



# Teen Leadership 20

## Intended Audience:

- Teens

## Lesson Objectives:

Participants will:

- Be able to identify that volunteer roles can be “work experience”
- Be able to identify different responsibilities in teen 4-H experiences and how to apply that to a work situation.

**Time:** 20 minutes

## Equipment and supplies:

- Easel paper
- Markers

## Do Ahead:

- Review the lesson.

## Making 4-H Work for You Part 1

### BACKGROUND

The skills and experiences 4-H members gain through different activities can equate to work experience. This is especially true for younger teens that have not yet had a paying job. This lesson will assist teens in making the connections between their 4-H involvement and how it is “work experience” when applying and interviewing for a job.

### WHAT TO DO

#### Activity:

- Talk about different programs/events teens participate in through 4-H. Brainstorm with the group 5-6 different roles teens play: ex.: camp counselors, CARTEENS, Junior Fair Board, etc.
- Break the teens into smaller groups. One group for each of the roles identified. Make sure that some of the people in the group have had the experience. (ie. CARTEENS should have CARTEENS mentors in it).
- Give each group a sheet of easel paper and marker. Challenge the teens to write a basic job description for their role. What are the responsibilities, what skills are needed, etc.?
- Have each group share what they came up with. In the large group discuss what they think are the most important responsibilities and skills for that job.
- Pass out the sample camp counselor job description, ask the teams to review their job descriptions. Would they make any changes?



**THE OHIO STATE UNIVERSITY**

COLLEGE OF FOOD, AGRICULTURAL,  
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Design Team Members

**TALK IT OVER****Reflect:**

- What situations would members be able to use their roles and experiences in and outside of 4-H?
- How would a member possibly communicate this experience?

**Apply:**

- Ask the group if they had thought about their roles in a workforce mindset before.
- How did they feel about all of the responsibilities and skills they listed.

*Please take time to complete the Participant and Facilitator evaluations, found online at [go.osu.edu/TeenLeadership20](http://go.osu.edu/TeenLeadership20).*

**Considerations for Conducting Virtually:**

- Use breakout rooms to divide the teens into smaller groups.
  - Prior to sending teens to breakout rooms, type the instructions in the chat (write a basic job description for the role – include responsibilities, skills needed, etc)
- After returning from breakout rooms, have each group share out.
- When discussing the “Talk It Over” questions consider using creative ways to engage your teens – chat box explosion, using the whiteboard/annotate feature, etc.