through the steps and don't fully attach all cables) Open the hood of each vehicle and identify where the battery is located. There's usually a plastic hood covering the battery or the battery posts. You'll need to remove this hood to access the posts.
4. Once you have access to the battery posts, determine which one is positive (+) and negative (-). The positive post may have a red cable attached, but it's best to look for a plus or minus sign to determine its polarity. Brush away any dirt or gunk from the posts, because you'll need to create as clean and solid connection as you can.
5. Connect one end of the red clamp to the positive post on the dead battery. Then, connect the matching end of the red clamp to the positive post on the functioning battery. (Just go through this step if the second vehicle has a function battery)
6. Connect the black or negative clamp to the negative terminal on the good battery. Instead of connecting the remaining negative clamp to the dead battery, find an unpainted engine bolt or piece of the vehicle's frame and secure your clamp to that. This will ensure a safer jump situation.
7. Start the functioning vehicle first, then try to start the dead vehicle. If the interior lights come on and you hear the engine turn over but it won't start, then you may have another issue. Sometimes you may have to leave the cables hooked up a few minutes to charge the dead battery. If you hear a clicking sound when you try to start the vehicle, you might have a bad starter.

REFLECTION

- What can be some causes of a dead battery?

EXTENDED LEARNING

- Learn how to properly clean off the battery terminals. See resource from Bob Vila below.
- You can also talk about portable power packs that have enough juice to jumpstart a vehicle.
- Make an educational poster on jumping a vehicle safely to be exhibited at 4-H Achievement Days.

APPENDIX A RESOURCES

Bob Vila – How to clean battery terminals for auto maintenance: bobvila.com/articles/how-to-clean-battery-terminals/

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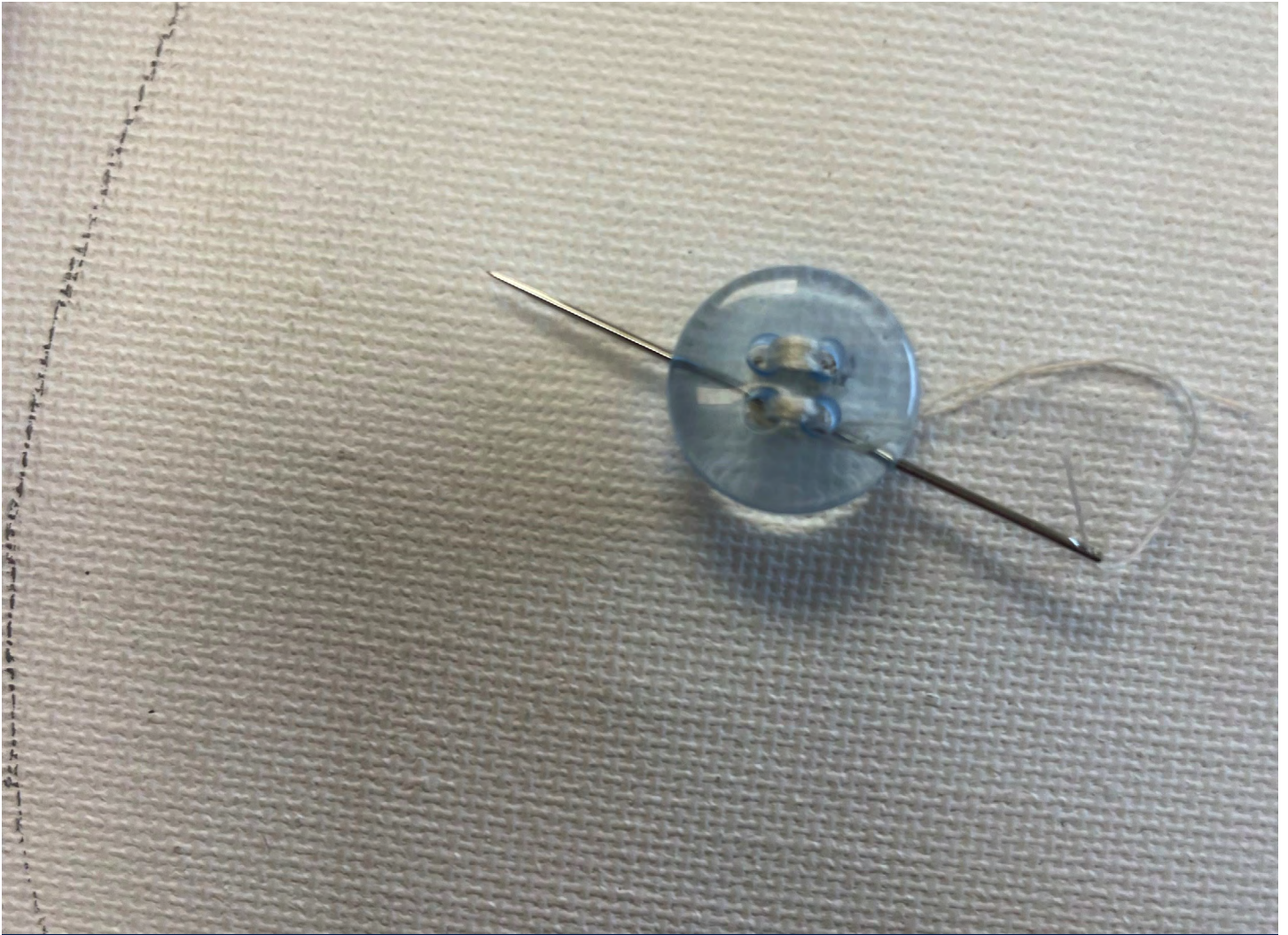
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**SOUTH DAKOTA STATE
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BUTTON SEWING

LIFE SKILLS

Sew Simple: Buttoning Up Your Skills

GROUP SIZE

1-25

SUGGESTED AGES

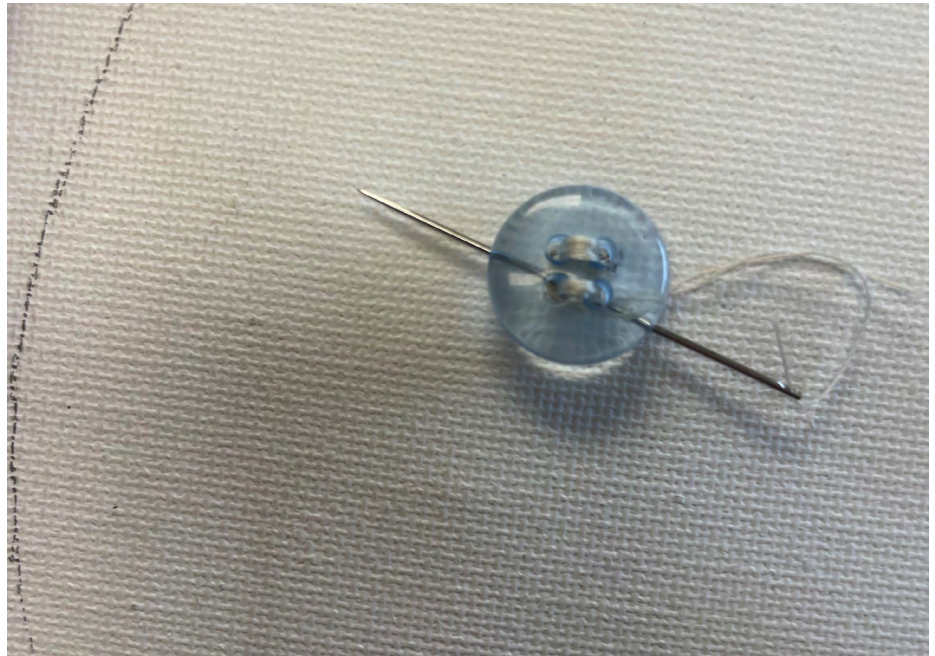
8-18

TIME NEEDED

45-60 minutes

MATERIAL LIST

- Pencils
- Paper cut to 5"x 7"
- Scissors
- 5" x 7" stretched canvases
- Design templates
- Spool of thread
- Hand sewing needles
- Buttons without shanks
- Toothpicks
- Craft glue
- Craft sticks
- Paper plates
- Wipes



EXPECTED LEARNER OUTCOMES

- Will be able to thread a needle.
- Will be able to sew on a button with a shank.
- Will be aware of how to reduce the amount of garments in landfills by repairing items.
- Will be able to use buttons to create a three-dimensional piece of art.

BACKGROUND

Prior to the event, make sure that you have all the supplies listed. You will only need a spool or two of thread, perhaps one light color and one dark color. Each 5" x 7" canvas requires a significant number of buttons. You may also have the pictures completed on card stock instead of canvas. Having templates youth are able to trace around for their pictures is a time saver.



DO

Ask: Have you ever had a button fall off a piece of clothing and nothing else was wrong with the clothing item? What did you do with it?

Ask: What are examples of pieces of clothing you wear that have buttons on them? What do you do if a button falls off your clothing?

Take a poll: Who would sew the button back on? Who would give the clothing to someone else? Who would throw it away?

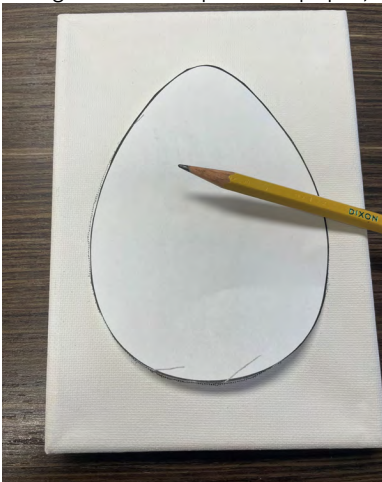
Use the following statistics to see if youth are able to guess the numbers.

According to <https://theroundup.org/textile-waste-statistics/>, “the US generates just over **17 million tons** of textile MSW (Municipal Solid Waste) per year, according to the most recent EPA data. That is around **112lb per person**, according to the latest census statistics. In the US, **66%** of all unwanted clothes and textiles are landfilled. Less than **15%** are recycled. The rest (**19%**) are burned.” By learning to sew on your own button, you may increase the wearing cycle of your garment – becoming part of the solution rather than part of the problem.

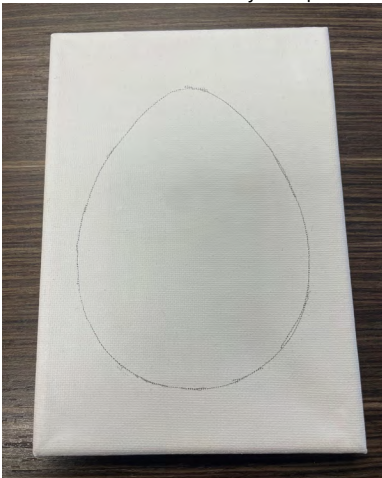
State Project: Instead of throwing your clothing in the trash or giving it away, learn how to sew on a button and increase the life use of your garment.

We are going to teach you how to sew a button on the piece of canvas for your picture. The first button that you put on your design, you will sew on. Don't worry, you won't have to sew every button on your picture, you will glue the rest of the buttons onto your design for a great three-dimensional look.

1. Using the 5" x 7" piece of paper, trace a design from a template onto the paper and cut the design out on the line.



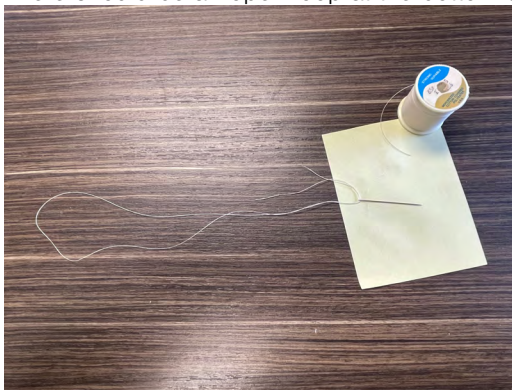
2. Trace around the design on the 5" x 7" canvas. You may also create your own design for a 5" x 7" canvas, but remember that it needs to be very simple with enough space to put the buttons on.



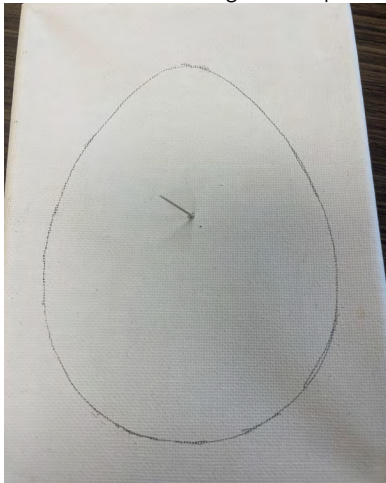
3. Choose a button to sew on as part of your design and the location on the canvas.
4. Thread a needle so that you have a double thread.
 - a. From a spool of thread, cut a length of thread about 18-24" long.
 - b. Using a sharp scissors, cut both ends of the thread at a 45-degree angle.



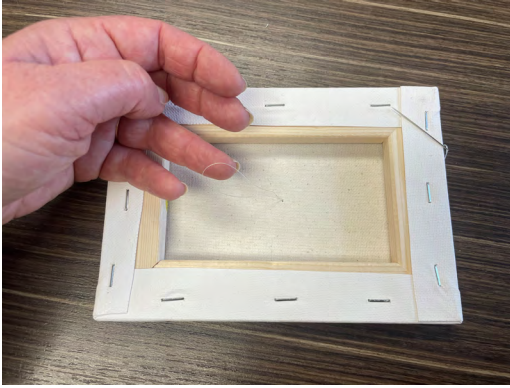
- c. Slightly dampen both ends of the thread and poke through the eye of the needle.
- d. There should be an open loop at the bottom and two strands of thread going through the eye of the needle.



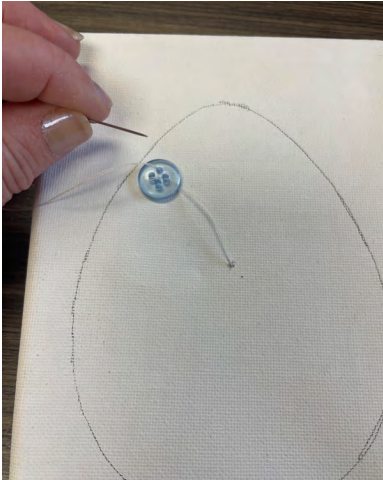
5. Find where you want to place your button and sew to canvas.
 - a. Poke the needle through the back side of the canvas. Pull the thread through, making sure that you keep the needle threaded and leaving the loop on the back.



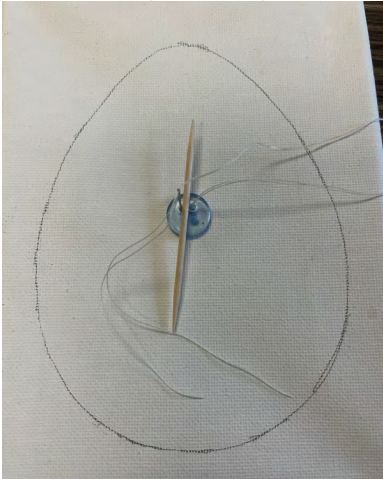
- b. Holding the loop on the back so you don't lose it, go back down through the top of the canvas.
- c. Pull the needle through the loop and pull tight so the thread is flat and secure on the back of the canvas. This should create a knot and hold your thread in place for the rest of the sewing.



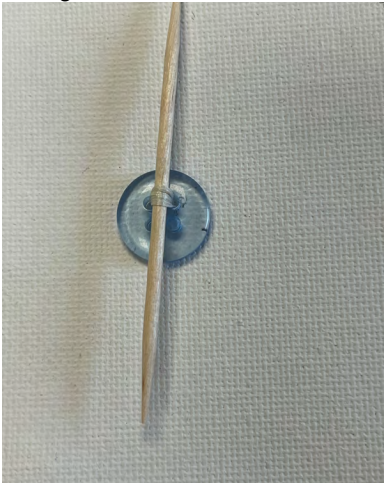
- d. From the back side of the canvas, poke the needle through the canvas and thread up through one of the holes of the button.



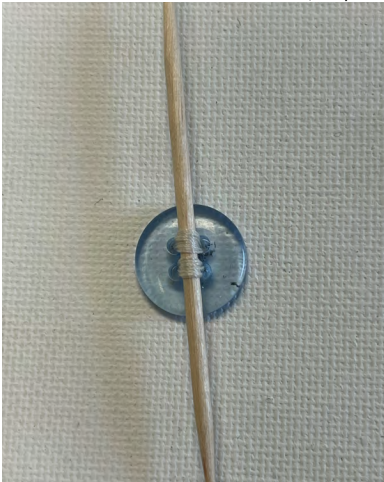
- e. Place a toothpick on top of the button.



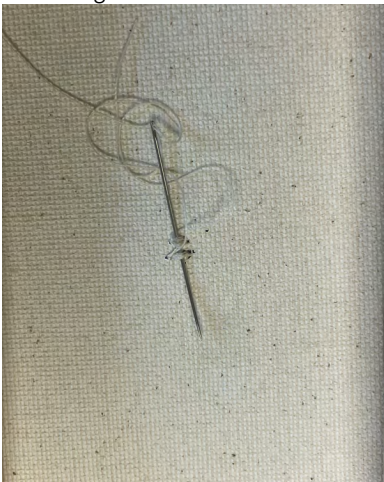
- f. With the toothpick on top of the button, poke the needle down through the hole across from the hole you put the thread through.



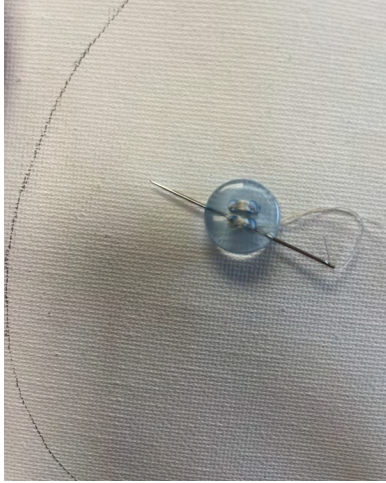
- g. Pull the needle and thread through to the back side of the canvas. Repeat this process connecting two of the holes in the button about 5 times.
- Note: If there are four holes, repeat the process for the other two holes.



- h. When the button is attached and the needle and thread are on the back side of the canvas, stitch through the threads, catching the canvas if possible. Do not pull the thread tight and take the needle back through the loop created. Pull the thread tight to create a knot in the thread.



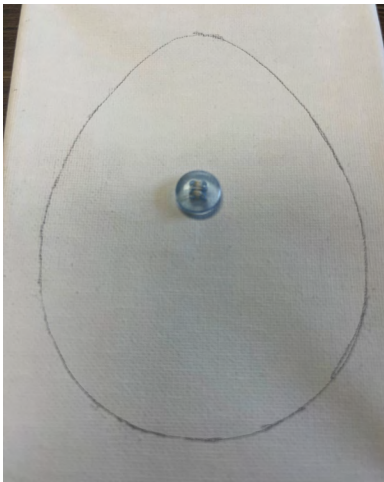
- i. Remove the toothpick.



6. Make a shank. A shank makes a space between the button and the fabric of a garment so that it is easier to pull the button through the buttonhole.



- a. Bring the needle back to the top side of the canvas.
b. Wrap the thread around the threads on the back of the button three to four times.
c. To secure the shank, poke the needle through the shank and back through the loop created.
d. Pull the thread tight to create a knot. Trim the thread.
e. If you do not want to put the needle through the shank, you may poke the needle back through the top of the canvas, stitch through the threads, and pull the needle back through the loop to create a knot. Both methods are acceptable.
7. Continue the three-dimensional design with the button sewn onto your canvas



8. Choose your additional button colors and lay them out on your design in an area around the sewn-on button to help determine where to glue the buttons on.



9. Start gluing your design.
a. Put craft glue onto a paper plate.



- b. Choose a button to start with.
c. Using a craft stick or toothpick, apply glue to the button and place the button on the canvas.
d. Continue this process for a layer of buttons on the entire design. Throughout the process of gluing you will need to use a wipe to take any excess glue off fingers and buttons.



- e. Add a second layer of buttons over the top of the first layer to create more dimension to the design.



REFLECTION

- What was the easiest part about sewing on the button?
- What was the hardest part about sewing on the button?
- Would it be fast and easy to sew all of the buttons on your button picture?
- Do you plan to sew a button on the next time you lose a button on a piece of clothing?

APPLY

- For additional learning and practice with button sewing, challenge each youth to sew a button on at home and show the piece of mended clothing at the next club meeting.

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COMMUNITY KINDNESS

LIFE SKILLS

Community Kindness

GROUP SIZE

2-20

SUGGESTED AGES

5-18

TIME NEEDED

30-45 minutes

MATERIAL LIST

- Handouts
- Kindness journal/tally sheet
- Link to Google photos for sharing



EXPECTED LEARNER OUTCOMES

- To become aware of needs of others outside ourselves.
- To inspire others to give back to our communities and spread kindness.

BACKGROUND

Kindness is what makes the world beautiful, and we can showcase kindness in millions of ways!

How do we take our role as a 4-H member and utilize it to brighten the days of those in our community?

We will go through our worksheet/activity and list all of the ways we can spread kindness.



DO

Use flyer to spark conversations and ideas of how you can spread kindness in each community. Hand out Community Kindness Challenge or create album to share “Kindness in Action”.

Instructions to create a “Kindness in Action” Google Album.

1. Go to Google Photos
2. Click the + symbol in the upper right corner
3. Select “Album”
4. Title the album and add a photo
5. Once photo is added, click the three dots in the upper right corner
6. Select “Options” and then turn on link sharing
7. Once this is done, you should have the ability to “copy link” and share the link with others. You can also click the icon under the title that kind of looks like a paper clip to copy the link

REFLECTION

- How have you shown kindness in your community?
- How have you seen others spread kindness that inspired you?

APPLY

- Go out and share kindness and record it in your journal. After you’ve filled the pages come to the office and this can count towards a Community Service Project. Youth can get creative in how they show this as a project at the county fair. Or you can offer a prize for whoever fills their passport.

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What Can Your Kindness Do?

Spoiler Alert! It can change the WORLD!

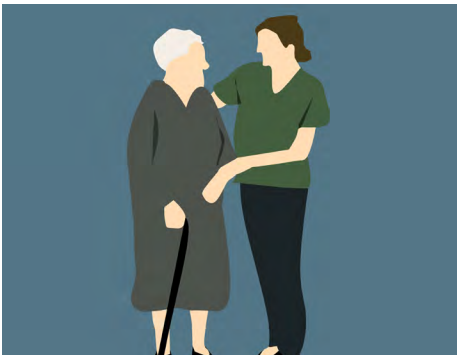
What kindness does

- Helps others
- Lifts others up
- Strengthens community
- Brings joy
- Offers hope

How to spread kindness

- Cooking a meal for someone in need
- Shoveling snow for others
- Mowing a yard just because
- Gather your friends/club members and complete a project for someone in need

Now go and spread kindness!



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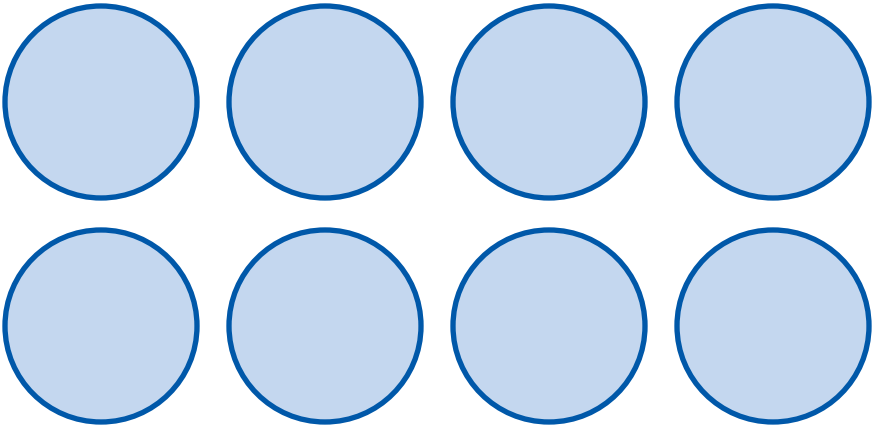
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Community Kindness Challenge



Parent/Leader Signature

Member Signature

I made my community better through kindness.

Ways I spread kindness ...

What I enjoyed most ...

How I want to keep being kind ...

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Photo by Travel South Dakota.

COUNTY GOVERNMENT

LIFE SKILLS

Local Government

GROUP SIZE

Any size

SUGGESTED AGES

8-18

TIME NEEDED

45-60 minutes

MATERIAL LIST

- “South Dakota County Government – Elected Officials” handout
- “My County At-A-Glance” worksheet
- Pens/pencils
- Internet connected devices for youth to use in completion of the worksheet



EXPECTED LEARNER OUTCOMES

- Youth will have a better understanding of how different levels of local government function and serve their constituents.
- Youth will be able to identify services that are available at their county courthouse.

BACKGROUND

Not everyone in our state lives in a city or town, but all South Dakota residents live in one of our 66 counties. What is the role of county government? How do we as citizens benefit from these services provided by taxpayer dollars? How might someone with an issue or question learn what level of government can help them find an answer?



DO

Using the “South Dakota County Government – Elected Officials” sheet, discuss the structure of County Government in our state. Make this specific to your county by inviting one of your elected officials or local government employees to come and talk about their job and how they serve the citizens of your county. Consider having multiple individuals from different levels of government (city, state, etc.) to discuss how they might work together and how they are different.

- For example, you could invite individuals from your County Highway Department, City Street Department, and State Department of Transportation to talk about how their work is similar and what they do differently from one another.

Have youth complete the “My County At-A-Glance” worksheet, using the internet to look up information that they do not already know. Youth can work together, but everyone might not have the same answers based on where they live.

REFLECTION

- Have you ever thought about who clears the snow from or fixes each street/road that you drive on?
- Have you ever thought about how tax money is spent and who oversees distributing these funds?
- Do you know any elected officials who represent the area where you live? (think local, state, or even national!)

EXTENDED LEARNING

Organize a field trip to visit your local county courthouse or other government offices!

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South Dakota County Government – Elected Officials

South Dakota law mandates that all counties have elected officials as outlined below. All individuals serve a 4-year term. Positions are staggered so that not all positions come up for election in the same year.

County Commissioners

Each county in South Dakota is governed by a board of 3-7 county commissioners, each representing a different area of the county geographically. Many counties have 5 commissioners that are elected by the voters from the area of the county they represent (their district).

Auditor

The Auditor keeps record of official county commission proceedings, elections, and financial reports of the county. The Auditor ensures that county funds are used properly, overseeing the budget and payment of all bills.

Sheriff

The Sheriff keeps and preserves the peace, in addition to executing and enforcing all laws of South Dakota.

Register of Deeds

The Register of Deeds keeps track of land/home ownership and documents sales of these properties. Register of Deeds also issues marriage licenses and certified copies of birth, death, marriage certificates, and burial permits.

Treasurer

The Treasurer is responsible for collecting all property taxes due in the county and for facilitating transactions to license and title motor vehicles. The money from licensing is used to maintain your local roads and bridges. The money from the taxation of these vehicles is collected and remitted to the state of South Dakota.

State's Attorney

The State's Attorney is responsible for prosecuting violations of the law that occur within the county. Additionally, the State's Attorney is responsible for providing legal advice and representation to the Board of Commissioners for the county and other county officials.

Coroner

The Coroner investigates the manner and cause of deaths in the county. In some counties, this position is appointed by the board of commissioners rather than elected by the voters.

These are the positions that each county is required by law to have. Most counties will have additional offices to serve the public and additional staff to assist the elected officials.



My County Government At-A-Glance

Constituent (My Name) _____

The name of the county I live in is _____

The county seat is _____

The largest town/city in my county is _____

My county is mostly (select one): urban suburban rural

The population of my county is _____ (visit data.census.gov to find this)

Elected officials in my county include:

Commissioners: _____

Auditor: _____

Sheriff: _____

Register of Deeds: _____

Treasurer: _____

State's Attorney: _____

Coroner: _____

The name of the township I live in is: _____

The street/road/highway I live on or closest to is a: (choose one)

City Street County Road Township Road State Highway

My county Extension Office (4-H Office) is located: _____

The 4-H professional(s) in my county is/are: _____



HEALTHY SNACKS

LIFE SKILLS

Healthy Snacks – Under the Sea

GROUP SIZE

Any size group – if you have younger kids, the older youth could help the younger youth

SUGGESTED AGES

5-18

TIME NEEDED

30 minutes

EDUCATION STANDARDS

HE 5.5.5

HE 5.8.4

HE 5.12.6

HE 8.2.2

HE 8.5.2

HE 8.8.4

M K.G

M 1.G

M 2.G

MATERIAL LIST

- Graham crackers
- Graham cracker crumbs
- White ball sprinkles
- Green and red long sprinkles
- Round red sprinkles
- Blue frosting
- tweezers



EXPECTED LEARNER OUTCOMES

- Enhance fine motor skills used for arranging sprinkles
- Practice sorting by shape and color

BACKGROUND

Everyone in your group can enjoy working on these creations together. Younger youth may not have the fine motor skills to place the sprinkles so let them spread the frosting, crush the graham cracker, sort the sprinkles, and place the goldfish crackers. The older youth may incorporate the use of tweezers to place the tiny sprinkles, or they may assist the younger youth in the use of tweezers.



DO

1. Using a butter knife or spreader, spread the blue frosting on the bottom $\frac{3}{4}$ of the cracker. Leave the very top of the graham cracker frosting free.
2. Place the bottom of the frosted graham cracker into the bowl with graham crackers covering just the bottom of the cracker with crumbs or "sand". You can sprinkle extra crumbs on it if needed.
3. Add two goldfish crackers. Then give each goldfish 2-3 air bubbles, using the white ball sprinkles.
4. Optional decorations include seaweed and crab. To make seaweed use several long green sprinkles and arrange them to look like seaweed. To make the crab, use one red round sprinkle and several long red sprinkles as legs and arrange them to look like a crab.

REFLECTION

- Place everyone's crackers side by side to create a panoramic ocean view
- Come up with other shapes you could create using the supplies on hand

APPLY

Challenge youth to come up with scenarios other than under the sea.

EXTENDED LEARNING

Instead of buying the frosting, make your own butter cream frosting from scratch!

- 1 stick butter (room temperature)
 - $\frac{1}{2}$ cup vegetable shortening (butter can be used in place of shortening)
 - 2 cups powdered sugar
 - Teal or blue food coloring
1. In a mixing bowl, combine the room temperature butter and shortening, beat using an electric mixer for two minutes, until light and fluffy.
 2. Begin to add powdered sugar, about 1 cup at a time. Slowly beat the mixture until the powdered sugar is incorporated. Continue this process, adding enough powdered sugar to make sure the frosting is not too wet.
 3. Add in your desired blue food coloring, mix by hand until color is even.

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**SOUTH DAKOTA STATE
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MANNERS & TABLE ETI- QUETTE

LIFE SKILLS

Chew, Sip, and Savor: Navigating the Rules of the Table Table Etiquette and Place Settings Optional - Family Style Meal

GROUP SIZE

Any size of group

SUGGESTED AGES

5-18, plus any family members if doing the meal group activity

TIME NEEDED

This activity can be a grab and go 30-minute activity or a 1 ½ hour family meal activity.

MATERIAL LIST

- Place setting supplies – place mat, plates, silverware, drinkware, and napkin.
- Optional – Print place setting example for reference. There are many other printable resources for placemats and manners lessons.
- If having a group meal, additional planning will be required.



EXPECTED LEARNER OUTCOMES

- Will be able to correctly set a table with a basic place setting.
- Will learn how to demonstrate proper table manners.

BACKGROUND

While covering some of table manner skills with youth, you may be reminded that these are some of the skills that should never be forgotten. Basic skills can be role played during this hands-on activity. These skills have been covered in other places that will be referenced here such as in the [Special Foods contest](#). The [Special Foods Handbook](#) has examples of place settings and should be referenced here.

Decide if this will be a 30-minute group activity or on a larger scale family-style meal. If you are planning a family-style meal, be sure to have other adults involved in the planning and preparations.



ACTIVITY PREPARATIONS

Decide which activity you will be doing. You could also do both with a lesson first on place settings and manners and then implement the skills during a family-style meal with the group.

30-Minute Group Activity

- Gather multiples of the following items: plates, place mats or 11x17 sheets of paper, silverware, drinkware, and napkins. You can also use paper products in place of reusable.
- Determine what type of meal you will be setting the table for. Reference the Special Foods Handbook for examples of place settings and proper placement.
- Copy of the manner sheet and activity.
- It is understood that the manners activity will depend on the age of the kids you are working with so, be mindful of that when planning.
- Have older kids demonstrate good and bad manners.

Large Group Meal Activity

- Discuss with older youth and adults the concept of having a nice meal to implement good manners and proper place settings.
- Decide the menu and dress code.
- Who will be invited to this meal?

DO

30-Minute Group Activity

- Let kids practice setting a proper table setting using items that you have previously collected.
- Discuss manners and why they are important. See printout. Older kids can demonstrate good and bad manners. See activity sheet.
 - Why is it important to have good manners?
 - ▶ Good manners show respect and appreciation for others.
 - ▶ They can make interactions more pleasant and help build strong relationships. It can show that you have respect for yourself and others.
 - ▶ People take notice of how someone behaves, and it reflects their character.
 - ▶ Manners can help people navigate social situations smoothly and avoid unnecessary conflict.

Large Group Meal Activity

- Plan the menu for a family meal and divide up who will bring what.
 - A simple meal would be spaghetti, lettuce salad, bread, and dessert.
 - Divide up who will be bringing what to the meal.
- Gather everything needed for a proper place setting for the meal.
- Placemats, plates, silverware, drinkware.
- Centerpieces would be a nice touch.

REFLECT

Discuss how a situation can determine the place setting

EXTENDED LEARNING

- Youth can color a place setting mat and have it laminated.
- Youth are encouraged to get involved in the Special Foods contest on the county or state level.
- If preparing a meal, consider having an appreciation meal for someone the club wants to recognize or a meal for grandparents or veterans. Use your imagination with this one.
- During the family meal, youth can get up and give a brief demonstration or presentation to the group. For example, if the youth made the dessert for the meal, they could demonstrate how that dessert was made.
- Have fun learning different napkin folds. There are many examples online but here are some easy styles to follow. [Martha Stewart Napkin Folds](#)



TABLE MANNERS EVERYONE SHOULD KNOW

Starting as young as one year old, we should be teaching table manners. Having good manners not only makes home meals more enjoyable but it is also important in social situations, such as eating at restaurants, or when having a meal at a friend's house.

1. Wash your hands before eating.
2. Put the napkin in your lap (not tucked in to your shirt) at the beginning of the meal and be sure to use it.
3. Say please and thank you.
4. Ask your table neighbor to pass an item on the table rather than reaching across their plate to get it.
5. Pull in your chair, sit up straight, and keep elbows off the table.
6. If you don't like a particular food, don't say "yuck". It is more polite to say, "I don't really care for this".
 - a. Don't spit out food onto the plate. You can discreetly spit it into the napkin.
7. Use proper utensils to eat and cut your food into bite-sized pieces.
8. Chew with your mouth closed and don't talk with food in your mouth.
9. Avoid making rude noises such as slurping or burping.
10. Put toys, phones and all electronic devices away at the table and be an active, considerate participant in the conversation.
11. Ask to be excused before leaving the table.
12. Help clear the table.
13. Be sure to thank the person who prepared the meal.



GOOD MANNERS OR BAD MANNERS?

Cut apart the following scenarios and give them to older kids in the group to role-play these at a set table. Have the rest of the group either give a thumbs up or stand up if they think that the person is demonstrating “good manners”. They should sit down or give thumbs down if it is “bad manners”. Have some fun with this! Youth will walk away knowing that they need to work on some of their manners. Feel free to add to this list of good or bad manners.

It is recommended to have a few props to help with the demonstration.

- Table and chairs
- Napkin
- Salt and pepper
- Fork, knife, spoon and plate

Let a loud “Burp”	Wipe face with napkin	Say, “Please pass the salt”.	Chew pretend or real food with mouth closed.
Act like you are washing your hands before you sit down.	Use a knife to pretend to cut up food.	Take bite of food, and make a disgusted face and say “Eewww, I don’t like salmon.”	Tuck a napkin in your shirt.
Sit at the table and play with a toy at the table.	Talk with food in your mouth.	Finish eating and politely ask, “Mom, may I be excused?”	Act like you are walking over to the table and put your phone away.
Take a pretend (or real) bite of food and spit it back on the plate and say, GROSS!”	Thank the chef for making the meal.	Reach across someone to grab a bowl or salt and pepper.	Brush your hair at the table or flip hair around and onto your neighbors plate.
Compliment the chef at the table on how good the food was.	Walk away from the table when you are finished.	Help clean up the table when the meal is done.	Ask the table a generic question such as, “How was your day today?”

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HANGING KITCHEN TOWEL

HANGING KITCHEN TOWEL

GROUP SIZE

1-10

SUGGESTED AGES

8-18

TIME NEEDED

45- 60 min

MATERIAL LIST

- Kitchen hand towel
- Rectangle potholder with loop
- Iron
- Ironing board
- Aluminum sewing gauge
- Straight pins or clips
- Button
- Sewing scissors
- Spool of thread
- Hand sewing needle
- Button without a shank
- Toothpick
- Sewing machine



EXPECTED LEARNER OUTCOMES

- Will be able to use an iron.
- Will be able to use a gauge ruler.
- Will be able to use a sewing machine.
- Will be able to thread a needle.
- Will be able to sew on a button with a shank.

BACKGROUND

Prior to the event, make sure you have one potholder, towel, and button for each participant. Other supplies may be shared. The button should be small enough to fit through the loop of the potholder, but large enough to hold the towel in place. Youth may share a sewing machine, iron, ironing board, and hand sewing needle. You will only need as many spools of thread as you have sewing machines with thread that matches the projects.



ASK

Do your kitchen towels ever fall on the floor while you are working in the kitchen? What do you do when that happens? Is there a way this could be prevented?

DO

1. Fold the kitchen towel in thirds lengthwise so that the folded dishtowel is close to the same size as the potholder. Use a aluminum sewing gauge to emasure the folds.



2. Press the kitchen towels with an iron. Place a few pins in the fabric to keep it in place.



3. Fold the dishtowel in half the long way to create a crease in the center. Press the fold to make it easier to see.



4. Lay the potholder with the front side on a table. Fold the potholder in half with the loop on the top.



5. Place the potholder on top of the towel with right sides together, lining up the middle of the towel with the middle of the potholder.



6. Pin the potholder to the towel.



7. Using a straight stitch on a sewing machine, sew along the fold of the potholder and center fold of the dishtowel.



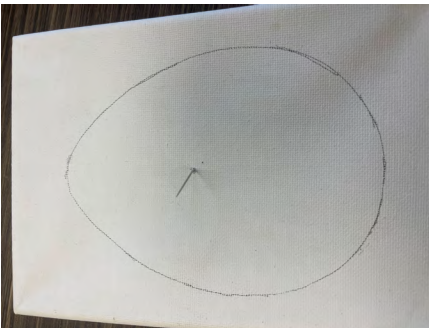
8. Fold the potholder in half and sew a button in the top center of the potholder using the following instructions.
- From a spool of thread, cut a length of thread about 18-24" long. Using a sharp scissors, cut both ends of the thread at a 45 degree angle. Slightly dampen both ends of the thread and poke through the eye of the needle.



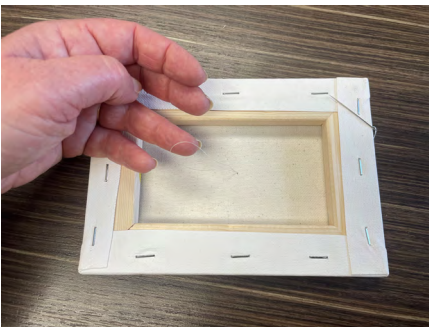
- b. Thread a needle so that you have a double thread. There should be an open loop at the bottom and two strands of thread going through the eye of the needle.



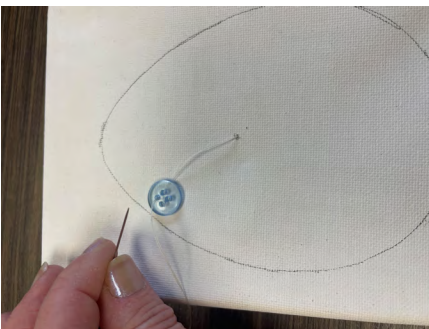
- c. Find where you want to place your button, poke the needle through the back side of the potholder. Pull the thread through, making sure that you keep the needle threaded and leaving the loop on the back.



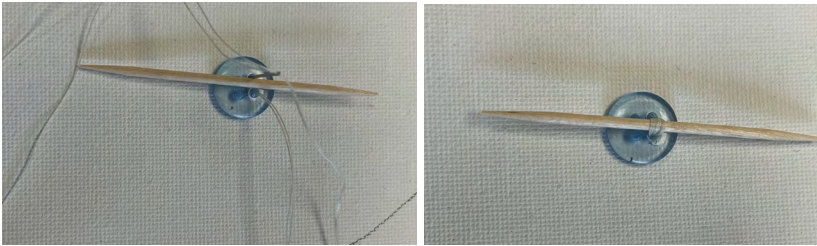
- d. Holding the loop on the back so you don't lose it, go back down through the top of the potholder. Pull the needle through the loop and pull tight so the thread is flat and secure on the back of the potholder. This should create a knot and hold your thread in place for the rest of the sewing.



- e. From the back side of the potholder, poke the needle through the potholder and thread up through one of the holes of the button.



- f. Place a toothpick on top of the button. With the toothpick on top of the button, poke the needle down through the hole across from the hole you put the thread through. Pull the needle and thread through to the back side of the potholder. Repeat this process connecting two of the holes in the button (about 5 times).



- g. If there are four holes, repeat the process for the other two holes.
- h. When the button is attached and the needle and thread are on the back side of the potholder, stitch through the threads, catching the potholder if possible. Do not pull the thread tight and take the needle back through the loop created. Pull the thread tight to create a knot in the thread.



- i. Remove the toothpick.
- j. To make a shank, bring the needle back to the top side of the potholder. Wrap the thread around the threads on the back of the button three to four times. To secure the shank, poke the needle through the shank and back through the loop created. Pull the thread tight to create a knot. Trim the thread. A shank makes a space between the button and the fabric of a potholder so that it is easier to pull the button through the buttonhole.



- k. If you do not want to put the needle through the shank, you may poke the needle back through the top of the potholder, stitch through the threads, and pull the needle back through the loop to create a knot. Both methods are acceptable.

9. Test to make sure that the button is placed well by attaching the hanging kitchen towel to a drawer handle or oven handle.



REFLECTION ACTIVITY

- What was the easiest part about sewing this project?
- What was the hardest part about this project?
- Would it be fast and easy to hand sew the potholder to the dish towel?
- What skills from this project could you use in the future?

APPLY

For additional learning, decorate a plain dishtowel for this project with the use of a cutting machine, vinyl, and iron or try embroidering a design on the towel. Just watch your design placement for either project to make sure that the design shows when folded to fit the potholder.

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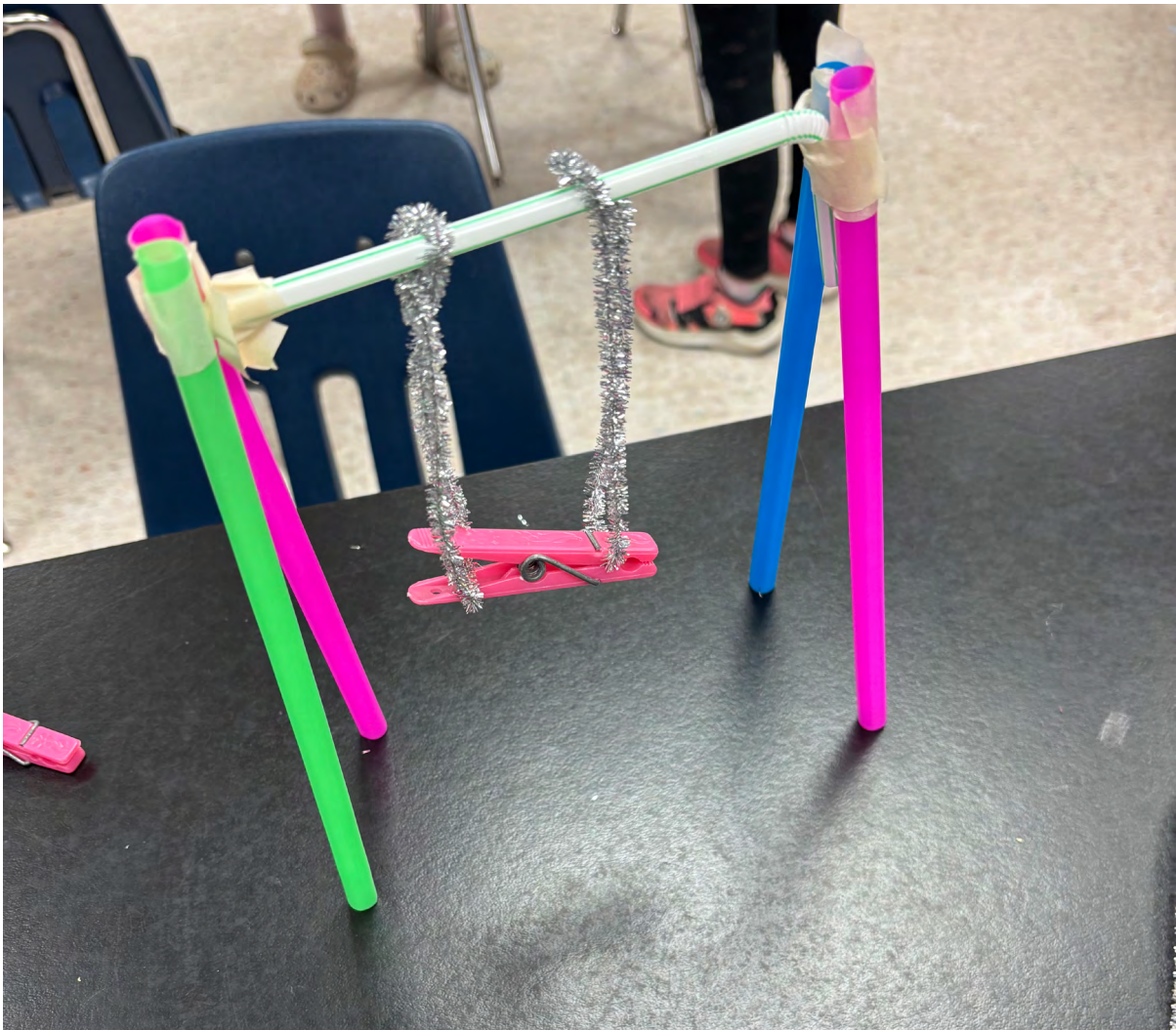
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**SOUTH DAKOTA STATE
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**OOPS TO
OOH-LA-LA**

OOPS TO OOH-LA-LA: THE GREAT DESIGN CHALLENGE

GROUP SIZE

1-20

SUGGESTED AGES

5-18

TIME NEEDED

20-30 min

MATERIAL LIST

- Popsicle sticks
- Pipe cleaners
- Straws
- Clothespins
- Qtips
- Tape
- Scissors

These are suggested materials. Materials can be added or changed as desired.



EXPECTED LEARNER OUTCOMES

- Youth will learn that failure is a learning opportunity.
- Youth will gain resiliency and grit through creative problem solving.

BACKGROUND

Failure is an unavoidable part of life. We all experience failure in a variety of settings every day. In order to build resiliency and grit for life and work, youth need to learn the role of failure and practice coping skills.

Failure can be reframed as a learning opportunity. When asked by a reporter about developing the light bulb, Thomas Edison is credited with saying, "I have not failed, I've just found 10,000 ways that won't work."

The design process is an excellent setting for youth to gain resiliency. Failure is a natural part of the design process and can easily be framed as an "oops" when the task has low stakes. This will allow youth to practice coping skills and strategies which ultimately translate into every part of life.



DO

Tell youth that today they will be participating in a design challenge. Their challenge is to design and build a swing set using the materials provided. The only requirement is that the swing set can't tip over when the swings are moving. The swing sets can look however the youth desire (tire swing, regular swings, one swing or multiple, etc). Youth may work in partners or by themselves.

Ask youth for ideas on how to respond when things don't work as planned (failure). Coping strategies could include: trying again, taking a deep breath, getting help, and taking a short break before trying again.

Share any applicable safety rules. Recommended rules include no running when getting supplies and getting help from an adult to cut/break popsicle sticks.

Allow youth to create their swing sets on their own as much as possible. If they are struggling, offer help but avoid the urge to do things yourself. Ask about their ideas and what they are trying to do. Offer suggestions but check to see if the suggestions match the vision. Younger children will likely need help with tasks requiring fine motor skills such as applying tape or making precise cuts. If your audience is younger, plan for this by having multiple adults available to help.

Celebrate when youth find a solution to problems and complete the task. If they complete the swing set with time to spare, give them an extra challenge to add a slide to their swing set. This can be followed by additional challenges as needed such as adding a ladder to get up to the slide, adding monkey bars, a person playing, etc.

Let youth know when they have 10 and 5 minutes remaining of their work time. Be sure to leave time to clean up.

Examples of past swing sets:



REFLECT

Ask youth if they have ever heard of Thomas Edison. Explain he was an inventor and one of his most famous inventions was the light bulb, but he had to test thousands of versions before finding one that worked. Share his quote about his failures, "I have not failed, I've just found 10,000 ways that won't work."

Ask youth what went wrong when they were building their swing sets. Respond to their examples by reframing them as an "oops" moment and a chance to learn something new. Celebrate their solutions and highlight their resiliency.

APPLY

Encourage youth to use the coping skills they practiced while building their swing sets when they encounter failure in other parts of life.



EXTENDED LEARNING

Introduce youth to Rube Goldberg machines. These machines use a series of chain reactions to accomplish a simple goal in a complex way. For example, a marble drops triggering a line of dominos to fall which knocks into a toy car. Many videos can be found online of examples ranging from simple to complex. Challenge youth to use items from their environment to make a Rube Goldberg machine with three separate chain reactions which ultimately knock a ball into a cup.

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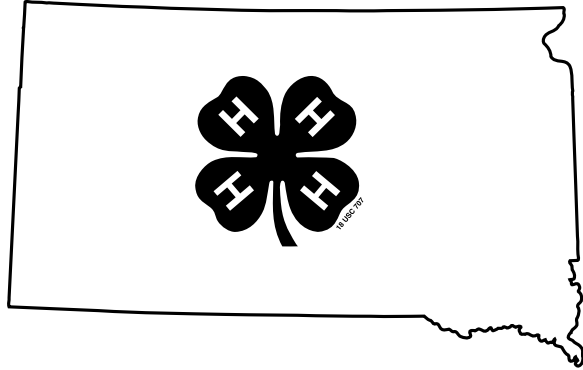
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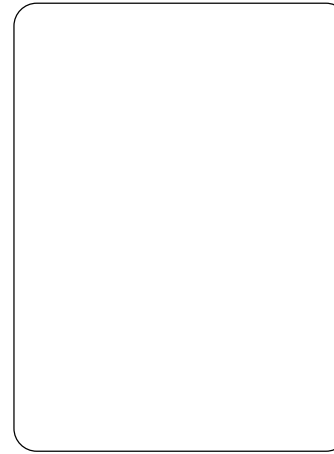
MY SOUTH DAKOTA 4-H LIFE SKILLS



PASSPORT

Place stamp, sticker, or color the box when skill is completed.
Write the skill on the line.

PERSONAL INFORMATION



First Name: _____

Last Name: _____

Date of Birth: _____

Place of Birth: _____

Signature: _____

Date of Issue: _____

4-H Club: _____

County: _____

Glue a recent photo or draw a picture of yourself in the box above.



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Life Skills Passport Evaluation

Life Skills Passport Lesson: _____ **Date:** _____

SDSU Extension 4-H is always looking for ways to serve you better. Please take a moment to complete this short survey. It will help us know how we're doing, and how we can better meet your needs in the future.

SATISFACTION

Please circle the appropriate number for your level of response.

How satisfied are you with:	Not Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
The relevance of information to your needs?	1	2	3	4
Subject matter and skills covered?	1	2	3	4
The overall quality of the lesson?	1	2	3	4

Was the information easy to understand? Yes No

Did the lesson meet your expectation? Yes No

Would you recommend this lesson to others? Yes No

If not, why: _____

What did you like the most about this lesson? _____

What did you like the least about this lesson? _____

How could this lesson be further improved? _____

How many youth (ages 5-18) participated in this activity? _____

Thank you for completing this evaluation, we appreciate your input.

Please send evaluations to sdsu.4h@sdstate.edu with Life Skills Passport Outcome Team committee chairman in the subject line.