

# Teen Leadership 20

A curriculum of the Ohio 4-H Teen Leadership Design Team



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,  
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## Overview/Need:

“Our nation values leadership, but we do not teach it well.” (Baskin, 2012). Parents, teachers, colleges, and employers place a large emphasis on developing leadership skills, however, employers report graduates as being more deficient in desired workplace skills. Leadership was among the top 10 desired skills surveyed, demonstrating its importance, but approximately 28% of graduates are described as being deficient in workforce skills. Only a small number of graduates were reported to be highly skilled. With such importance placed on leadership, why are so many graduates deficient on these highly desired skills? There is a simple answer. Developing leadership skills takes practice, but there are not enough opportunities for young people to practice the skill of leading (Baskin, 2012).

Some characteristics of a leader are innate, while others are learned. Examples of natural leadership skills include extroversion, or even height. The more important attributes are those which are learned through practice – listening skills, verbal communication, empathy, posture, and ability to work as a team. According to Baskin (2012), the key to developing these skills is to have teens work with a group of younger children. That smaller age gap between teen facilitators and their audience can make leading more possible.

The Texas State Safety Center defines leadership in five competency areas which distinguish leaders and develop youth leadership efforts. These competencies include communication, teamwork, personal identity, professionalism, and project management. Communication includes both public speaking and written communication. Teamwork includes

respecting others, working as both a leader and a follower, further developing strengths, and demonstrating the ability to voice openly among a group. Personal Identity is being able to understand one’s role as an individual, a group member, and as a member of a community, as well as taking responsibility for one’s own actions and identifying one’s own areas for growth and development. Professionalism includes following rules and procedures in a tactful manner, including demonstrating quality work and a positive representation of oneself to others. Project management refers to setting goals and identifying the process needed to achieve desired goals, including processing and reflection. Youth need opportunities to both learn about and practice leadership, in meaningful and authentic ways. (“Youth Engagement Toolkit, n.d.”)

In 4-H and other youth serving organizations the opportunity to teach or facilitate a leadership development activity is frequent, but the experience of the facilitator varies. The Teen Leadership Design Team developed Teen Leadership 20 as a tool for any facilitator. This curriculum can be used by facilitators to teach one leadership lesson in a 20-minute time frame, consecutive lessons in a larger time frame, or a series of lessons over multiple meetings to older youth audiences. The lessons are designed to allow opportunities for teen participants to develop leadership skills through multiple topics. If desired, facilitators can utilize the assessment tool to measure impact of each lesson or series of lessons. Each lesson includes background information and directions to facilitate the activity, reflect on the activity, and apply the activity to the participants’ life.

## Overall Objective:

To provide a resource for facilitators to teach leadership and life skills to teen audiences no matter the age or experience of the facilitator.



## Target Audience:

Teen and adult facilitators working with teens are the target audience for this resource.

## Curriculum Description

Teen Leadership 20 is a continually developing resource of peer reviewed lessons and evaluation tools. Topics include, but are not limited to: effective communication, goal setting, youth-adult partnerships, inclusion, and workforce development skills. The lessons included in Teen Leadership 20 have been field tested by 4-H professionals in Ohio.

## Resources

Baskin, S. (2012, December 6). Teaching Teens to Lead. Retrieved January 8, 2016, from <https://www.psychologytoday.com/blog/smores-and-more/201212/teaching-teens-lead>

Youth Engagement Toolkit. (n.d.). Retrieved January 8, 2016, from <https://txssc.txstate.edu/tools/youth-engagement-toolkit/>

Student Evaluation of Teaching: Suggested Items for Student Evaluation of Teaching Forms, Iowa State University, Center for Excellence in Learning and Teaching Retrieved January 8, 2016, from <http://www.celt.iastate.edu/teaching-resources/document-your-teaching/student-evaluation-of-teaching/sample-questions/>

# TL20 Participant Evaluation

Lesson(s) taught: \_\_\_\_\_

**Please respond to the following statements using this scale.**

- (1) Strongly Disagree
- (2) Disagree
- (3) Neutral
- (4) Agree
- (5) Strongly Agree

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I gained knowledge from this activity.	1	2	3	4	5
I will use what I learned today in the near future.	1	2	3	4	5
The lesson had value to me.	1	2	3	4	5
The teaching methods were effective to how I learn.	1	2	3	4	5
I want to learn more about this topic.	1	2	3	4	5

***Open Ended:***

**The best part of this activity was . . . . .**

**This activity could be improved by . . . . .**

*(Adapted in part from Iowa State University, Center for Excellence in Learning and Teaching)*



# TL20 Facilitator Evaluation

Lesson(s) taught: \_\_\_\_\_

**Please respond to the following statements using this scale.**

- (1) Strongly Disagree
- (2) Disagree
- (3) Neutral
- (4) Agree
- (5) Strongly Agree

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I believe participants gained knowledge from this activity.	1	2	3	4	5
I believe participants will use what they learned today in the near future.	1	2	3	4	5
I believe this lesson had value to participants.	1	2	3	4	5
The lesson plan was easily adaptable to how I teach.	1	2	3	4	5
The lesson was easy to use (re: timeframe, supplies, etc.)	1	2	3	4	5

**Open Ended:**

**The best part of the lesson(s) I facilitated was . . . . .**

**The lesson(s) I facilitated could be improved by . . . . .**

*(Adapted in part from Iowa State University, Center for Excellence in Learning and Teaching)*