



Teen Leadership 20

Intended Audience:

- Teens

Lesson Objectives:

Participants will:

- Recognize the importance of breaking goals into steps
- Demonstrate how to break down a goal and prioritize steps.

Time: 20 minutes

Equipment and supplies:

- Post-It Notes
- Writing Utensils

Do Ahead:

- Review Lesson
- Gather Equipment and Supplies

Breaking Down Goals

BACKGROUND

Goals are important because they give us direction and something to work toward. It also helps us focus our energy and feel a sense of accomplishment when we complete them.

SMART Goals are goals that are Specific, Measurable, Attainable, Relevant and Timely.

WHAT TO DO

Activity: *Setting a SMART Goal (approx. 5 minutes if not done before).*

Set a SMART goal for the group. Walk through each of the aspects of a SMART goal. Write the answers to these questions where everyone can see and then formulate one comprehensive goal.

Specific: Who is involved? What do you want to accomplish? Where will it be done? Why are you doing this?

Measurable: How will you track progress? How will you know you completed the goal?

Attainable: Is the goal something you can reasonably do? Is it top hard or below standard?

Relevant: Is it worthwhile?

Timely: When do you plan to complete your goal?

Example of a comprehensive SMART Goal: *The Junior Leaders group will develop and present a 4-H recruitment presentation at three schools before the 2017 enrollment deadline.*

Activity: So What Now?

You have a SMART Goal, but now what do you do? How do you obtain your goal? You have to start chunking. Chunking is a way to break down your goal into steps.

- Ask: What needs to happen to accomplish this goal?
 - Have the group write on post-it notes, all the things/tasks that need to happen to accomplish the goal.
 - Review and see if any need broken down further.
- Place the post-it notes on the wall in the order those tasks need to be accomplished. It should be pointed out that some tasks will need to happen simultaneously.



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- Determine and add any action items to the post-it notes that it will take to achieve each step.
- As a group, assign each task to someone to accomplish; combining action items as it makes sense.

TALK IT OVER

Reflect:

- Did the original goal seem impossible to achieve?
- Now with individual action items and steps to do it, do you feel it is possible?

Apply:

- How can you use this process with other goals?

Please take time to complete the Participant and Facilitator evaluations, found online at go.osu.edu/TeenLeadership20.

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Considerations for Conducting Virtually:

- If possible, allow participants to unmute to share ideas as they are developing the goals.
- Screenshare the whiteboard or a blank document on your screen to take notes as the goal is being developed.
- In place of post-it notes, you can use the chat box or whiteboard/annotate feature to identify the steps and then assign people to tasks.



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Intended Audience:

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Lesson Objectives:

Participants will:

- Identify potential career(s) related to their interest.

Time: 20 minutes

Equipment and supplies:

- Career Self-Assessment (Step 1 and 2) for each participant
- Writing utensils
- Large post-it paper
- Markers

Do Ahead:

- Review lesson
- Prepare equipment and supplies
- Depending on time limitations, have participants complete Step One of the "Career Self-Assessment" sheet and bring with them to the session.

Career Exploration

BACKGROUND

In order for individuals to have an idea what they want to do when they enter the workforce, careers should be explored. By exploring careers, individuals can make a plan of action for how and when they want to enter the workforce. Having a plan enables teens to focus on what steps to take. In addition, they will know how to meet necessary training and requirements without wasting time and money on items that are not related to their future goals.

WHAT TO DO

Activity:

- Have participants complete Step 1 of the "Career Self-Assessment" sheet.
- Have participants add up the number of boxes checked in each section of Step 1 and fill in the totals under Step 2 of the document.
- Have participants get together with their respective letter. (All participants who had the most points for "R" would get in a group, all with "I" would get in a group, etc.)
 - If someone has a tie, have them self-select a letter to break the tie.
- Ask the groups to discuss interests, future plans, and to find commonalities.
- With the large group (while participants are still in their small group), review descriptions of the representative letter.
 - Realistic: The "Do-ers."
 - Investigative: The "Thinkers."
 - Artistic: The "Creators."
 - Social: The "Helpers."
 - Enterprising: The "Persuaders."
 - Conventional: The "Organizers."
- Give each group a large piece of post-it paper and markers.
- On each piece of paper, have each group brainstorm ideas for careers related to their respective letter.
- Have each group share ideas with the large group.



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Sources:

- Eastfield College Career Services. (2009). *Career Self-Assessment*. Retrieved from <http://www.eastfieldcollege.edu/Assets/ssi/Career-Self-Assessment.pdf>

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TALK IT OVER**Reflect:**

- Ask the participants if their results match their preconceived ideas.
- What did you learn about yourself?
- Do your second or third ranked sections appeal to your interests?
- What other types of careers would you be interested in pursuing?

Apply:

- Research careers, technical schools, colleges, college majors, etc. related to the type of career identified.
- Determine what training, education, etc. is necessary for this career.
- Explore the income level for the projected career. Determine if the income will be enough to afford the lifestyle you want.
- Look into the availability of these jobs in the future; will you have options when you finish training, education, etc.?

Please take time to complete the Participant and Facilitator evaluations, found online at go.osu.edu/TeenLeadership20.

Considerations for Conducting Virtually:

- Send assessment to participants via email
- Either send instructions as a note or type them in the chat box before moving to breakout rooms
- Utilize breakout rooms for smaller groups to brainstorm ideas
 - Have some screenshare and type ideas in a word document
- Use the large meeting room space for groups to report out what they discovered

Career Self-Assessment

Your personality is a major factor to consider when deciding which careers you might enjoy most. This quick assessment can help you understand how the tasks and work environments of different careers are associated with personality types and which careers may fit you the best.

STEP ONE: Take the Assessment

In each section below, check the items you think you would enjoy the most. Check as many as apply.

“R” Section

- ☐ Repair a car
- ☐ Build things with wood
- ☐ Work outdoors
- ☐ Study electronics
- ☐ Arrest lawbreakers
- ☐ Plant a garden
- ☐ Work with animals
- ☐ Operate power tools
- ☐ Drive a truck

“A” Section

- ☐ Sing before the public
- ☐ Design clothing
- ☐ Decorate a home or office
- ☐ Act in or direct a play
- ☐ Write a poem, story or play
- ☐ Design a poster
- ☐ Create a sculpture
- ☐ Arrange flowers
- ☐ Make videos

“E” Section

- ☐ Start my own business
- ☐ Make a speech
- ☐ Supervise the work of others
- ☐ Start a club
- ☐ Save money
- ☐ Sell things
- ☐ Lead a meeting
- ☐ Take charge of a project
- ☐ Work in a political campaign

“I” Section

- ☐ Study causes of diseases
- ☐ Work on a science project
- ☐ Study human anatomy
- ☐ Work in a science lab
- ☐ Research solutions to environmental problems
- ☐ Collect minerals and rocks
- ☐ Study the solar system
- ☐ Do math problems
- ☐ Study plants and animals

“S” Section

- ☐ Work with children
- ☐ Care for a sick person
- ☐ Help people who are upset
- ☐ Interview clients
- ☐ Help a person with disabilities
- ☐ Work as a volunteer
- ☐ Study psychology
- ☐ Make people laugh
- ☐ Teach teens or adults

“C” Section

- ☐ Keep detailed reports
- ☐ Operate business machines
- ☐ Organize a work area
- ☐ Take telephone messages
- ☐ Attend to details
- ☐ Balance a budget
- ☐ Use a computer
- ☐ Proofread a document
- ☐ Create a filing system

Purpose of Interest Assessments

Interest assessments aren't designed to tell you exactly which career is right for you. The purpose is to get you to think about your interests and potential careers. You decide!

1. Learn more about your personality type and careers.
2. Research careers using the websites on the next page.
3. Compare information and discuss it with a counselor.
4. Choose your career and college major.

The RIASEC theory was developed by psychologist Dr. John Holland.

Adapted with permission from “Know Your Personality Type or Holland Code”, Texas Wesleyan University Career Services, Aug 2009. Sources include *The Career Interest Program*, Prentice-Hall, Inc. ©2001.

STEP TWO: SCORE YOUR TOTALS

Add up how many boxes you checked in each section above and fill in the totals for each in the space provided below.

R _____	I _____	A _____
S _____	E _____	C _____

Each letter represents a career interest category. Choose the letters in which you scored the highest and review the descriptions on the next page to discover possible careers you may want to consider.

STEP THREE: Understand Your Letters—Career Interests and Personality Types

What are your two or three highest scoring interests? Place a mark by your top interest areas.

Realistic: The “Do-ers.” People who enjoy practical, hands-on problems and solutions. May have athletic or mechanical ability. Prefer to work with objects, machines, tools, plants, and/or animals. May prefer to work outdoors. They like to accomplish tasks. They are dependable, punctual, detailed, hard-working, and reliable individuals. Possible careers include mechanic, chef, engineer, police officer, athlete, pilot, soldier, and firefighter.

Investigative: The “Thinkers.” People who enjoy work activities that have to do with ideas and thinking more than with physical activity. They like to observe, learn, investigate, analyze, evaluate, problem-solve. They are scientific and lab-oriented, and are fascinated by how things work. They tend to have logical and mathematical abilities. They are complex, curious, research-oriented, cool, calm and collected individuals. Possible careers include architect, computer scientist, psychologist, doctor, and pharmacist.

Artistic: The “Creators.” People who have artistic, innovative, intuitional ability and like to work in unstructured situations using imagination and creativity. They like self-expression in their work. Possible careers include musician, artist, interior designer, graphic designer, actor, writer, and lawyer.

Social: The “Helpers.” People who like to work with others by informing, helping, training, teaching, developing, or curing them. Often are skilled with words. They enjoy helping others and have a lot of empathy for the feelings of others. Possible careers include social worker, counselor, occupational therapist, teacher, nurse, librarian, and dental hygienist.

Enterprising: The “Persuaders.” People who enjoy work activities that have to do with starting up and carrying out projects, especially business ventures. They like influencing, persuading, and leading people and making decisions. They may be easily bored and grow restless with routine. They prefer to work in their own unique style and like to take risks. Possible careers include business owner, lawyer, school administrator, sales person, real estate agent, judge, and public relations specialist.

Conventional: The “Organizers.” People who like to work with data, have clerical and/or numerical ability, and who enjoy work activities that follow set procedures and routines. Conventional types are people who are good at coordinating people, places, or events. Possible careers include accountant, secretary, bank teller, dental assistant, and math teacher.

STEP FOUR: Research Careers and College Majors on these websites.

Career and College Major Information	Websites
Career Possibility Guides: Careers That Match Your Type	www.efc.dcccd.edu/ssi/CareerGuides.asp
Career Research with O-Net	http://online.onetcenter.org
Career Research with the Occupational Outlook Handbook	www.bls.gov/oco
Career Research & Inventory: Sigi3 (Pronounced “Siggy”.)	www.eastfieldcollege.edu/careers . Contact Career Services for access code.
Match My Career Interests	http://mappingyourfuture.org/planyourcareer/careership/match_career.cfm
Occupation Database	http://www.vista-cards.com/occupations
What Can I Do With This Major?	http://whatcanidowiththismajor.com/major/majors
College Information	Websites
College Navigator	http://nces.ed.gov/collegenavigator/
DCCCD Majors and Degree Plans	www.dcccd.edu/catalog
DCCCD Transfer Services	http://www.dcccd.edu/ss/academics/ts/Pages/default.aspx

STEP FIVE: What to Look for and Consider When Researching Careers

- How much education does it require to enter the career? Can you commit to that level of education?
- What is the income level? Will the income be enough to afford the type of lifestyle you want?

(Unsure how much money you'll need to earn? Go to Reality Check at www.texasrealitycheck.com and find out!)

- What is the job outlook? Is it a growing career or a declining one? Will there be jobs when you graduate?
- Consider your alternatives. Make your decision based on your solid research. See your Academic Advisor to plan classes.



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Intended Audience:

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Lesson Objectives:

Participants will:

- Appropriately use cell phones during meetings and other events.

Time: 20 minutes

Equipment and supplies:

- 2 timers with a second hand
- Crayons, markers, or colored pencils (something with a variety of colors)
- Paper (1 piece for each participant)
- Chalk or white board or other large piece of paper
 - Marker for this item

Do Ahead:

- Review lesson
- Prepare equipment and supplies
- On a board/piece of paper (behind participants), write down what they will draw (see activity for task).

Cell Phone Etiquette at Meetings

BACKGROUND

Cell phones can enhance productivity and connectedness to friends and family members, but they can also detract from the effectiveness of individuals. Many times individuals are distracted during meetings, which leads to wasted time and productivity. In order to use cell phones to benefit the person, it is important to understand how they can hinder instead of help.

WHAT TO DO

Activity:

- Give the participants a task of drawing a house, complete with roof, 2 windows, door, fence, 2 clouds, tree, grass, 5 birds, and sun. Tell them they have 5 minutes to complete the task. (Make sure to actually set a timer for 5 minutes.) Do not give them any indication they will be interrupted during the task. Tell participants to let you know when they have completed the task.
- Set a timer for every 30 seconds. Every time the timer goes off, have the participants perform one of the following (one item per each time the timer goes off). Make sure to set the timer again as soon as it goes off (so the timer will be going even while participants are engaging in the tasks.)
 - Do 5 Jumping Jacks.
 - Ask the group to come to a consensus of what you should eat for breakfast the next morning.
 - Stand up and sit down 3 times.
 - Walk around the room.
 - Sing "Row, Row, Row Your Boat" 3 times.
 - Change seats with another participant; make sure to take all supplies with you.
 - Stand up and do "Head, Shoulders, Knees, and Toes" motions 3 times.
 - Ask the participants to respond to the question, "Is it a sunny day?"
 - Draw a star, square, triangle, circle, and rectangle on your paper.
 - Stand up, turn around two times and sit back down.
 - Run in place for 10 seconds.
 - Clap your hands for 10 seconds.



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- Tell your neighbor what your favorite dessert is and how often you are able to eat it.
 - Drop your writing utensil on the floor and pick it up.
- When the time is up, regardless of if the participants are finished or not, have them put their writing utensils and papers down.
- On the back of their paper, give participants the same task of drawing a house, complete with roof, 2 windows, door, fence, 2 clouds, tree, grass, 5 birds, and sun. Tell them they have 5 minutes to complete the task.
 - Do not interrupt them at all while they are completing the task.
 - Have them let you know when they have finished their design.

TALK IT OVER**Reflect:**

- What distractions did you encounter while trying to complete the task?
- Which time was easier to complete the task? Why?
- What difference was there between the end results of your designs?
- How do cell phones distract you (or others) from meetings or at other venues?
- How do other people's cell phones distract you (or others) from meetings or at other venues?
- If individuals did not have cell phones at a meeting (or other event), what would the difference be?
- Besides meetings, when is it inappropriate to use cell phones?
 - Sample answers: During class, when completing homework, at work, at the dinner table, when having a one-on-one conversation with a person, movie theater, while driving, places of worship, buses, taxicabs, 4-H camp, etc.

Apply:

- Share how you will be more mindful of using a cell phone.
- Put your cell phone away when at meetings, classes, or other areas where your attention may stray if you are distracted by a cell phone.

Considerations for Conducting Virtually:

- Make sure participants have proper supplies prior to the meeting. Make sure to put the instructions in a visible location such as screen share so they can refer to it often.
- Some of the instructions / tasks and interruptions need to be altered. (e.g. change seats with another participant; make sure to take all supplies with you). Replacement ideas include:
 - Search for a topic on the internet (e.g. how to change oil in a car)
 - Check something on social media
 - Give a thumbs up or other reaction



Teen Leadership 20

Intended Audience:

- Teens

Lesson Objectives:

Participants will:

- Be presented with a problem to solve through a series of decision-making activities

Time: 20 minutes

Equipment and supplies:

- Clear Jar
- Small piece of paper and pencil
- Approx. 100-200 pieces of candy such as Jelly Beans, M&Ms, Skittles, or similar candy. *Be mindful of any possible allergies.

Do Ahead:

- Count number of candy pieces in the jar and write the number on a piece of paper taped to the bottom of the jar.

Decision Making

BACKGROUND

Making decisions can be challenging. Often times, working in teams can lead to more effective decision making than when working alone.

WHAT TO DO

Activity:

- Ask the group to answer the following question: "Why do we work in teams to accomplish many of our tasks?" Allow participants an opportunity to brainstorm and share. Explain that often times, we work in teams to have a better outcome than we would as an individual.
- Distribute a piece of paper and pencil to each participant and ask them to number from 1 to 4.
- Show participants the jar of candy and ask them to write down a guess of how many pieces of candy are in the jar next to #1.
- Ask participants to find a partner and as a team, come to a consensus on the number of pieces of candy in the jar. Instruct participants to write this number down next to #2.
- Ask each partner pair to find another partner pair, forming a group of 4 and to come to a consensus on the number of pieces of candy in the jar. Instruct participants to write this number down next to #3.
- Ask each group of 4 to find another group of 4, forming a group of 8 and to come to a consensus on the number of pieces of candy in the jar. Instruct participants to write this number down next to #4.
- Now, check the bottom of the jar and compare answers to the correct answer.



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TALK IT OVER

Reflect:

- How did your numbers change as your group got bigger?
- Was your individual guess closer to the actual number compared to any of your teams?
- How did you work through differences in opinion? Did that affect the decision process?
- Was your answer closer with your group of 2, 4, or 8 people?
- Which size group was most comfortable to work with?

Apply:

- Can you think of a time when teamwork helped a group accomplish a task?
- Why is it easier to make a decision as part of a team than as an individual?
- What different decision-making strategies were used? Did the strategy change as the group size changed?

Please take time to complete the Participant and Facilitator evaluations, found online at go.osu.edu/TeenLeadership20.

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Teen Leadership 20

Intended Audience:

- Teens

Lesson Objectives:

Participants will:

- Develop creative thinking abilities.
- Solve the puzzle by discovering the hidden numbers.

Time: 20 minutes

Equipment and supplies:

- A shoelace

Do Ahead:

- Review lesson
- Gather supplies

Creative Thinking & Problem Solving

BACKGROUND

When struggling to find a solution to a problem, the answer is often right in front of us. People tend to be distracted when focusing too closely to irrelevant information. Too much detail can cause people to lose sight of the “big picture”.

Creative thinking is a way to generate ideas and concepts to look at problems using unorthodox solutions. New ways of thinking may be unsettling to individuals and groups. However, with fresh perspectives, brainstorming with a creative lens can be constructive and provide clarity when solving problems.

WHAT TO DO

- In this activity, the leader will begin by kneeling down on the floor with the group facing the leader (in a semi-circle may work best). The leader will state to the group they are about to show the group a number between 0-10. Next, the leader will place the shoelace in any shape on the floor for the group to see.
- When placing the shoelace on the floor, the leader should act as if they are trying to make a certain shape (be dramatic!). The group will begin to think the shoelace's shape is significant. In reality, the shape the shoelace is arranged does not matter.
- After the shoelace is placed on the floor, the leader will ask the group “What number do you see?” The group should be looking at the shape the shoestring was placed in and guess what number it is. After a few guesses, the leader will tell them the correct answer.
- The KEY is while kneeling down, the leader must show the “number” with their fingers, which are placed on their thighs. For example, if the number is 5, the leader will keep 5 fingers out with one hand and on the other hand make a fist. If the number is zero then the leader will keep two fists on your thighs. For 10, they will keep all fingers out.



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Sources:

- Heck, T. (2006). *Team Building Games on a Shoestring*. Retrieved from http://www.teachmeteamwork.com/teachmeteamwork/files/Teambuilding_on_a_Shoestring_sml.pdf

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- After the first round of guesses by the group, the leader will arrange a different shape with the shoelace. Again, the leader should act like they are making a specific shape with the shoelace. Being theatrical while placing the shoelace will continue to mislead the group. Again, after arranging a new shape with the shoelace, the leader will ask the group "What number do you see?" If the group is still confused, the leader should make it clear that the number is right in front of them.
- If the group continues to struggle answering the question, the leader should now make it more apparent as to what the number is. After arranging the shoelace, the leader should dramatically emphasize placing their fingers on their thighs (possibly wiggling their fingers so the group will notice). If the group still does not understand, the leader should remove the shoelace and ask the group "What number do you see?" while stressing their fingers.
- Before the activity starts, if the leader suspects someone in the group to know the answer for this activity from playing previously, they should state that if someone has experienced this activity before to please keep your responses to yourself.

TALK IT OVER

Reflect:

- What were you focusing on each time when looking for the numbers?
- How did you feel when you found out where the hidden number was?
- Are there any problems you're faced with right now that have an easy solution that you're not allowing yourself to see?
- What is it that distracts you when working with a team?
- What will cause us to gain clarity?
- How will this help you when working with teams in the future?

Apply:

- Ask the group how they could use this activity in 4-H, Junior Fair, school, or other situations.

Please take time to complete the Participant and Facilitator evaluations, found online at go.osu.edu/TeenLeadership20.



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Intended Audience:

- Teens

Lesson Objectives:

Participants will:

- Identify characteristics of role models
- Reflect on who they serve as a role model
- Identify at least one trait that they will work on for the next two weeks

Time: 20 minutes

Equipment and supplies:

- Paper and pen for small groups
- How to Be an Everyday Super Hero handout for each participant

Do Ahead:

- Review lesson
- Make copies of How to Be an Everyday Super Hero

Everyday Super Hero

BACKGROUND

A role model is often hard to define, because it can be different for everyone, however most everyone has a role model in his or her life. Who your role model is depends as much on you as it does on the person you admire. With a little focus and intentionality, you too can become an Everyday Super Hero.

WHAT TO DO

Activity:

- Ask participants, "Who are role models you look up to?" These can be celebrities or people you encounter every day in your community.
- Ask, "Did those individuals mentioned choose to be a role model?"
- We want to explore what it means to be a role model. Break the participants into small groups of 3 to 5 people and ask them to brainstorm the reasons why someone is chosen as a role model. After allowing time for them to discuss, share their reasons with the group.
- Share the How to Be an Everyday Super Hero handout. Ask, "What 1-2 items do you see on the handout that speak to you about being a role model?"
- Complete the Talk It Over questions.



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Sources:

- CampWorks Toolkit, 2011. *Role Model to the Rescue*. Professionalism Activity 4. Retrieved from: <http://youthsuccess.osu.edu/wp-content/uploads/2013/05/Work-Based-Learning-Professionalism-4.pdf>

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TALK IT OVER**Reflect:**

- When you initially came up with examples of role models, were they celebrities or people you know? Why do you think that is?
- Who are you a role model for?

Apply:

- What is one trait that you personally will work on over the next two weeks to make you a better “Everyday Super Hero”?
- How will you know you have gotten better at that trait?

Please take time to complete the Participant and Facilitator evaluations, found online at go.osu.edu/TeenLeadership20.

Considerations for Conducting Virtually:

- Email handout prior to meeting.
- Put participants in breakout rooms of 3 to 5 people and ask them to brainstorm the reasons why someone is chosen as a role model. After allowing time for them to discuss, return to the main room and ask for a spokesperson from each group to share.
- Have facilitator screenshare the document while live, and ask participants to refer to it if you emailed it ahead of time.

How To Be An Everyday Superhero

- **Maintain a Healthy Lifestyle**

Youth should see you taking care of yourself. Model wise food choices as well as a commitment to exercise. Avoiding negative comments about your body (or anyone else's, for that matter) will project a sense of body confidence that can influence how students feel about their own bodies. And obviously, students should never see you participate in or talk about any experiences with drugs, alcohol, or tobacco.

- **Model a Love of Learning**

Youths' value systems are impacted by their interactions with adults. A positive attitude about education and learning on your part can foster similar attitudes in your students. Make sure they know that you believe education is important and worthy, and show them examples of how you continue to learn, as well.

- **Keep a Positive Attitude**

Negativity is contagious. By keeping a can-do attitude even when things get difficult, you model for youth the power of positive thinking.

- **Take Responsibility for Yourself**

Do not blame your problems on external factors or other people. When you make a mistake, admit it and work on fixing it. Youth see too many "role models" in the media who cannot take responsibility for what they do wrong. Show them a better option.

- **Use Good Problem Solving Skills**

When dealing with a problem, handle it maturely. Youth watch how you respond to difficult situations, and they take their cues from what they see. They also imitate emotional intensity levels, so keep stress to a minimum by responding to tough times in a calm fashion.

- **Show Kindness and Respect**

Youth will notice how you treat other people. Do not use derogatory names or terms, even in fun. That kind of behavior gives youth the idea that it is okay to disrespect others. Go out of your way to model helpful and kind behavior, especially to the elderly, disabled, or others who may need it.

- **Behave Ethically**

We all have expectations for youths' behavior. Make sure you are holding yourself to the same standard. In your everyday actions, are you honest, fair, compassionate, and tolerant? If not, make a conscious decision to show youth something better.

- **Model Good Coping Skills**

Let students see you engaging in positive examples of stress relief. Show them how you might shoot hoops to let off steam, or take a walk when you need a break. Help them uncover the stress relievers that will work for them.

- **Be Reliable**

Be someone the youth can count on. Unfortunately, many students have experienced being let down by adults. Do not be one of them. If you say you will do something, do it. No excuses. You will earn respect and admiration.

How To Be An Everyday Superhero

- **Model Positive Choice-making**

When it comes to being a role model, you must be aware that the choices you make impact not only you, but also the children who regard you as their superhero. When you are a role model it is not enough to tell those who look up to you what the best choices are to make. You must put them into action yourself.

- **Apologize and Admit Mistakes**

Nobody's perfect. When you make a bad choice, let those who are watching and learning from you know that you made a mistake and how you plan to correct it. This will help them to understand that (a) everyone makes mistakes; (b) it is not the end of the world; (c) you can make it right; and (d) you should take responsibility for it as soon as possible. By apologizing, admitting your mistake, and repairing the damage, you will be demonstrating an important yet often overlooked part of being a role model.

- **Follow Through**

To be a good role model, we must demonstrate stick-to-itiveness and self discipline. That means; (a) be on time; (b) finish what you started; (c) do not quit; (d) keep your word; and (e) do not back off when things get challenging.

- **Show Respect**

You may be driven, successful, and smart but whether you choose to show respect or not speaks volumes about the type of attitude it takes to make it in life. We always tell children to “treat others the way we want to be treated” and yet, may not follow that ourselves.

- **Demonstrate Confidence in Who You Are**

Be proud of the person you have become and continue to become. It may have been a long road and you may have experienced bumps along the way, but it is the responsibility of a role model to commemorate the lessons learned, the strength they have gained, and the character they have developed. We can always get better, however, in order for children to celebrate who they are, their role models need to show confidence in who they are.

Although it may seem like a great deal of pressure to be a positive role model, nobody is expecting you to be superhuman. We certainly would not expect that behavior from the children who are looking to us for answers and guidance—nor would we want them to expect that kind of flawless behavior from themselves or others. You can only do your best. And, if you mess up today, you can always refer back to the tips- apologize, admit mistakes, and try again tomorrow. Good role models show those who believe in them that they can do anything if they simply put their mind to it.



Teen Leadership 20

Intended Audience:

- Teens

Lesson Objectives:

Participants will:

- Explain the concept of needs vs. wants as it relates to a personal budget.
- Be able to discuss the benefit of saving money at a younger age.

Time: 20 minutes (for 1 activity)

Equipment and supplies:

- White board or flip chart and markers.
- 'Wants vs. Needs Expense Worksheet' – 1 copy per participant.
- 'The Advantages of Starting Early' handout – 1 copy per participant.

Do Ahead:

- Review lesson
- Gather equipment and supplies

Future Financial Well-Being

BACKGROUND

You might ask, "What does my financial well-being have to do with my leadership abilities?" Just ask any business owner or political candidate, and you will certainly learn that personal finances are often scrutinized and financial savvy is a much-desired characteristic. Anyone leading a business or organization will have to work with budgets and finances, with a goal of profit, or at the least keeping the doors open month-to-month! While this lesson will not guarantee you become a future millionaire, it will set you on a path of proper spending and saving...two keys to future financial well-being.

WHAT TO DO

Activity 1: Spending Choices

- Label two pages of a flip chart: 1) NOW, 2) IN 5 YEARS
- Ask participants to identify ways they spend their OWN money right NOW. Write responses on page 1 of flip chart. Examples might include: cell phone, car insurance or gas, eating out, clothes, entertainment.
- Ask participants to identify ways they would expect to spend their money 5 years from now (consider being out of parents' home, in college or employed, etc.). Write responses on page 2 of flip chart. Examples might include: cell phone, rent, utilities, clothes, groceries/eating out, entertainment, car payment/insurance/gas.
- Discuss needs vs. wants as one of the most basic economic concepts. Ask participants to prioritize the items between the two lists. The most general definition is that a NEED is something you *have* to have, and a WANT is something you *would like* to have. Be sure to explain how even within the most general of categories, there can be needs and wants. Example: food is a need; you must have food to survive, but you do not *need* filet mignon to survive!
- Distribute the "Wants vs. Needs Expense Worksheet" for participants to complete and take home. If time permits, encourage the group to discuss amongst themselves.



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Sources:

- *Want vs. Need: Basic Economics*. Retrieved from: <http://www.socialstudiesforkids.com/articles/economics/wantsandneeds1.htm>
- Ohio State University Extension. *Real Money, Real World*. Retrieved from: <http://realmoneyrealworld.osu.edu>

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Activity 2: The Advantages of Saving Early

- Ask participants if they think they should start saving money (as in a savings or investment account) at their age, and why or why not?
- Distribute the handout 'The Advantages of Starting Early.' As participants look over the handout, ask the following questions:
 - If you save \$1000 per year from age 16 to age 25, how much will you have invested? (A: \$10,000)
 - If this money is invested at 5% (meaning you will receive 5% interest on the total each year) and allowed to remain invested until you reach age 50, how much money will you have? (A: \$45,409)
 - If your friend starts saving \$1000 per year at age 41 to age 50, how much will he/she have invested? (A: \$10,000)
 - If he/she receives the same 5% interest that you have, how much money will he/she have at age 50? (A: \$13,043)

TALK IT OVER

Reflect:

- What is the advantage to saving money at a younger age?
- What might prevent you from being able to save \$1000 per year as a teen or young adult?

Apply:

- Research (in person or online) savings account options at several banks or financial institutions. Consider opening a savings account, or if you already have an account, consider moving it if your research uncovers a better opportunity.

ADDITIONAL RESOURCES

Check out the 'Real Money Real World' program conducted through OSU Extension, or consider enrolling in one of the Ohio 4-H money management projects:

#445 Becoming Money Wise

#448 Teens...On the Road to Financial Success

Please take time to complete the Participant and Facilitator evaluations, found online at go.osu.edu/TeenLeadership20.

Considerations for Conducting Virtually:

- Instead of using flipchart paper, screenshare and use two sides of a whiteboard – write responses on corresponding side.
- Email the "Wants vs. Needs Expense Worksheet" and "The Advantages of Starting Early" ahead of time or send then in the chat box when the time is right.

WANTS vs. NEEDS Expense Worksheet

Complete this worksheet as an estimate of future expenses to determine your future needed monthly income. Take this worksheet home to discuss with parents or other trusted adults to determine if your estimates are realistic.

<i>Type of Living Expense</i>	<i>Priority Ranking (1-11)</i>	<i>Estimated cost per month</i>
Child Care		
Clothing		
Communications (TV, phone, internet)		
Contributions (church, school, community)		
Credit cards/College loans		
Entertainment (includes eating out, vacations)		
Food (that you prepare at home)		
Housing		
Insurance (auto, life, renters/homeowners)		
Personal hygiene/Home care		
Transportation		
Utilities		
<i>TOTAL Monthly expense estimate (cannot exceed income)</i>		

- Are there other expenses you can think of that are not on the list above?
- Brainstorm ways that you can decrease expenses or increase income.

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REAL MONEY. REAL WORLD.

Teacher Section 39

The Advantages of Starting Early				
Age	YOU		YOUR FRIEND	
	How much you save each year	How much you have at the end of each year	How much you save each year	How much you have at the end of each year
16	\$1,000	\$1,050	0	0
17	\$1,000	\$2,153	0	0
18	\$1,000	\$3,310	0	0
19	\$1,000	\$4,526	0	0
20	\$1,000	\$5,802	0	0
21	\$1,000	\$7,142	0	0
22	\$1,000	\$8,549	0	0
23	\$1,000	\$10,027	0	0
24	\$1,000	\$11,578	0	0
25	\$1,000	\$13,207	0	0
26	0	\$13,867	0	0
27	0	\$14,561	0	0
28	0	\$15,289	0	0
29	0	\$16,053	0	0
30	0	\$16,856	0	0
31	0	\$17,699	0	0
32	0	\$18,584	0	0
33	0	\$19,513	0	0
34	0	\$20,488	0	0
35	0	\$21,513	0	0
36	0	\$22,589	0	0
37	0	\$23,718	0	0
38	0	\$24,904	0	0
39	0	\$26,149	0	0
40	0	\$27,457	0	0
41	0	\$28,829	1000	\$1,050
42	0	\$30,271	1000	\$2,153
43	0	\$31,784	1000	\$3,310
44	0	\$33,374	1000	\$4,526
45	0	\$35,042	1000	\$5,802
46	0	\$36,794	1000	\$7,142
47	0	\$38,634	1000	\$8,549
48	0	\$40,565	1000	\$10,027
49	0	\$42,594	1000	\$11,578
50	0	\$44,723	1000	\$13,207

Source: INTEREST.COM calculator at: deposits.interest.com/content/calculators/savingscalc.asp



Teen Leadership 20

Intended Audience:

- Teens

Lesson Objectives:

Participants will:

- Develop an understanding of the types of things that go in a resume.
- Develop a list of things that could go into their resume.

Time: 20 minutes

Equipment and supplies:

- Brainstorming Items for Your Resume handout
- Large post-it pad, poster board, etc.

Do Ahead:

- Review lesson
- Secure supplies needed.

Getting Started on a Resume

BACKGROUND

Creating a resume can seem like an intimidating task, but don't be daunted! Your resume simply highlights YOU! A resume should simply answer the reader's primary question: Will this individual add value to my organization, group, or company?

WHAT TO DO

Activity 1: Brainstorming Items for Your Resume

Ask participants to use the 'Brainstorming Items for Your Resume' handout to make a list of experiences they might include in their resume.

Ask each participant to find a partner. Partners should share their lists with each other. Did your partner's list make you think of things that you should add to your list?

TALK IT OVER

Reflect:

- Ask participants if their partner's list made them think of things that should be added to their own list.

Activity 2: Tooting Your Own Horn

Engage your group in a discussion utilizing the questions listed below. Be sure to use the introduction before posing the question. Feel free to edit the introductions to fit your particular group. If possible, list responses to each question where all participants can see them (large post it pad, dry erase board, chalk board).

Group Discussion Question #1

Work habits and attitude are extremely important to those who will be reviewing your resume. If you have perfect or near perfect attendance and are punctual for school and other commitments, mention it when describing an experience. If supervisors, teachers, or coaches have recognized you for a positive attitude or outstanding service, mention it in your description of the activity.



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Question #1

What could you list on your resume that highlights your work habits and attitude?

Group Discussion Question #2

Individuals who read your resume are looking for individuals who make positive contributions. Think about some of the experiences you listed during Activity #1. Ask yourself if there are achievements within those experiences you could include on your resume. Examples might be including advanced academic classes/projects since these show that you are intelligent and a hard worker.

Question #2

What could you list on your resume that highlights your achievements?

Group Discussion Question #3

Highlighting skills related to the position for which you are applying will strengthen your resume.

Examples of highly desirable skills that many high school students possess include: 1) Communication, 2) Dependability /Responsibility, 3) Quick Learner, 4) Teamwork, and 5) Technology Skills.

Question #3

How could you highlight these skills in your resume?

TALK IT OVER**Reflect:**

- Ask participants to name some positions that may require them to submit a resume (examples, jobs, leadership positions, scholarships application). Ask them what they would be looking for in a resume for these positions.

Please take time to complete the Participant and Facilitator evaluations, found online at go.osu.edu/TeenLeadership20.

Considerations for Conducting Virtually:

- Send activity worksheet via email prior to the meeting or via chat box
- Facilitator could also be prepared to screenshare the worksheet to guide discussion.
- Consider using the whiteboard/annotate feature to encourage engagement with participants.
- Utilize breakout rooms to create smaller groups for the discussion questions and/or for "Talk It Over" reflection.

Activity 1: Brainstorming Items for You Resume

Work Experience

Formal Work Experience.

Informal work Experience: (examples, babysitting, pet sitting, lawn mowing)

Activities

Academics

Athletics

Community Involvement

Volunteer Work



Teen Leadership 20

Intended Audience:

- Teens

Lesson Objectives:

Participants will:

- Identify key parts of an introduction
- Practice interview skills
- Practice public speaking skills

Time: 20 minutes

Equipment and supplies:

- Easel paper
- Note cards
- Writing utensils

Do Ahead:

- Review the lesson
- Gather equipment and supplies

Introducing a Guest

BACKGROUND

Situations arise when introducing a guest will be necessary. Whether it is a new person in a social situation or a guest speaker, your introduction will set the tone of the experience.

When introducing speakers three core questions should be answered:

- What is the topic?
- Why is it important to the audience?
- Is the speaker qualified to deliver this talk (Dlugan, A., 2010)?

This activity will allow participants to think about what is involved in an introduction and why giving a good introduction is important.

WHAT TO DO**Activity:**

In this activity, participants will pretend they are going to be introducing a guest presenter at an event.

- Brainstorm with the entire group information you would need to introduce a guest presenter and display it on the easel paper.
 - What kind of questions would you want to ask the presenter?
- Break the group into teams of two. Give each team two notecards and writing utensil.
- Ask each team to take turns interviewing each other as if that person would be a guest presenter. From that interview have each team member write a brief introduction of his/her partner.
- Ask for volunteers to come up and introduce his/her "presenter".
- Final wrap up: make sure the introducer includes the following:
 - Name of presenter
 - What role they have that's important to this talk



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Sources:

- Dlugan, A., 2010. How to Introduce a Speaker: 16 Essential Tips for Success. Retrieved from: <http://sixminutes.dlugan.com/how-to-introduce-a-speaker/>

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- Set the stage for the audience
- Welcome and thank the speaker for being here and devoting his/her time

TALK IT OVER**Reflect:**

- In the large group, ask for volunteers to share what they liked about the different introductions.
- Ask the participants how they felt during the interview/introductions.
- Ask the group where they would use this skill in different 4-H, Junior Fair, or school situations.

Apply:

- Practice introducing friends, family, 4-H members, etc.
- Volunteer to introduce a guest speaker or presenter at an event.

Please take time to complete the Participant and Facilitator evaluations, found online at go.osu.edu/TeenLeadership20.

Considerations for Conducting Virtually:

- Utilize breakout rooms when dividing the group into teams. Remember the importance of the rule of three – breakout rooms should be no smaller than three people. To accommodate this, have them take turns with the various roles.
- Ask each participant to bring a piece of paper and pen/pencil with them to the meeting.
- Consider adapting the lesson to fit the more virtual environment we are living in – how is introducing a guest virtually differ from in person? What does your body language convey virtually that you should be mindful of?



Teen Leadership 20

Intended Audience:

- Teens

Lesson Objectives:

Participants will:

- Learn to grasp the idea that there is a limit to how many things they can juggle in life.

Time: 20 minutes

Equipment and supplies:

- Tennis balls, bouncy balls or other soft objects that are easy to toss and catch. You should have at least one item per person.

Do Ahead:

- Gather supplies

Juggling Life: Learn to say No

BACKGROUND

Oftentimes teens (and adults) find themselves getting buried in activities and schoolwork. There are so many options available to keep teens engaged and active – sports, clubs, jobs, civic groups, 4-H, Scouts, church, friends, etc., that it is difficult to handle all of the opportunities that are given.

Understanding how much you can handle and when to say no is a hard task for many. Learning when and how to say no in a tactful and respectful manner can be a skill that will benefit teens into adulthood.

WHAT TO DO

Activity:

The game we are using is called group juggling, but we are going to adapt it to Juggling Life!

The group should form a circle. Have each person in the group identify themselves as a task, (i.e. Homework, Track, Spanish, FFA, 4-H, church, piano, basketball, etc.). The activity they choose to call themselves will be used instead of their name when tossing the ball around the circle. Another variation of this activity would be to have tennis balls (or other items) with the tasks written on them ahead of time.

The leader will begin by passing a ball or object to another person in the group (and saying the person's activity as they are throwing the object to them). The person they have thrown the ball to will then throw the ball to another person in the circle and say the person's name (activity they chose). This continues until the ball has been thrown to each person and is then thrown back to the leader. Each person should only have the ball once. Once this pattern is formed the leader will continue to add more objects into the circle until multiple objects are being "juggled."

Object: To juggle as many objects as possible within the circle trying to keep all of the objects off the ground. A good goal is to get up to juggling as many objects as you have people.

Rules: Throw the balls/objects easy.



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Variations: You may have to stop the group in order to “re-group” and come up with a plan for improvement. See how many objects are being “juggled” and try to juggle more objects than you have already accomplished.

TALK IT OVER**Reflect**

- What makes this task difficult?
- How did you accomplish the task successfully?
- Was there a point where it became hard to handle so many “tasks”?
- Did you speak up and say “No” when you felt like you couldn’t successfully handle any more tasks?
- How do you prioritize your tasks?

Apply:

- Think about what activities you try to juggle every day.
- Would it be easier for you to handle activities on your schedule if you had less to juggle?
- Would you be able to complete the tasks more effectively if you had fewer tasks?
- Be able to assess your priorities and then see how what you are doing every day affects those long-term goals.
- Be aware of the time it takes to accomplish tasks that you agree to, and be cognizant that we often underestimate how long things take.

Please take time to complete the Participant and Facilitator evaluations, found online at go.osu.edu/TeenLeadership20.



Teen Leadership 20

Intended Audience:

- Teens

Lesson Objectives:

Participants will:

- Recognize their feelings.
- Identify productive and destructive behaviors for emotions.

Time: 20 minutes

Equipment and supplies:

- Feeling Chart handout
- Emotional Reactions handout
- Writing utensils for each participant

Do Ahead:

- Review lesson
- Prepare equipment and supplies
- Make copies of the Feeling Chart handout for each participant
- Make copies of the Emotional Reactions handout for each participant.

Knowing Your Emotions

BACKGROUND

Emotional intelligence is a person's ability to recognize and understand emotions and manage, control, and adapt the emotions, mood, reactions, and responses to them. When individuals are more aware of their emotional state, physical health and mental well-being benefit. In addition, individuals are better able to communicate feelings in a more constructive way, conflicts can be resolved, and people are more successful overall.

WHAT TO DO

Activity:

- Pass out the "Feeling Chart" and "Emotional Reactions" handouts to participants, along with a writing utensil.
- Have participants identify how they are feeling today using the "Feeling Chart".
- Ask for volunteers to share why they selected the particular feeling.
- Ask for participants what productive behavior is and what a destructive behavior is. Examples may help give a picture of these items.
 - For example:
 - Productive: behaviors that help to build relationships, manage emotions and accept and resolve conflict, e.g. anger: taking deep breaths
 - Destructive: responses prolong and inflame conflict and get in the way of productivity, e.g. anger: punching the person who made you angry.
- Have participants complete the "Emotional Reactions" handout.
- Ask for volunteers to respond to the following questions. (NOTE: Some individuals may not be comfortable sharing information, which is why it is suggested to have volunteers share.)
 - What were some of your productive reactions to an emotion? (You can either identify an emotion on the handout or have the participants self-select.)



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- What were some of your productive reactions to an emotion? (You can either identify an emotion on the handout or have the participants self-select.)
- How do your destructive reactions make you feel?
- How do your productive reactions make you feel?
- How can you make a destructive reaction into a productive reaction?

TALK IT OVER**Reflect:**

- What did you learn about yourself?
- How are you going to try to change your reactions to situations?
- How can you grow from how you react to a situation?

Apply:

- Use the feeling chart to identify how you are feeling. Keep a record or journal of your feelings for various day to day situations and experiences.
- Be mindful of how you react to situations.
- Challenge yourself to turn your destructive behavior into productive behavior.

Please take time to complete the Participant and Facilitator evaluations, found online at go.osu.edu/TeenLeadership20.

Considerations for Conducting Virtually:

- Distribute the handouts to participants to complete on their own.

OR

- Share a screen and have participants use the 'stamp' next to the emoji when identifying how they feel on the feeling chart.
- Consider using the whiteboard feature for the "emotional reactions" or have participants work on their own.

Feeling Chart

What emoji are you feeling like today?



ANGRY



DISAPPOINTED



ENERGIZED



HAPPY



HURT



LOVED



SAD



TIRED



SCARED



Emotional Reactions

For each emotion, write when you experience that emotion. Then, write what you do when you experience that particular emotion. Include productive and destructive behaviors for each emotion.

I am angry when _____

Productive Behavior	Destructive Behavior

I am disappointed when _____

Productive Behavior	Destructive Behavior

I am energized when _____

Productive Behavior	Destructive Behavior

I am happy when _____

Productive Behavior	Destructive Behavior



I am hurt when _____

Productive Behavior	Destructive Behavior

I am loved when _____

Productive Behavior	Destructive Behavior

I am sad when _____

Productive Behavior	Destructive Behavior

I am scared when _____

Productive Behavior	Destructive Behavior

I am tired when _____

Productive Behavior	Destructive Behavior



Teen Leadership 20

Intended Audience:

- Teens

Lesson Objectives:

Participants will:

- Discuss at least 5 characteristics of an effective meeting.
- Assess the effectiveness of a meeting they participate in and identify strategies to improve.

Time: 20 minutes

Equipment and supplies:

- “Effective Meeting Checklist” handout for each participant.
- Pen/Pencil for each participant.

Do Ahead:

- Review lesson
- Gather equipment and supplies.
- Print a copy of “Effective Meeting Checklist” for each participant.

Leading an Effective Meeting

BACKGROUND

Meetings are a common way for groups to organize, communicate and share information. They can also be significant investments of time and resources by all participants. Leading an effective meeting is a critical skill that requires preparation and thought.

WHAT TO DO

Activity:

- Ask the group, “Why do we have meetings?” Have participants share ideas.
- “Are meetings always effective?” Chances are participants have seen a wide spectrum of effectiveness. To help understand characteristics of an effective meeting we have developed a checklist.
- Have the group think about this meeting or another meeting that they recently attended. Distribute and complete the “Effective Meeting Checklist”, first as individuals. Add comments as it helps.
- Once most of the participants have completed the checklist, have the whole group share responses to each item and discuss areas of disagreement or strong opinions (positive or negative).
- Complete the Talk It Over questions.



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Sources:

- Schwarz (2015) *How to Design an Agenda for an Effective Meeting*. Harvard Business Review. Accessed at: <https://hbr.org/2015/03/how-to-design-an-agenda-for-an-effective-meeting>

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TALK IT OVER**Reflect:**

- Were there any surprises in how your meeting did on the checklist? How so?
- Were there other items that you think are important and should be on the checklist?
- What can your group do to improve the effectiveness of future meetings?
- What is one other meeting you participate in that could benefit from this information? How can you use what you have learned to influence that meeting being more effective?

Apply:

- Use the “Effective Meeting Checklist” to assess at least one meeting you will attend in the next 2 months.
- Discuss with officers/leaders the use of the “Effective Meeting Checklist” at the completion of every meeting.

Please take time to complete the Participant and Facilitator evaluations, found online at go.osu.edu/TeenLeadership20.

Considerations for Conducting Virtually:

- Send “Effective Meeting Checklist” handout ahead of time or drop it in the chat box when needed.
- Consider using breakout rooms with groups of 3 to 5 people to discuss the “Talk It Over” reflection questions.

Effective Meeting Checklist

Item	Circle	Comments
Preparation		
Does the meeting have a clearly defined goal or purpose?	Y / N	
Are desired participants invited with appropriate notice?	Y / N	
Was consideration made as to the best method for the meeting (face to face, conference call, video conference, etc.) or if the meeting was even necessary?	Y / N	
Are agenda items appropriate and relevant?	Y / N	
Are agendas and supporting documents shared in advance?	Y / N	
Is someone identified to take notes/minutes?	Y / N	
Is adequate time allocated for each agenda item?	Y / N	
Are people identified to lead items on the agenda (as appropriate)?	Y / N	
Is the meeting space and any technology set up in advance?	Y / N	
Actual Meeting		
Does the meeting start and end on time?	Y / N	
Is there an opportunity to add items to the agenda?	Y / N	
Does the group stay on task/agenda?	Y / N	
Does everyone come prepared?	Y / N	
Do meeting ground rules exist and are they followed by all members throughout the meeting?	Y / N	
Does everyone participate?	Y / N	
Are action items assigned with due dates and who is responsible?	Y / N	
Are a few minutes spent, at the end of the meeting, evaluating the effectiveness of group interactions and process?	Y / N	
Do participants demonstrate respect for one another?	Y / N	
Follow Up		
Are minutes shared in a reasonable time?	Y / N	
Do those who are responsible for action items follow through?	Y / N	

Created by Nate Arnett 10/2016



Teen Leadership 20

Intended Audience:

- Teens

Lesson Objectives:

Participants will:

- Be able to make a good impression.
- Think about the message they are sending to others by their appearance.
- Be able to reference a 4-H project book to help them make a good first impression when interviewing.

Time: 20 minutes

Equipment and supplies:

- Ohio 4-H Project Book "Am I Ready for Work?" (Optional)
- Magazines that have lots of people photos and ads (teen magazines, too)—3 magazines for each group of 4-7.
- Large Post-it paper or posters (or regular size paper)
- Scissors (one pair for each group of 4-7)
- Glue stick (one for each group of 4-7)
- Markers (several for each group of 4-7)

Making a Good Impression

BACKGROUND

In life, making a good impression is important whether it is for school, work, or just hanging out with friends. Often we think it's only our clothes that defines us. There are a lot of other factors that send messages to people about oneself like attitude, physical appearance, and use of words or even non-verbal communication such as body language. Think about how you would like to be perceived and why. As you travel through life, your roles will change. One thing will never change is that people are always observing you and making judgements on what they see. For this reason, it is important to work at making the best impression in your various roles in life.

WHAT TO DO

Activity:

- Discuss why it is important to make a good impression (see background information for some information).
- On a handout shared with participants or written on large post-it paper, share with teens that impressions can be made by:
 - Attitude
 - Clothing
 - Personal Hygiene
 - Body Language
 - Verbal Language
- Divide participants into small groups of 4-7 teens. Have teens designate a person to pick out three magazines, another teen to get scissors, glue stick, markers and paper (regular size or large post-it paper.)
- Ask each group to find a picture for each of the ways we make an impression (use the handout list or list from the large post-it paper.) The teens need to cut the picture out and glue it to their paper.
- Have each group share their pictures of impressions and what message it is sending to an observer, and why it sends this message.



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Do Ahead:

- Review lesson.
- Gather equipment and supplies.
- Prepare handouts or large post-it paper.

Sources:

- Brinkman, P., Fogt, N., Soule, G., & Young, B. (2015). *Am I Ready for Work?* The Ohio State University.

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- After all the groups have shared, have a discussion on how these impressions would change if it was for:
 - School
 - Job interview
 - 4-H club meeting
 - Church
 - Hanging out with friends
- Explain why and what would the differences be.

TALK IT OVER**Reflect:**

- Think about people you admire. What stands out about them?
- What kind of impression do you think you make on:
 - Your friends
 - Your teachers
 - Your coaches
 - Your 4-H advisor
 - Your 4-H extension educator?
- Why do you have this impression?
- What areas could you work towards improving? Why? How?
- Are there others that can help you make a better impression?
- How can you help others in making a good impression?

Apply:

- Make a goal sheet of what things you could work on to make a better impression.
- Find a practice partner for practicing good communication skills and non-verbal skills.

Please take time to complete the Participant and Facilitator evaluations, found online at go.osu.edu/TeenLeadership20.

Considerations for Conducting Virtually:

- Divide group into breakout rooms of 4-7 teens. Instead of having them use magazines to cut and paste, have them use the whiteboard/annotate feature to draw pictures/stamp/write.
 - Consider adding everyone to the same collaborative Google Doc or Slide and have them cut and paste photos from the internet
 - Be sure to give them some restrictions to encourage creativity (such as “you can only search the category words” or “you must use the first photo you see”)



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?



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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.

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.



Teen Leadership 20

Intended Audience:

- Teens

Lesson Objectives:

Participants will:

- Understand volunteer roles can be “work experience”
- Be able to communicate effectively in writing this experience.

Time: 20 minutes

Equipment and supplies:

- Paper
- Pens
- Action Statement Handout
- Action Verb Handout, available in Teen Leadership 20.

Do Ahead:

- Review the lesson.
- Have the brainstorming lists from Making 4-H Work for You Part 1.

Making 4-H Work for You Part 2

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. In Part 1 participants identified their “work” experience. Part 2 is about how we communicate on paper.

WHAT TO DO

Activity:

1. Review the different programs/events teens participate in through 4-H. What are the responsibilities, what skills are needed, etc.?
2. Share the action verb list with the group. Explain basic concept of action statements. What was the important task they did.
3. Choose one of the roles previously discussed in Part 1. Divide the group into teams of two. Have each group choose an experience to write an action statement.
4. Discuss how these action statements could be used in creating a resume or completing an application.



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TALK IT OVER**Reflect:**

- Why is it important to be able to communicate effectively on a resume or application?

Apply:

- How did they feel about all of the responsibilities and skills they were able to write as personal action statements?

Please take time to complete the Participant and Facilitator evaluations, found online at go.osu.edu/TeenLeadership20.

Considerations for Conducting Virtually:

- Divide the group into breakout rooms of three and have each room write an action statement for one of the roles discussed in Part 1.
- Return to the main room and discuss how these action statements could be used in a resume or application
 - Consider using a chat box explosion or some other means to share the written statements with everyone.



Teen Leadership 20

Intended Audience:

- Teens

Lesson Objectives:

Participants will:

- Slow down and learn to do a simple mindfulness exercise to help them increase their ability to focus and relieve stress.

Time: 20 minutes

Equipment and supplies:

- Watch or timer
- Index cards (three per person)
- Pens, pencils (one per person)

Do Ahead:

- Review lesson
- Prepare equipment and supplies

Mindfulness: Breathe Deeply

BACKGROUND

Mindfulness is the basic human ability to be fully present, aware of where we are and what we are doing, and not overly reactive or overwhelmed by what's going on around us (mindful.org).

Teens and adults lead very hectic, crazy lives. They rush from activity to activity and multi-task, without taking time to stop and enjoy the moment.

Research shows that mindfulness:

- Reduces stress, anxiety and depression
- Improves concentration, and
- Benefits overall physical health.

Teaching teens to practice basic mindfulness will help improve their overall health and well-being.

WHAT TO DO

Activity:

This is a simple breathing exercise that will help participants focus. The exercise will only take one minute.

Start off by asking all participants to sit up as straight as they can, on the floor with their legs crossed or in a chair. Ask them to let go of all their thoughts and only focus on their breathing.

Tell participants to breathe in and out slowly, taking about six seconds for one breathing cycle. They should breathe in through their nose and out through their mouths. While they are breathing, they should not be thinking about things they need to do later, only about inhaling and exhaling. Think about what it feels like as your body fills with air and then as you exhale and that air leaves your body. Continue doing this exercise for one minute.

After they have completed this activity, give all participants two index cards and writing utensil. Ask them to write down all the things that make them worry, feel irritated or stressed out. Things like:

- I am worried about my grade in algebra.
- I am worried about making the baseball team.
- I am worried about getting college scholarships.



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Sources:

James, A. (2017). *Pocket mindfulness*. Retrieved from <https://www.pocketmindfulness.com/>

University of California Agriculture and Natural Resources 4-H Youth Development Program (2016). *4-H Mindfulness*. Retrieved from <http://4h.ucanr.edu/files/241590.pdf>

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This list is just for them. They do not have to share their worries with anyone else. Once they are done with their list, ask them to read it to themselves and see what they can do to take care of the stress caused by the things they wrote. Have them write down their action plan on the second index card. Examples may be:

- Make a phone call and let someone know you are thinking of them and care about them.
- Schedule a meeting with a teacher to ask what you can do to improve a grade or better understand a subject.
- Talk to a school counselor about opportunities.

Oftentimes, developing a plan and following through with it will help relieve the tension and stress in our lives, instead of fretting and worrying about things.

Encourage them to be mindful. Take positive action to relieve their worries. If there is nothing positive they can do about one of the items on the list, they may need to simply admit that and move on, knowing that things work out for the best in the end.

Finally, give participants a third index card and ask them to take it with them. Tell them to notice five things throughout the day that they normally would not give attention. Maybe it is the sound of a leaf blowing across the sidewalk in front of them. Or, maybe it is the sound of the birds in the morning while they wait for the bus.

Make it your goal to find out about these things.

- How do they work?
- Would you miss them, if they were not there?
- How is it connected to other parts of your life, community and world?

TALK IT OVER**Reflect**

Look back at your list of worries.

- Are there positive steps or actions you came up with to eliminate those worries?
- Are there things you have no control over? If so, let them go.
- Are there other situations that you can think of where being positive might change the outcome?

Apply:

- Make time every day to take a minute and breathe deeply. Learn to relax and clear your mind.
- When you are overwhelmed, take time to be mindful. Slow down and appreciate the intricacies of the things around you.
- Make an effort to be positive. Smile at people. Find joy.

Please take time to complete the Participant and Facilitator evaluations, found online at go.osu.edu/TeenLeadership20.

Considerations for Conducting Virtually:

- Ask participants to bring an index card or piece of paper and a pen or pencil to the meeting.
- During the breathing exercise, ask participants to close their eyes. The instructor can give instructions for inhale and exhale if desired, or participants can count in their heads as they breathe.



Teen Leadership 20

Intended Audience:

- Teens

Lesson Objectives:

Participants will:

- Teens will learn about how verbal and nonverbal actions may not be observed as the same message.

Time: 20 minutes

Equipment and supplies:

- Lesson Plan
- Cards
- Handout

Do Ahead:

- Review Lesson
- Print out handout
- Print and cut the action cards.
- Gather supplies and equipment

Nonverbal Communication

BACKGROUND

Many people believe what they say is all they are saying. In actuality, your body language can say more than the words that are being spoken.

According to www.businessdictionary.com the definition of nonverbal behavior is, "Behavior and elements of speech aside from the words themselves that transmit meaning." Non-verbal communication includes pitch, speed, tone and volume of voice, gestures, facial expressions, body posture, stance, and proximity to the listener, eye movement and contact, and dress and appearance. Research suggests that only 5 percent effect is produced by the spoken word, 45 percent by the tone, inflexion, and other elements of voice, and 50 percent by body language, movements, eye contact, etc.

WHAT TO DO**Activity:**

- Break into groups of two. Pass out cards to each person with the actions on them.
- Have members act out the scenarios on the cards with the other person in the group.
- Then have them discuss how the situation made them feel. Did the words match the body language?
- Act out another scenario and discuss, etc .



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Sources:

- <http://blog.pgi.com/wp-content/uploads/2012/03/Nonverbal-Communication.gif>
- <http://www.afb.org/info/living-with-vision-loss/for-job-seekers/lesson-plans-for-teachers-and-professionals/social-skills/lesson-4-nonverbal-communication/12345>
- www.businessdictionary.com

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TALK IT OVER**Reflect:**

- How did the other person make you feel?
- Did the spoken words match the nonverbal communication?
- How does, what is being said and the nonverbal cues effect how you react to another person?

Apply:

- Pass out handout and discuss how to use or not some of the nonverbal cues on the wheel.

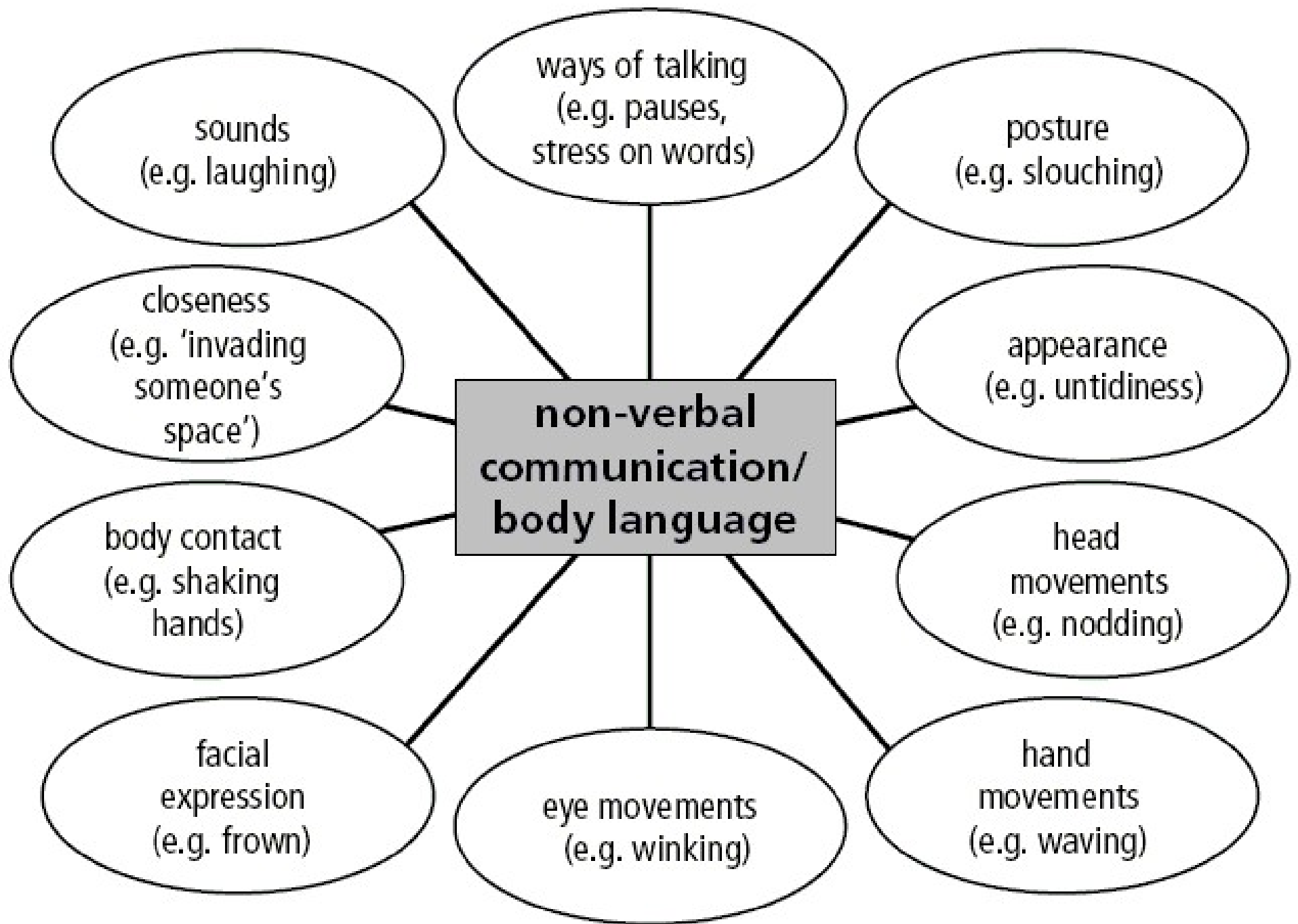
Please take time to complete the Participant and Facilitator evaluations, found online at go.osu.edu/TeenLeadership20.

Considerations for Conducting Virtually:

- Divide the group into breakout rooms of at least three people.
- Assign scenario cards to each person and send them via personal message in the chat box. Consider which scenarios are the best fit for virtual programming (and consider adding more that are only relevant in virtual spaces!)
- Send the handout ahead of time via email or distribute in the chat box when needed.

Smile while saying I really didn't like the way you just talked to me. While having your arms crossed.	Smile while saying great job but looking down at the floor while talking.
Sit with your legs crossed and have your arms crossed while telling the other person that he/she is your favorite person.	Smile and look directly at the other person and tell them he/she is your favorite person.
While standing, put your hands on your hips and ask why they chose to come to today.	Get very close to the other person without touching them and ask how their day has been.
Stay back about an arm's length and ask the other person how their day has been.	Roll eyes while asking the person's name and standing straight.
Greet the other person with a smile, shake hands and ask their name.	Greet person while talking on phone or texting and ask their name.
Talk to the person while picking your nails or clicking your pen.	Frown and ask the other person how their day was.

Use the nonverbal communication sheet to act out your own scenario	Use the nonverbal communication sheet to act out your own scenario
Use the nonverbal communication sheet to act out your own scenario	Use the nonverbal communication sheet to act out your own scenario
Use the nonverbal communication sheet to act out your own scenario	Use the nonverbal communication sheet to act out your own scenario
Frown and get very close and ask why they are here. While sitting on the edge of the chair	Smile and ask why they are here while leaning back in the chair.
Ask the person how their day is going and then look down as if texting or reading something on your phone.	Greet person and look away and cross your arms while they are answering.





Teen Leadership 20

Teen Led 4-H Promotion

Intended Audience:

- Teens

Lesson Objectives:

Participants will:

- Recognize important topics to discuss when promoting 4-H
- Develop a pitch to promote 4-H to younger youth
- Demonstrate public speaking skills

Time: 20 minutes

Equipment and supplies:

- Writing Utensils
- Paper or notecards

Do Ahead:

- Review Lesson
- Gather Equipment and Supplies

BACKGROUND

When looking to promote events or 4-H membership, utilizing teens can be a great way to get youth involved. Youth look at their peers and/or older 4-H youth as role models. Using older youth to promote 4-H can be a great way to get younger members involved.

WHAT TO DO

Activity: *What do potential 4-H'ers need to know?*

Brainstorm ideas on what areas you need to share with potential 4-H'ers and how to answer those questions. Use the following questions to prompt discussion:

- What is 4-H?
- What do you do?
 - Ideas include: belong to a club, elect officers, do community service projects, take projects, learn new knowledge and skills through clinics
- Isn't it all about the fair?
 - Instructor Tip: talk with your participants about how you want to minimize discussion about the fair. It is easy to focus entirely on the fair, but 4-H is so much more.
 - Fair is our chance to show off what you did in 4-H!
- How much does it cost to join?
- How do I join?
- When do I join?
- What is camp?
- Who is your audience? What would change if you were talking to 3rd graders vs parents?

Develop your 4-H Pitch

Once you have brainstormed ideas, give participants five minutes to construct their 4-H pitch. This is a short, 5 minutes or less pitch on what is 4-H and why someone should join. Have them target their pitch to a 3rd grade class room.



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Practice Your Pitch

Have volunteers practice giving their pitch to the group.
Have the rest of the group ask questions as if they were that potential new member.

Provide constructive feedback to all the members on how to improve their pitch.

TALK IT OVER**Reflect:**

- What are the key points we need to share with prospective members?
- Why do we want to emphasize projects and learning experiences over the fair?
- What are display items you might want to bring with you to share? (i.e. project books, displays, Family Guides).

Apply:

- Where can you present to potential new members?
- Develop a comprehensive presentation to present to potential new members utilizing the pitch and talking points developed.
 - Take it a step further:
 - Does your Extension Office have a flier/handout to send home to potential new members?
 - What activities could you potentially do with potential new members? (Sing camp songs, play a camp game, etc.)

Please take time to complete the Participant and Facilitator evaluations, found online at go.osu.edu/TeenLeadership20.



Teen Leadership 20

Intended Audience:

- Teens

Lesson Objectives:

Participants will:

- Discuss who benefits from service
- Generate ideas on how those doing service might benefit

Time: 20 minutes

Equipment and supplies:

- 3 pieces of Flip Chart paper or Dry Erase Board
- Tape (if needed)
- Markers
- Print the Benefits of Community-Based Learning fact sheet

Do Ahead:

- Review lesson
- Label each Flip Chart page (or write labels on Dry Erase Board after initial questions in step 1)
 - Youth Participants,
 - Youth Organization,
 - Individuals/Organization Receiving Service
- Print and review the Benefits of Community-Based Service Learning fact sheet for reference
- Print Skills for Success handout for each participant

The Benefits of Service

BACKGROUND

Service can be defined as the action of helping or doing work for someone. 4-H has service as part of the Citizenship mission mandate, with many 4-H projects and programs including service as part of the experience. While service is common, thinking about who benefits and how may be easily overlooked without intentional focus.

WHAT TO DO

Activity:

- Start with a few questions to get participants thinking about service and their prior experiences.
 - When I say service, what does that mean to you?
 - What are some examples of service that you have participated in? (i.e., past projects)
 - Who benefited thanks to your service? *Chances are, more than you think.*
- Next, discuss that there are 3 main groups who benefit from service: the Youth Participants, the Youth Organization, and the Individuals/Organization Receiving the Service. Generate a list of benefits that each of these groups receive through the act of service. (You can have individuals come up and write their ideas on each list or have people bounce ideas off each other while you write them on the appropriate list.)
- Use the Benefits of Community-Based Service Learning fact sheet, retrieved from: http://www.extension.iastate.edu/sites/www.extension.iastate.edu/files/4h/Benefits_of_CommunityBased_FS_Short_FIN_AL_Feb08.pdf to compare answers and give more context to benefits that participants share.



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Sources:

- Roehlkepartain (2007). *Benefits of Community-Based Service-Learning*. Learn and Serve America's National Service-Learning Clearinghouse. Retrieved from: http://www.extension.iastate.edu/sites/www.extension.iastate.edu/files/4h/Benefits_of_CommunityBased_FS_Short_FINAL_Feb08.pdf

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TALK IT OVER**Reflect:**

- When you think of service, which of the three groups do you spend the most time thinking about?
- Were there any surprises in the list of benefits shared? Why?

Apply:

- Now that you have thought about the benefits of service, what other groups or individuals might benefit from your service? (either specific or general)
- How might service be a good way to develop critical 21st century skills? (see Skills for Success handout)

ADDITIONAL LINKS

CampWorks Activity 3. Retrieved from:

<http://youthsuccess.osu.edu/wp-content/uploads/2013/05/Work-Based-Learning-Work-Readiness-3.pdf>

Please take time to complete the Participant and Facilitator evaluations, found online at go.osu.edu/TeenLeadership20.

Skills for Success

The Skills You Need to Succeed in the 21st Century Workforce

Thinking Skills

Thinking skills include critical thinking, problem-solving, creativity, and innovation.

Expert thinking skills involve the ability to:

- ☐ evaluate relevance, assess accuracy, and use information to solve problems.
- ☐ think creatively and to generate new ideas and innovative solutions.
- ☐ understand how systems (e.g., social, organizational) work, how to operate within them, and make improvements.

Communication

The ability to communicate effectively using the range of methods and tools available in today's environment.

Communication skills include an ability to:

- ☐ listen, interpret and convey information to others.
- ☐ articulate thoughts/ideas clearly and effectively orally and in writing (e.g. one-on-one communication and larger group/public speaking skills, writing instructions).

Technology Adoption and Application

A firm foundation of technology skills includes:

- ☐ a sound understanding of technology concepts, systems, and operations.
- ☐ selecting and using appropriate technology to accomplish a given task.
- ☐ can identify and solve problems with technology.

Lifelong Learning and Self-direction

A willingness to take responsibility for continually improving capabilities and skills which includes:

- ☐ taking responsibility to set goals and improve skills through mentoring, training, formal education, or other learning activities.
- ☐ showing initiative by soliciting and receiving feedback, and learning from one's mistakes.

Professionalism and Ethics

Demonstrate personal accountability, effective work habits, and ethical behavior through:

- ☐ managing time well and meets scheduled deadlines.
- ☐ respecting others and working well with people from diverse backgrounds.
- ☐ having a positive attitude about work.
- ☐ being punctual, honest, and responsible.

Teamwork and Leadership

The interpersonal skills to work effectively in a team and provide leadership include an ability to:

- ☐ work cooperatively with others and contribute to a group effort.
- ☐ build collaborative relationships, work with diverse teams, negotiate and manage conflict.
- ☐ motivate an individual or group. bring out the best in those around them to inspire innovation and performance.
- ☐ leverage the strengths of others to achieve common goals; use interpersonal skills to coach and develop others.

Increasingly Important Skills & Content Areas

When asked about skills that will become more important and emerging content areas most critical for the future, employers frequently cite the skills for success described above and add:

- ☐ foreign languages – as a tool for understanding other cultures.
- ☐ health and wellness – nutrition, exercise, stress reduction, and work life balance.
- ☐ personal financial responsibility – managing finances and planning for the future.
- ☐ entrepreneurial skills – enhance productivity and expand career options.
- ☐ diversity – ability to learn from and work with individuals representing diversity in its broadest sense.



Teen Leadership 20

Intended Audience:

- Teens

Lesson Objectives:

Participants will:

- Define procrastination and recognize why people do it.
- Apply the time management matrix to their lives.

Time: 20 minutes

Equipment and supplies:

- Flip Chart paper or Large Poster Paper
- Tape (if needed)
- Markers
- Copies of Time Management Matrix Worksheet
- Pens or Pencils

Do Ahead:

- Review lesson
- Gather equipment and supplies.
- Optional: Teach Time Management for Teens in Teen Leadership 20.
http://www.ohio4h.org/sites/ohio4h/files/imce/books_resources/DesignTeam/Time%20Management%20for%20Teens%20FINAL.pdf

Time Management for Teens Part 2

BACKGROUND

Many teens (and adults) suffer from a serious condition called *Procrastination*. The condition causes resistance to tasks, projects, and other responsibilities and inhibits our self-discipline and productivity. Symptoms may include feeling overwhelmed, bored of the task at hand, lack of urgency because “there is plenty of time before the deadline”, lack of purpose due to “not seeing the point of this assignment”, and many other perceived challenges that decrease motivation.

Procrastination is delaying what you need or want to do at a later time. With all the distractions of technology like social media, the Internet, and television, both teens and adults are prone to put off duties till the last possible minute. Overcoming procrastination is an essential skill when beginning to take on more responsibilities. This lesson is meant to recognize procrastination and learn a time management strategy to prioritize your time more efficiently.

WHAT TO DO

Activity1:

1. First, ask participants what they think procrastination is. Have participants discuss what they think procrastination is and what it means to them. Let them list some examples.
2. Using a flip chart, paper, or a large poster paper, have participants brainstorm and list what people put off in one column and why they procrastinate in a separate column.

Activity 2:

1. Ask participants what their priorities are. What do they think their priorities should be? Have participants discuss if there is a difference. **Optional:** Use list of activities in the last 24 hours from Time Management Lesson.



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Sources: Wilson, T. (2017) *Time Management Success: Do What Matters- Lesson 5: The Time Matrix*. Retrieved from <http://www.time-management-success.com/time-management-lesson-plan.html>

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WHAT TO DO

Activity 2 Continued:

2. Distribute the copies of the Time Management Matrix Worksheet to the participants. Explain the following quadrants to the participants:

Quadrant 1: Urgent & Important- Things that NEED to be done. Ex) coursework deadlines, emergencies, etc.

Quadrant 2: Important but not Urgent- Ex) Family time, spending time with friends, exercising, etc.

Quadrant 3: Urgent but not Important- Things that seem to be worth doing. Ex) Popular activities, meetings, easy tasks, interruptions, etc.

Quadrant 4: Neither Urgent or Important- Ex) Television, texting, surfing the web, video games, etc.

3. Have students use the Time Management Matrix Worksheet to add their personal activities in each quadrant. **Optional:** Use their list of activities in the last 24 hours from Time Management Lesson.

TALK IT OVER

Reflect:

- How could you limit the amount of time you waste?
- What are some other strategies you could use to make sure you do not procrastinate?
- What are some ways you can do the things that have no deadline but are important without putting urgent and important things off?
- What are some things you end up doing but regret because it's not important?
- Do you leave things until the last minute? If so, does this work? Why or why not?

Apply:

- Have participants write down three ways they could prioritize their time more effectively.
- When working with clubs or extra-curricular groups, discuss with others how your organization can prioritize their time more efficiently using the time management matrix.

Considerations for Conducting Virtually:

- Activity 1: Screenshare and use the whiteboard/annotate feature for brainstorming.
- Activity 2: Send the "Time Management Matrix" handout via email ahead of the meeting or in the chat box when needed.
 - Make sure participants either have it printed to write in or accessible on their computer. They can also create their own matrix on a blank piece of paper.

Time Management Martix Worksheet

Quadrant 2: Important but not Urgent-

Ex) Family time, spending time with friends, exercising, etc.

Quadrant 1: Urgent & Important-

Things that NEED to be done. Ex) coursework deadlines, emergencies, etc.

↑
IMPORTANT

URGENT →

Quadrant 4: Neither Urgent nor Important

Ex) Television, texting, surfing the web, video games, etc.

Quadrant 3: Urgent but not Important-

Things that *seem* to be worth doing. Ex) Popular activities, many meetings, easy tasks, interruptions, etc.



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Teen Leadership 20

Intended Audience:

- Teens

Lesson Objectives:

Participants will:

- Assess and identify their own personality.

Time: 20 minutes

Equipment and supplies:

- Paper for each participant
- Pens, Pencils and colored markers for each participant
- Printout of the “Pig Analysis” handout (one per person)

Do Ahead:

- Make copies of the “Pig Analysis”(one per person)
- Review Lesson
- Gather equipment & supplies

What’s Your Personality?

BACKGROUND

Through our day-to-day activities, we encounter different people with different backgrounds and different personalities.

Sometimes, we encounter people we may see as challenging to work with. It can be helpful to not only recognize the personality of those around you, but having an understanding of what your personality is and how you work with others can play a key role in the success of a group, a team, or a task.

WHAT TO DO

Activity: Draw the Pig

- Distribute materials (paper, pens, pencils, and markers) to each participant.
- Instruct participants to draw a pig on the piece of paper in front of them. Tell participants they will have 5 minutes and may make the pig as detailed as they would like.
- Emphasize that there is no right or wrong way to draw their pig. This is not a competition or art contest.
- When everyone has finished, ask if anyone would like to show his or her pig drawing to the group.
- Explain to participants that their drawings are going to help the group learn a little about themselves and each other.
- Read the Pig Analysis handout to the group to help interpret their personalities. Once complete, distribute the handout to everyone so they can reflect on it individually.



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Sources:

- Draw the Pig Personality Test (ICEBREAKER). (2011, February 18). Retrieved from <https://teachingthem.com/2011/02/18/draw-the-pig-personality-test-icebreaker/>

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TALK IT OVER**Reflect:**

- How many of you found this personality profile to be somewhat accurate?
- What can we learn about each other from this exercise?
- How can this exercise help you work more productively with your team members?

Apply:

- When working in groups, as a leader or a participant, remember to appreciate the differences and characteristics of those in your group.

Please take time to complete the Participant and Facilitator evaluations, found online at go.osu.edu/TeenLeadership20.

Considerations for Conducting Virtually:

- Ask participants to bring a piece of paper, pens, pencils, and markers with them to the meeting
- During the lesson, inform members they have 5 minutes to draw a pig using the materials they already have.
- After 5 minutes, have participants share their pig by holding it up to the screen.
- Read and share the Pig Analysis handout on the screen.
 - Consider also sending this in the chat box or in an email after the meeting if participants are interested.
- Debrief and discuss why it is important to appreciate and recognize the differences and characteristics of those that we work with.
 - Consider using breakout rooms if you want to engage in smaller group discussions.

Pig Analysis

The analysis: if the pig is drawn:

- **Facing front** – Indicates you can be direct, enjoy playing devil's advocate, and neither fear nor avoid confrontational discussions
- **Facing left** – Indicates you believe in tradition and are friendly, and may remember dates well
- **Facing Right** – You tend to be innovative and active, but may forget dates and may not have a strong sense of family
- **Toward the top of the paper** – Indicates you are positive and optimistic
- **Toward the middle** – Indicates you are a realist
- **Toward the bottom** – You tend to be pessimistic and possibly behave negatively
- **With large ears** – Indicates listening skills; the bigger the ears, the better the listener
- **With a long tail** – Indicates intelligence; the longer the tail, the smarter you are
- **With many details** – You are analytical, but may be overcautious and have trust issues
- **With few details** – Emotional; tend to focus on the larger picture rather than details; may be a greater risk taker and may make reckless and impulsive decisions
- **With fewer than 4 legs showing** – You may be living through a major period of change, leading you to struggle with insecurities
- **With 4 legs showing** – You tend to be secure and to stick to your ideals, which others see as being stubborn.

