



# Teen Leadership 20

## Intended Audience:

- Teens

## Lesson Objectives:

Participants will:

- Learn basic interview skills.
- Practice skills through a mock interview.

**Time:** 20 minutes

## Equipment and supplies:

- Mock Interview Worksheets

## Do Ahead:

- Review lesson
- Gather Equipment and Supplies

## Acing the Interview

### BACKGROUND

An interview is a two-way exchange, a conversation, in which both participants have some goals. The interviewer wants to select the best candidate(s) for the position. The interviewee (that's you) wants to determine if the position offers he/she the desired opportunities (example, is this something you want to do?).

One of the biggest mistakes in interviewing is not being prepared. Understand that interviewing is a skill; as with all skills, preparation and practice enhance the quality of that skill. Preparation can make the difference between getting the position and getting rejected.

### WHAT TO DO

#### Activity:

- Lead a discussion with participants using these questions:
  - What positions types of positions have you been required to for in the past?
  - Why have those positions required an interview?
  - Did you prepare for those interviews? If so, how?

### TALK IT OVER

#### Reflect:

- Review basic interview skills with participants.
  - Be Prepared
    - Research the company or position before the interview.
    - Practice by developing answers to potential interview questions. Practice with a friend.
  - Be Engaged
    - Arrive 5-10 minutes early
    - Be friendly and courteous
    - Turn off cell phones
    - Don't chew gum
    - Avoid nervous habits (hair play, finger tapping)
    - Use Appropriate Body Language
    - Avoid crossing your arms & slouching in your seat
    - Make eye contact



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- Be Sure to Follow-up
  - Consider sending a thank you note after a job interview to reiterate your interest in the job.
  - Have appropriate phone messages and email addresses.

## Apply

- Ask participants to begin completing (as time allows) the *Acing the Interview Worksheet*. Have participants select a partner and practice asking/answering interview questions. Practice together.

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

### Prepared By:

Mary Beth Albright, Extension  
Educator  
4-H Youth Development  
OSU Extension, Erie County  
Phone: 419.627.7631  
Email: [albright.75@osu.edu](mailto:albright.75@osu.edu)

Angela Holmes, Extension  
Educator  
4-H Youth Development  
OSU Extension, Erie County  
Phone: 419.627.7631  
Email: [holmes.468@osu.edu](mailto:holmes.468@osu.edu)

### Reviewed By:

Ohio 4-H Teen Leadership  
Design Team Members

## Acing the Interview Worksheet

Position you will interview for: \_\_\_\_\_

- Tell me a little about yourself
- What interests you about this position?
- Tell me about a time when you had to work as part of a team? What was your role & how did you accomplish it?
- Have you ever had a difficult situation with a co-worker or another student at your school? How did you handle it?

Develop one of your own questions for this position with your answer to the question.

- Question:
- Answer:



## Teen Leadership 20

### Intended Audience:

- Teens

### Lesson Objectives:

Participants will:

- Use action words to describe their 4-H experiences.
- Describe other places action words could be used.

**Time:** 20 minutes

### Equipment and supplies:

- Pencil/Pen
- Paper
- Action Words Handout 1

### Do Ahead:

- Review lesson
- Make copies of Action Words Handout 1

## Action Words for Resumes

### BACKGROUND

The 4-H projects and programs youth participate in teach them skills that can be helpful in many aspects of their lives whether at home, school, or in the workplace. Sometimes figuring out what skills they have gained and how to translate these into action words that can be used for a job application can be difficult. By using this activity, you can help youth learn how to turn the skills they have learned into resume ready material.

### WHAT TO DO

#### Activity:

- Ask each member to write down on a piece of paper 1-2 of their most memorable or rewarding 4-H experiences.
- Ask the members to list 3-4 key details or responsibilities for each of the experiences (short phrases or sentences).
- Share the "Action Words Handout 1" and have the members revisit the lists they created and make sure they include at least 6 of the action words on the list.
- Share a few examples as time allows.
- Complete the "Talking It Over" questions.



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**Sources:**

- CampWorks Toolkit, 2011. *Ready, Set, Action Words* workforce readiness activity 4. Retrieved from: [http://youthsuccess.osu.edu/?page\\_id=1300](http://youthsuccess.osu.edu/?page_id=1300)

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

- How challenging was it to include action words in your descriptions of your experiences?
- Why is it important to use action words to describe your experiences?

**Apply:**

- Where else could you use these action words?

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

**Prepared by:**

Nate Arnett, Extension  
Educator  
4-H Youth Development  
OSU Extension Adventure  
Central  
Phone: 937.278.2601  
Email: [Arnett.67@osu.edu](mailto:Arnett.67@osu.edu)

**Reviewed by:**

Ohio 4-H Teen Leadership  
Design Team members

# Action Words Handout 1

Using a variety of action words can help you accurately describe your skills, accomplishments, and experiences. Action words communicate your skills more clearly. They increase the strength of your writing and can assist you in making others take notice of your abilities and achievements. When writing a resume for a job, action words can make you stand out to employers because they may be searching for key words that relate to the duties of the position. They also keep your resume from seeming repetitive and dull. Below are some examples of action words you could use to describe your skills and experiences:

- |                |               |                |                |
|----------------|---------------|----------------|----------------|
| • achieved     | • executed    | • monitored    | • shaped       |
| • acquired     | • explained   | • motivated    | • solved       |
| • acted        | • facilitated | • negotiated   | • specialized  |
| • advised      | • followed    | • obtained     | • staffed      |
| • aided        | • formed      | • operated     | • steered      |
| • analyzed     | • formulated  | • organized    | • stimulated   |
| • arranged     | • founded     | • participated | • strategized  |
| • assembled    | • functioned  | • performed    | • strengthened |
| • assessed     | • gained      | • planned      | • structured   |
| • attained     | • gathered    | • practiced    | • succeeded    |
| • awarded      | • generated   | • prepared     | • suggested    |
| • balanced     | • governed    | • presented    | • summarized   |
| • budgeted     | • guided      | • presided     | • supervised   |
| • built        | • handled     | • produced     | • supervised   |
| • cared        | • headed      | • programmed   | • supported    |
| • carried out  | • helped      | • promoted     | • surveyed     |
| • chaired      | • identified  | • proposed     | • sustained    |
| • coached      | • illustrated | • provided     | • targeted     |
| • collaborated | • implemented | • publicized   | • taught       |
| • collected    | • improved    | • published    | • trained      |
| • communicated | • increased   | • raised       | • transferred  |
| • completed    | • influenced  | • reasoned     | • transformed  |
| • computed     | • initiated   | • received     | • undertook    |
| • conducted    | • instructed  | • recommended  | • used         |
| • constructed  | • introduced  | • recorded     | • utilized     |
| • contributed  | • invested    | • recruited    | • verified     |
| • coordinated  | • involved    | • regulated    | • visualized   |
| • counseled    | • joined      | • reorganized  | • worked       |
| • created      | • judged      | • reported     |                |
| • delegated    | • launched    | • represented  |                |
| • demonstrated | • led         | • researched   |                |
| • designated   | • learned     | • resolved     |                |
| • designed     | • made        | • restructured |                |
| • developed    | • maintained  | • resulted     |                |
| • directed     | • managed     | • reviewed     |                |
| • distributed  | • marketed    | • scheduled    |                |
| • enforced     | • maximized   | • secured      |                |
| • established  | • mentored    | • selected     |                |
| • evaluated    | • minimized   | • served       |                |
| • examined     | • modeled     | • set goals    |                |

*Adapted from:  
CampWorks Toolkit,  
2011*



# Teen Leadership 20

## Citizenship Basics

### **Intended Audience:**

- Teens

### **Lesson Objectives:**

Teens will:

- Understand the concept of citizenship.
- Understand their role as a citizen in at least one community.
- Identify the communities they are part of.

**Time:** 20 minutes

### **Equipment and supplies:**

- Giant sticky notes
- Markers

### **Do Ahead:**

- Review lesson
- Gather supplies

### **BACKGROUND**

The dictionary defines citizenship as the quality of an individual's response to membership in a community. Citizenship is actively participating in your community. This can be on a small scale of a school or neighborhood or on larger scale of the state or nation. On any scale, understanding and following the rules or laws, and participating in a community's guiding bodies is all part of citizenship (Witmer, n.d.).

### **WHAT TO DO**

#### **Activity: Where am I a Citizen?**

Using a giant sticky note or white board, brainstorm with group about different communities they belong to. Some examples might be: church, school, club, city, county, state, nation, world.

Divide the group into teams of 3-4 people. Assign each team one of the identified communities. Give each group a giant sticky note and marker.

Have the teams brainstorm what a citizen in that community would be expected to do. Give the teams 5 minutes to brainstorm.

Have each group share what they determined a citizen in that community would or should do.



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**Sources:**

- Witmer, D. Teaching Your Teen the Responsibilities of Citizenship. About Parenting. Retrieved from <http://parentingteens.about.com/od/behavioranddiscipline/a/Teach-Your-Teen-The-Responsibilities-Of-Citizenship.htm>

**Prepared By:**

Cassie L. Anderson,  
Extension Educator  
4-H Youth Development  
OSU Extension Hancock  
County  
Phone: 419.422.3851  
Email: [turner.280@osu.edu](mailto:turner.280@osu.edu)

**Reviewed by:**

Ohio 4-H Teen Leadership  
Design Team Members

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

What commonalities does a citizen have from the different examples?

Why is citizenship important to you and your community?

**Apply:**

What communities are you a citizen of?

How can you get involved?

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



# Teen Leadership 20

## Community Service

### Intended Audience:

- Teens

### Lesson Objectives:

Participants will:

- Understand the connection between service and 4-H.
- Know there is a 4-H project book focused on performing service in communities.
- Know how to “brainstorm” to identify a service project in their community.

**Time:** 20 minutes

### Equipment and supplies:

- Ohio 4-H Project Book “My Hands to Larger Service – Teen Leaders Building Our Communities”
- Large Post-it paper or posterboard
- Bright colored markers

### Do Ahead:

- Review Lesson
- Gather equipment and supplies

### BACKGROUND

“I pledge my hands to larger service...for my club, my community, my country and my world.” These words in the 4-H pledge ring true when youth become involved in performing community service projects. An individual member or a 4-H club can make a difference. For more than 200 years, 4-H members have been involved in service projects to benefit their community. This started when A.B Graham, the founder of 4-H, engaged his young members in beautifying their schools.

Teens can play an important part in their communities (or beyond) by identifying a need at the local level then developing a plan to help solve the problem. The plan can include a team or an entire 4-H club organizing and implementing a service project that is meaningful to the recipients, as well as those involved in conducting the project. Upon completion of the project, youth should allow time for reporting the impact of the project after evaluating it. An excellent time for evaluation and reflection of a project’s outcomes and impacts is during a celebratory event for the participants and benefactors. A service project can make a significant change in a person’s life or for an entire community. It can also be an opportunity to build leadership skills in the teens that are responsible for the service project.

### WHAT TO DO

#### Activity:

- Discuss what community service is and ask why the group should do a service project in the community. Share Ohio 4-H project book “My Hands to Larger Service.”
- Divide participants into small groups of 4-7 teens and direct each group to a large post-it paper on wall. Each group should have a bright marker.
- Ask each group to brainstorm a list of 10 service projects they could do in the community. Next have them narrow the list down to their top project.
- Have each group share their top project and why it is needed in the community.
- After all the groups have shared, everyone will vote on the identified projects for the club to organize and implement.



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**Sources:**

- Fogt, N. (2015). Ohio 4-H community service officer's handbook. Retrieved from [http://www.ohio4h.org/sites/ohio4h/files/imce/Families/officer\\_resources/Community%20Service%20Handbook.pdf](http://www.ohio4h.org/sites/ohio4h/files/imce/Families/officer_resources/Community%20Service%20Handbook.pdf)
- Bruynis, K., Fogt, N., Rockey, J., Sharp, J., Takacs, M., & Turner, C. (2014). *My Hands to Larger Service: Teen Leaders Building Our Communities*. Columbus, OH: The Ohio State University.
- Ohio 4-H Youth Development. (n.d.). Retrieved February 04, 2016, from <http://www.ohio4h.org/about/history-4-h>

**Prepared by:**

Nadine Fogt, Extension Educator  
4-H Youth Development  
OSU Extension Fayette County  
Phone: 740.335.1150  
Email: fogt.12@osu.edu

**Reviewed by:**

Ohio 4-H Teen Leadership Design Team Members

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

- What service projects have you been involved with in the past?
- From the group brainstorming, what service project ideas were new to you?
- Is there an issue or problem that you feel strongly about that you would be interested in helping with? How did you learn about it?
- How can you motivate others to get involved with a service project?
- How do you think helping with a service project can benefit you?

**Apply:**

- Elect a Community Service Officer or form a committee within your group to help plan a service project at the beginning of the year.
- As your group begins to plan for the upcoming year's program, think of how you can incorporate service projects into your calendar. You can plan simple, short-term service activities at each meeting, along with a larger project that takes more time and resources.
- Share with others about your experiences on performing a meaningful service project that benefits others.
- Discuss how your group's project can be improved or expanded.

**ADDITIONAL LINKS**

Ohio 4-H Clubs Advisors' Handbook

<http://advisorshandbook.ohio4h.org/learning/servicelearning.html>

Contact the county OSU Extension office for additional service project ideas. Often agencies contact the 4-H Extension Educator asking for volunteers to help with projects.

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



# Teen Leadership 20

## Cooperative Communication

### Intended Audience:

- Teens

### Lesson Objectives:

Participants will:

- learn how to increase communication skills through effective speaking and listening.

**Time:** 20 minutes

### Equipment and supplies:

- a bag of pretzel sticks – enough for 20 to 30 sticks per team.
- napkins or paper towels – enough for one per person.

### Do Ahead:

- Review lesson

### BACKGROUND

Communication is listed as one of the skills necessary for success in the 21<sup>st</sup> Century Workplace. Additionally, it is an important life skill that will benefit teens as they grow into competent, caring adults.

Many people think of communication as just speaking, however it works best when it is a two-way street. Listening and asking questions are also important in the communication process.

As a speaker and a listener, it is also important to consider non-verbal cues from the person with whom you are communicating. This lesson will help teens focus on speaking and listening.

### WHAT TO DO

#### Activity:

Pair up with another person and sit back to back. Place a paper towel down flat in front of each person. Give each person 10-15 pretzels.

The pair decides who will be the communicator and who will be the receiver. The communicator will go first and make a design/shape on their napkin out of pretzels.

The communicator will then explain their design/shape one pretzel stick at a time. Example: "I put the first stick horizontal in the middle of the napkin."

The receiver of the information cannot ask any questions during the activity. Once the activity is completed, the pair will look and see how well they match.

Now it is time to switch roles. The receiver now becomes the communicator, but this time the receiver CAN clarify and ask questions.



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**Sources:**

Gilbertson, A., Morreim, P., Skelly, C., Stevenson, A., (2006, October). *Ten-Minute Leadership Lessons*. Presented at the national conference of the National Association of Extension 4-H Agents, Milwaukee, WI.

**Prepared by:**

Jo Williams,  
Extension Educator  
4-H Youth Development  
OSU Extension Scioto County  
Phone: 740.354.7879  
Email:  
williams.2213@osu.edu

**Reviewed by:**

Ohio 4-H Teen Leadership  
Design Team members

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

- What was it like to follow directions and not be able to ask questions?
- Did you find yourself getting frustrated?
- Discuss what it was like to be able to talk?
- Why was this easier?
- Which is better one-way, or two-way communication? Why?
- Is asking questions an important part of the communication process? Why or why not?
- Will this activity help change the way you communicate with people? How?
- How will you try to be a better listener?

**Apply:**

- Be a better listener.
- Be aware of how clearly you explain things.
- Make sure you ask questions to get clarification if you are unsure of what someone is saying.
- How will you apply what you have learned in real-life situations?

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



# Teen Leadership 20

## Dealing with Conflict

### Intended Audience:

- Teens

### Lesson Objectives:

Participants will:

- Define ways to handle conflict.
- Define strategies to deal with conflict.

**Time:** 20 minutes

### Equipment and supplies:

- Chart paper
- Markers

### Do Ahead:

- Review Lesson
- Gather equipment and supplies

### BACKGROUND

Individuals with difficult personalities include: people who identify themselves as self-important, those who will complain about anything, very competitive individuals, individuals who are controlling, and those who are very needy. Although these individuals come in a variety of sizes and shapes they all enlist the same negative reactions and conflict with the people they meet. In all aspects of life, we come in contact with difficult people. It is inevitable part of life it is how we deal with conflict that will make the difference in a positive or negative relationship.

### WHAT TO DO

#### Activity:

- Brainstorm
  - Everyone gives examples dealing with difficult individuals
  - How did they handle the conflict
  - Do not criticize any ideas
  - What worked what did not
  - What other ways could the situation been handled even if it ended positively
  - What is your body language saying?
- List positive words or "I" sentences that can be used to diffuse the situation. Such as:
  - I hear you saying....
  - I would like to help you but it is difficult for me when you are so angry.
  - Take a mental note – how am I reacting to the situation?
  - Step back and think before reacting to the situation
  - Separate the person from the problem.



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**Sources:**

- Stemke, Carrie (2015). *How to Deal with Difficult People*. Retrieved from: [http://www.ehow.com/how\\_2004347\\_deal-difficult-people.html?ref=Track2&utm\\_source=ask](http://www.ehow.com/how_2004347_deal-difficult-people.html?ref=Track2&utm_source=ask)
- Pelusi, Nado, *Dealing with difficult People*. Retrieved from: <https://www.psychologytoday.com/articles/200609/dealing-difficult-people>
- Sadalla, G., Holmberg, M.(1990) *Conflict Resolution: An Elementary School Curriculum*, Sadalla, G., Holmberg, M., Halligan, J. 1990
- Bortland, L. Ed. E. (1991) *Learning from Conflict, A Handbook for Trainers and Group Leaders. Second Edition*.

**Prepared by:**

Kathy Bruynis  
Extension Educator  
4-H Youth Development  
OSU Extension Highland  
County  
Phone: 937.393.1918  
Email: [bruynis.5@osu.edu](mailto:bruynis.5@osu.edu)

**Reviewed by:**

Ohio 4-H Teen Leadership  
Design Team Members

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

- What did I learn that will assist me in dealing with difficult people
- What did I learn that will assist me with the conflict

**Apply:**

- What will you do differently when confronted by a difficult person/situation?

**ADDITIONAL LINKS**

<http://stress.about.com/od/relationships/ht/difficult.htm>

[http://www.educationworld.com/a\\_admin/admin/admin313.shtml](http://www.educationworld.com/a_admin/admin/admin313.shtml)

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



# Teen Leadership 20

## Intended Audience:

- Teens

## Lesson Objectives:

Participants will:

- Define what a Leader means.
- Learn the definition of Leader.

**Time:** 20 minutes

## Equipment and supplies:

- *Handout* – Leader Outline (one for each group)
- Pens

## Do Ahead:

- Review Lesson
- Gather Equipment and Supplies
- Copy/print Leader Outline on 11x17 paper

## Sources:

- Definition of Leader. (n.d.). Retrieved January 25, 2016, from <http://www.merriam-webster.com/dictionary/leader>

## Reviewed by:

Ohio 4-H Teen Leadership Design Team Members

## Prepared By

Morgan Domokos, Extension Educator  
4-H Youth Development  
OSU Extension Medina County  
Phone: 330.725.4911 x. 105  
Email: domokos.2@osu.edu

## Defining Yourself as a Leader

### BACKGROUND

In many areas of a teenager's life, they will be asked different formats of a similar question – "Tell me about yourself". This open-ended question can be challenging answer.

### WHAT TO DO

#### Activity: What is a leader?

**Time needed: 15 minutes**

- Divide into groups of 5-6 teens.
- Distribute one pen and a Leader Outline handout to each group.
- Within the group, members need to discuss words which describe a leader to them, and record them on their large paper. If applicable, record the words near a relevant area of the picture (Caring might be written near the heart, Service might be written near the hands, etc.).
- After 7-9 minutes, have the groups share their description words.

### TALK IT OVER

#### Reflect:

Each participant should be able to define themselves as a leader and identify key words of what might define others who are leaders.

#### Apply:

Share the definition of Leader: *A Leader is the person who leads or commands a group, organization, or country.* How do you define yourself?

### DIG DEEPER

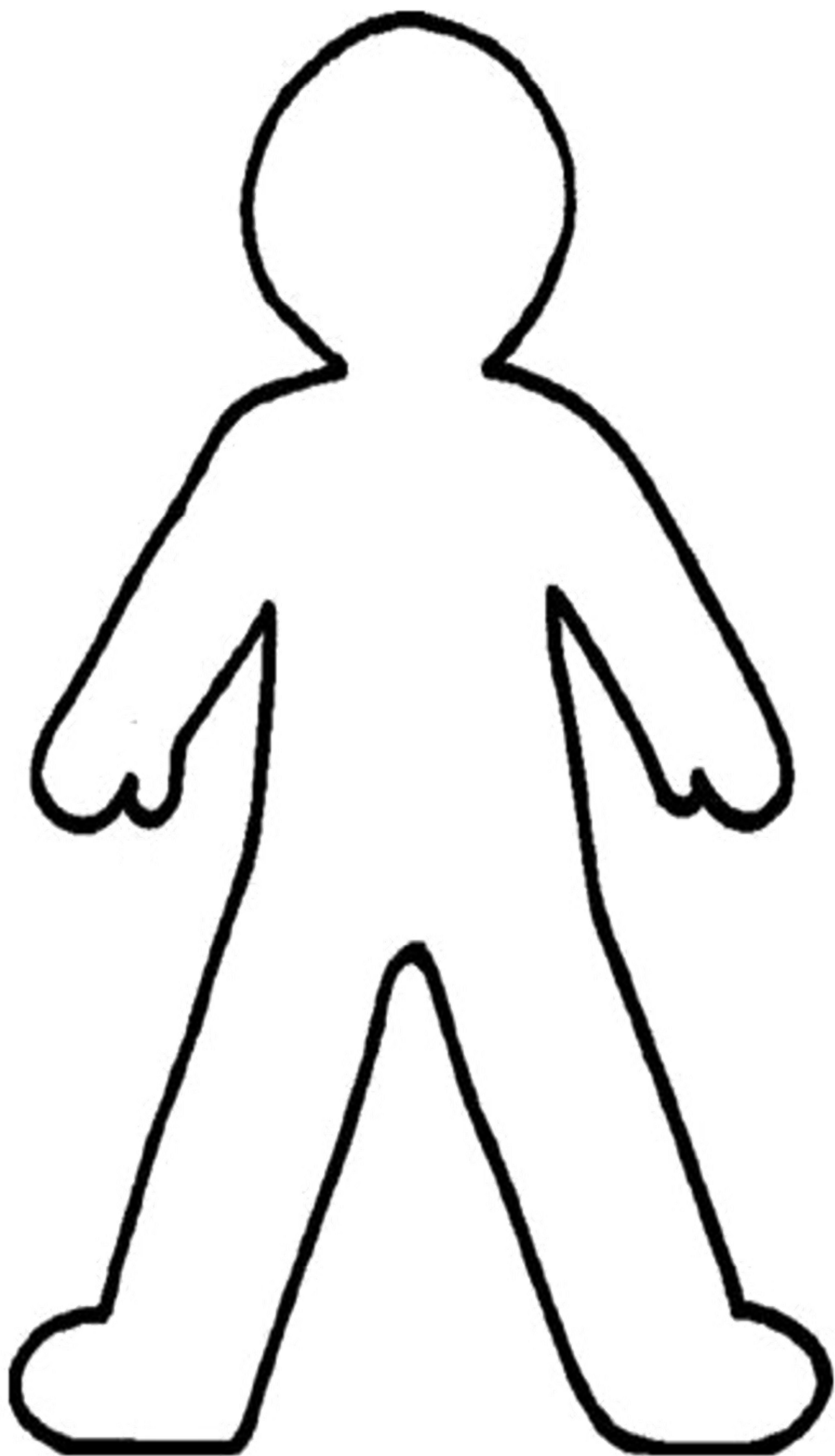
- Pass out an index card and a pen to each person and allow 2 minutes to write a 30 second sales pitch finishing the statement "I am a leader \_\_\_\_\_".
- What are some areas of your life, now or in the future, where you might use your sales pitch? (*job interviews, ambassadors, elections, etc*)



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# Teen Leadership 20

## Dressing for Success

### Intended Audience:

- Teens

### Lesson Objectives:

Participants will:

- Understand the importance of appropriate dress.
- Be able to describe appropriate and inappropriate clothing to wear.

**Time:** 20 minutes

### Equipment and Supplies:

- Copies of the handout

### Do Ahead:

- Review lesson.
- Gather Equipment and Supplies.
- Make copies of the handout.

### BACKGROUND

First impressions are formed within 7 to 17 seconds of meeting someone. Therefore, a large part of someone's first impression of you will be based on your appearance.

### WHAT TO DO

#### Activity:

- Break into small groups. Ask each group to discuss what is appropriate/not appropriate to wear for an interview using the attached picture page as a discussion piece.

### TALK IT OVER

#### Reflect:

- After participants have had some time to discuss in small groups ask them to share with the larger group. Share tips for dressing for success during interviews with the participants.
- Potential Questions During Discussion:
  - Does what is acceptable and unacceptable depend upon the position? Would you wear something different to an interview to be a welder than you would to work in a bank?
    - Example – Having several visible tattoos (see photo page) during an interview might be acceptable if interviewing to work as a receptionist at a tattoo parlor, but not acceptable when interviewing to work at a bank.
  - Let's say you get the position. What do you wear while fulfilling your responsibilities? Are there things you shouldn't wear? If so, what?
- Tips for dressing for Success:
  - Be Professional
    - Select clothing appropriate for the position which you are interviewing
  - Be Conservative
    - Avoid tight fitting or revealing clothing
    - Consider the visibility of your piercings or tattoos



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- Be Clean & Neat
  - Wrinkle free clothes
  - Clean, polished shoes
  - Good grooming: nails, hair, facial hair
- Be a Minimalist
  - Make Up
  - Jewelry
  - Cologne or perfume
- Additional information
  - Eliminate odors – cigarettes, cooking, pet, etc.
  - NO, NOs - Flip Flops, sneakers, jeans, t-shirts, slippers, pajamas, visible underwear or bra straps.
  - Better to over-dress than under-dress
  - Consider your appearance all the time. This includes, picking up applications, applying on-site, dropping off applications

**Apply:**

- Ask participants to think about a position they will be interviewing for in the near future (Junior Fair Board, Camp Counselor, scholarship, job). Ask them to discuss what they will wear to that interview.

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

**Prepared By:**

Mary Beth Albright, Extension Educator  
 4-H Youth Development  
 OSU Extension, Erie County  
 Phone: 419.627.7631  
 Email: [albright.75@osu.edu](mailto:albright.75@osu.edu)

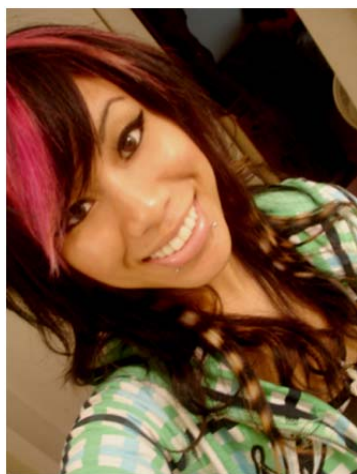
Angela Holmes, Extension Educator  
 4-H Youth Development  
 OSU Extension, Erie County  
 Phone: 419.627.7631  
 Email: [holmes.468@osu.edu](mailto:holmes.468@osu.edu)

**Reviewed by:**

Ohio 4-H Teen Leadership Design Team Members



# Teen Leadership 20







# Teen Leadership 20

## Intended Audience:

- Teens

## Lesson Objectives:

Participants will:

- Understand the importance of learning a proper handshake.
- Learn to give a proper handshake.

**Time:** 20 minutes

## Equipment and supplies:

- None

## Do Ahead:

- Review lesson

## Prepared By:

Mary Beth Albright, Extension Educator  
4-H Youth Development  
OSU Extension, Erie County  
Phone: 419.627.7631  
Email: [albright.75@osu.edu](mailto:albright.75@osu.edu)

Angela Holmes, Extension Educator  
4-H Youth Development  
OSU Extension, Erie County  
Phone: 419.627.7631  
Email: [holmes.468@osu.edu](mailto:holmes.468@osu.edu)

## Reviewed by:

Ohio 4-H Teen Leadership Design Team Members

## Giving a Proper Handshake

### BACKGROUND

Giving proper handshake is an important life skill. Many believe the way you shake hands speaks volumes about who you are as a person. When you shake hands with a person, you are doing much more than saying 'hello'. You are saying 'this is who I am'. We all know that first impressions last, and it is often your handshake that makes the first impression.

### WHAT TO DO

#### Activity:

- Ask participants to introduce themselves to 3 other individuals (number can vary depending on number of people in your group).
- Instruct participants that during this introduction they should tell the other person a little about themselves. The introduction should also include a handshake. This will require them to stand and move about the room.

### TALK IT OVER

#### Reflect:

- After participants have completed their 3 introductions, bring the group back together for discussion.
  - Ask the participants why a proper handshake is important.
  - Ask participants to discuss 'characteristics' of a proper handshake. Share tips on giving a proper handshake.
- Review Proper Handshake Tips:
  - Look the person in the eyes
  - Use a firm grip
  - Don't be too hasty
    - Offer hand fingers straight and thumbs high.
    - Don't grip till 'web to web'.
  - Don't shake too much
  - Use speech in conjunction with the handshake

#### Apply:

- Ask participants to introduce themselves to 3 different individuals in the group using what they just learned.
- After participants have completed their 3 introductions, bring the group back together. Briefly discuss how the last 3 introductions/handshakes were different than the first 3.

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



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## Teen Leadership Skills 20 minutes at a Time

### Inclusion of all Youth in 4-H

**Intended Audience:**

- 4-H Club Members

**Lesson Objectives:**

Club members and parents will identify a safe, inclusive environment for all children, youth, and adults.

- 

**Time:** 20 minutes

**Equipment and supplies:**

- Copy of scenarios

**Do Ahead:**

- Make copies of scenarios to hand out

**BACKGROUND**

An inclusive environment allows young people to feel they are accepted, which allows them to contribute to the club and to engage in healthy relationships. This type of contribution benefits not only their club but their community as well. Youth who feel acknowledged for who they are as a person will feel safe to participate in the club in a consistent manner true to themselves.

When members are in an inclusive environment, they feel encouraged and supported because they receive positive and specific feedback from those around them. This creates a sense of empowerment in club members who will more easily develop and practice skills because they feel safer to experiment and try new things.

**WHAT TO DO****Activity:**

Do you offer a welcoming environment for anyone who wants to participate? Discuss this with your group and write suggestions on flip chart paper.

Pass out scenarios and allow 5-10 minutes to discuss how the group would address the issues.



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**Sources:**

- <http://www.extension.iastate.edu/4h/volmgt>
- 

**TALK IT OVER**

**Reflect:**

**For the youth in each scenario, describe the barriers he/she might experience to participate in 4-H or 4-H activities.**

What are the adaptations (physical, environmental, etc.) that must be made for the 4-H'er during the club meeting or 4-H activities?

What information is missing from the scenario that would make it easier to create adaptations for the youth?

**Apply:**

Where do you go from here?

**ADDITIONAL LINKS**

<http://www.extension.org/pages/9980/the-winning-4-h-plan#.VWxy8c9VhBc>

***Reviewed by:***

**PREPARED BY**

- Kathy Bruynis, Extension Educator  
4-H Youth Development  
OSU Extension Highland County  
Phone #: 937-393-1918  
Email: [bruynis.5@osu.edu](mailto:bruynis.5@osu.edu)
- Tonya Horvath, Extension Educator  
4-H Youth Development  
OSU Extension Hamilton County  
Phone #: 513-946-8996  
Email: [horvath.166@osu.edu](mailto:horvath.166@osu.edu)

## **INCLUSION OF ALL YOUTH - SCENARIOS**

### **Scenario #1**

Andy is in 2nd grade. He is in a wheelchair. He wants to be involved with other youth and participate as much as he can. However, he cannot use stairs or play any games that involve running around.

### **Scenario #2**

Charlie has severe latex allergy. Any type of interaction with it makes it very difficult to breathe. He wants to enjoy team building activities as well as other youth activities.

### **Scenario #3**

Shelby is a 3<sup>rd</sup> grader. She has been diagnosed with Autism. She can handle being in groups, as long as they are small and she can sit by herself. She does not handle noisy and crowded scenarios well, such as the camp.

### **Scenario #4**

Sara has ADHD. She is on medication for it during the school year. However, her parents take her off of it during the summer. She is in constant motion and cannot concentrate during the meetings, if she is not on her medication. When she is working on her robotics project, she is fine.

### **Scenario #5**

Jantine's family recently moved here from another country. Her parents are not fluent in English. They do not understand the 4-H program and are very hesitant to allow her to join a program that might encourage activities or beliefs that do not fit into their cultural heritage.



# Teen Leadership 20

## Intended Audience:

- Teens

## Lesson Objectives:

Participants will:

- Be able to describe initiative.
- Be able to articulate why initiative is important to their club/team.
- Share specific examples of what initiative looks like.
- Be able to generalize the concept of initiative to other aspects of their life.

**Time:** 20 minutes

## Equipment and supplies:

- Initiative Handout 1
- Scissors

## Do Ahead:

- Review activity
- Print and cut out quotes (Initiative Handout 1)

## Prepared by:

Nate Arnett, Extension  
Educator  
4-H Youth Development  
OSU Extension Adventure  
Central  
Phone: 937.278.2601  
Email: Arnett.67@osu.edu

## Reviewed by:

Ohio 4-H Teen Leadership  
Design Team members

## Initiative

### BACKGROUND

Initiative can be described as the power or opportunity to act or take charge before others do and is related to the ideas of self-motivation and resourcefulness. Initiative can be critical to the effectiveness of individuals and teams, but it can also be challenging to describe beyond, "I know it when I see it." Helping members understand initiative and how they can demonstrate it can be a benefit to both the member and those they work with.

### WHAT TO DO

#### Activity:

- Ask the group, "What is initiative, what does it mean?"
- After a couple definitions are shared, distribute quotes from Initiative Handout 1 and ask members to read the quote on initiative.
- After all the quotes have been read, ask the questions in the Talk It Over section.

### TALK IT OVER

#### Reflect:

- Why is initiative important to our club, group or team?
- What are specific examples of initiative? (What does initiative look, sound or feel like?)

#### Apply:

What other places/environments can you demonstrate initiative beyond this club, group or team?

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



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# Initiative Handout 1

*Use the quotes on this page to support the Initiative activity. It is suggested that you cut out each quote and distribute to members to have them read as part of this activity.*

"I would rather regret the things I have done than the things I have not." Lucille Ball

"Success seems to be connected with action. Successful people keep moving. They make mistakes, but they don't quit." Conrad Hilton

"A good plan implemented today is better than a perfect plan implemented tomorrow." George Patton

"Things may come to those who wait, but only things left by those who hustle."  
*attributed to* Abraham Lincoln

"What we think or what we know or what we believe is, in the end, of little consequence, the only consequence is what we do." John Ruskin

"Even if you're on the right track you'll get run over if you just sit there." Will Rogers

"If opportunity doesn't knock - build a door." Milton Berle

"The secret to getting ahead is getting started. The secret of getting started is breaking your complex, overwhelming tasks into small manageable tasks, and then starting on the first one." Mark Twain

"Everything you want is just outside your comfort zone." Robert Allen

"I have been impressed with the urgency of doing. Knowing is not enough; we must apply. Being willing is not enough; we must do." Leonardo Da Vinci



# Teen Leadership 20

## Older 4-H Youth Opportunities

### Intended Audience:

- Teens

### Lesson Objectives:

Participants will:

- Understand state 4-H teen opportunities.
- Know where to get additional information to sign up or apply for the opportunities.

**Time:** 20 minutes

### Equipment and Supplies:

- Writing Utensils (one per person)
- Crossword puzzle (see addendum)
- Answer key for crossword puzzle

### Do Ahead:

- Review lesson.
- Gather equipment and supplies.
- Make copies of crossword puzzle (see addendum).

### BACKGROUND

4-H offers a wide variety of opportunities for teens to develop knowledge, skills, attitudes, and aspirations needed for adult success.

The beginning point for teens to become involved in all 4-H opportunities is through local 4-H clubs. Through these clubs, they have the opportunity to participate in activities that could include projects designed especially for teens, community service and citizenship activities. After that there are many leadership opportunities at the county and state levels including numerous boards, committees, and camping opportunities. Opportunities may vary by county, but are similar in scope. The requirements to be involved in these programs differ from county to county, as well.

### WHAT TO DO

#### Activity:

- Discuss benefits of being involved in multiple avenues in the 4-H program and beyond the club/county level.
- Distribute crossword puzzle and writing utensils to each participant.
- Allow time to complete the crossword puzzle.
- Share answers with the group.



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**Sources:**

- *Ohio 4-H Youth Development Program.* Retrieved from [www.ohio4h.org](http://www.ohio4h.org)
- Bryunis, K., Horvath, T., Williams, J. (2015). *4-H Older Youth Opportunities.* Retrieved from <http://www.ohio4h.org/families/just-teens/awards-scholarships>

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

- What is one activity/event you had not heard about prior to this event?
- What activities have you been involved with?
- What is one thing that surprised you during this activity?
- How do you plan to become involved with one of the activities/events?

**Apply:**

- When planning activities for the upcoming year's program refer back to the opportunities. Encourage youth to apply for and try additional activities.
- After participating in the event/opportunity, have youth share experiences with other youth in the county.

**ADDITIONAL LINKS**

- State 4-H website listing teen opportunities: <http://www.ohio4h.org/4-h-youth/teens>.
- Please contact the county extension office to get additional information about any of the programs in which you are interested. (<http://countyname.osu.edu>, such as <http://franklin.osu.edu>)

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

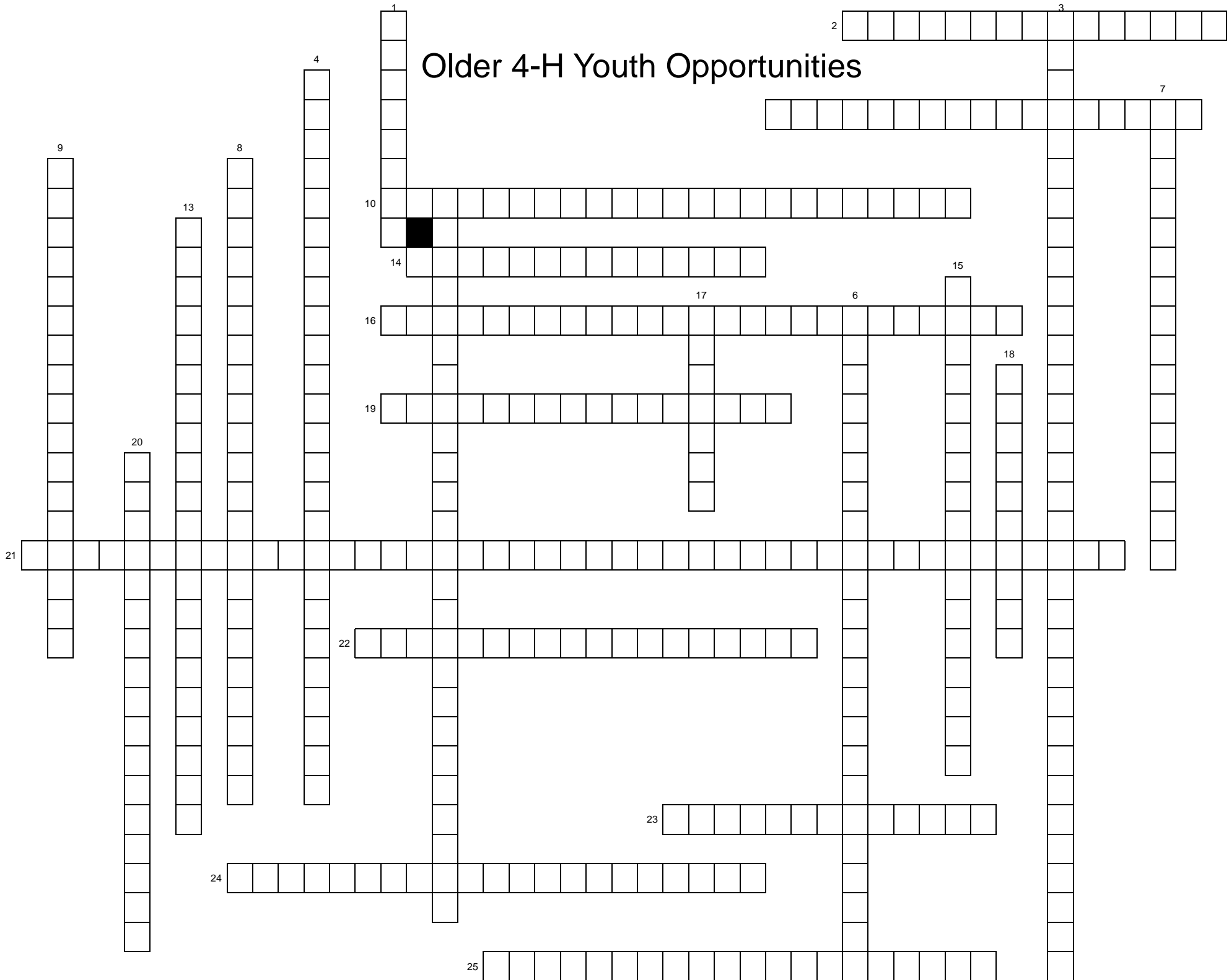
**Prepared By:**

Hannah K. Epley,  
Extension Specialist  
4-H Youth Development  
OSU Extension,  
State 4-H Office  
Phone: 614.247.8144  
Email: [epley.24@osu.edu](mailto:epley.24@osu.edu)

**Reviewed by:**

Ohio 4-H Teen Leadership  
Design Team Members

# Older 4-H Youth Opportunities



## WORD BANK:

TEENLEADERSHIPCLUB  
TEENADVISORYCOUNCILMEMBER  
STATESCHOLARSHIPS  
STATEJUNIORFAIRBOARD  
STATEFASHIONBOARD  
SHOOTINGEDUCATIONCAMP  
SEACAMP  
OHMILITARYKIDSCOUNSELOR  
OHIO TOWNSHIP ASSOCIATION LOCAL GOVERNMENT AWARD  
OHIO FORESTRY CAMP  
OHIO 4-H CONFERENCE  
NATIONAL DAIRY CONFERENCE  
LEADERSHIP WASHINGTON FOCUS  
LEADERSHIP CAMP

JUNIOR FAIR BOARD  
INTERNATIONAL PROGRAMS AND EXCHANGES  
CITIZENSHIP WASHINGTON FOCUS  
CARVING NEW IDEAS WORKSHOP  
CARTEENS  
CAPITOL CHALLENGE  
CAMP COUNSELOR  
BUCKEYE LEADERSHIP WORKSHOP  
AMBASSADOR  
ACHIEVEMENT AWARDS

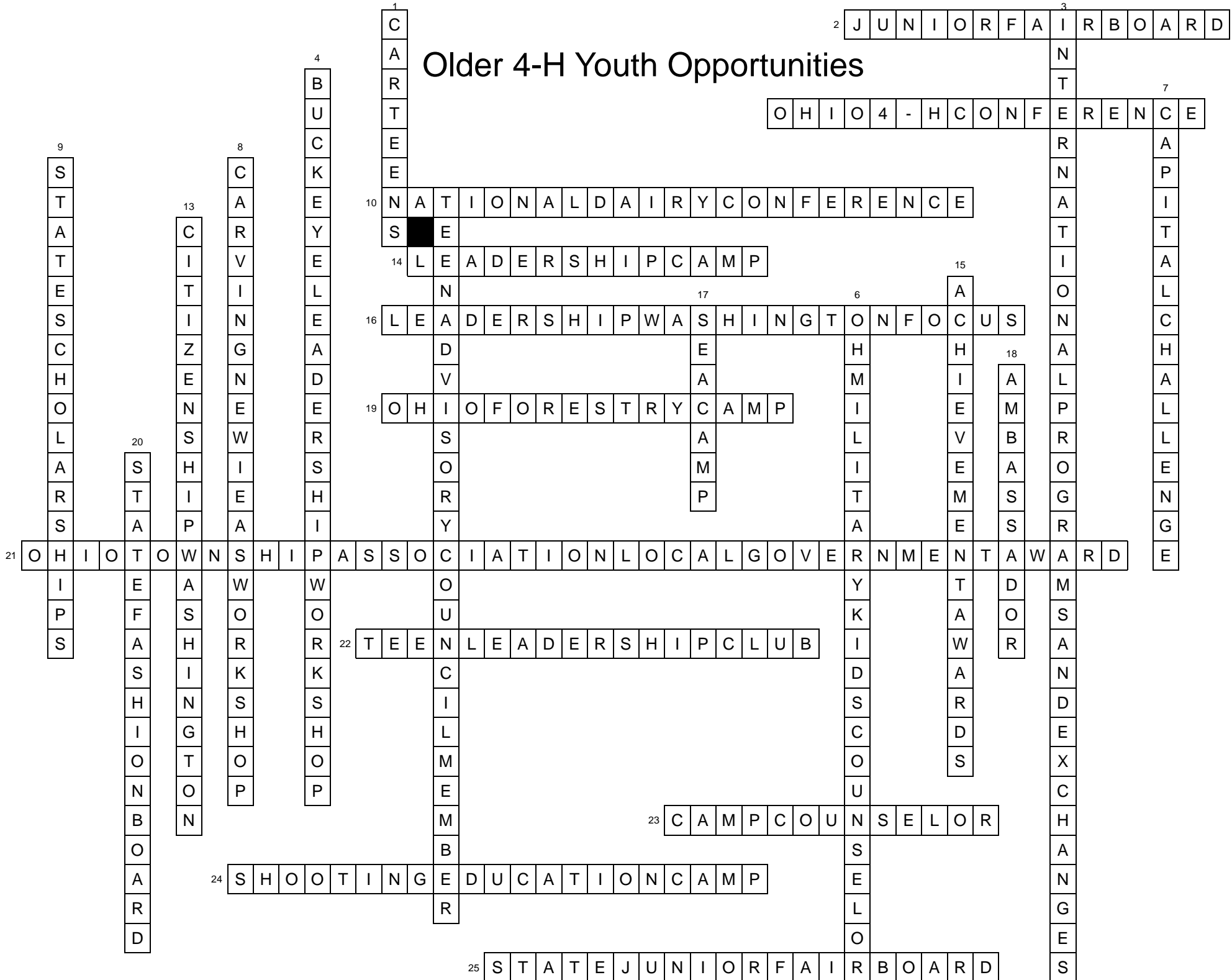
## ACROSS

- 2 Opportunity designed for youth who have proven leadership abilities and are willing to take on major responsibilities before and during their county fair.
- 5 Held at the Greater Columbus Convention Center, this day-long conference provides teens with educational sessions pertaining to 4-H projects, 4-H opportunities, leadership development, and current events. Includes buffet lunch and opportunities for networking.
- 10 The mission of the conference is to reward delegates for their state level achievements in the area of dairy cows and dairy goats, provide delegates the opportunity to practice new dairy related skills, observe new dairy techniques, encourage delegates to conduct educational dairy activities in their local communities, foster an increased understanding and appreciation of the dairy industry, meet new people, and share ideas.
- 14 The premier leadership development opportunity available for Ohio 4-H members. The focus of the five-day leadership experience is the development of concrete peer leadership skills that will enhance participants to have an immediate impact in their home 4-H club, county, community, or school.
- 16 This is held at the National 4-H Center (Chevy Chase, MD) and serves as the precursor to Citizenship Washington Focus. Using the historical backdrop of Washington, D.C., youth will build confidence in their ability to motivate and direct others in meaningful action, practice effective communication, create and accomplish goals, and develop an understanding of their own personal leadership style.
- 19 This six day camp is held at FFA Camp Muskingum in Carroll County. The program focuses on tree identification, silviculture, ecology, and forest products.
- 21 Established in an effort to encourage and inspire more 4-H teens to become responsible citizens who are involved in local government. This award is designed to reinforce the importance of having youth become contributing citizens in their communities. Annual selection of monetary award.
- 22 This club or group provides an opportunity for teens to improve leadership skills while working together in a social environment. Teens increase their skills in leadership, citizenship, and community service and also develop social skills through interactions with their peers and adult leaders.
- 23 Develop advanced leadership abilities by serving in this role, as peer helpers, teen program assistants, and in other capacities. Undergo the training and program planning process specific to the particular camp. A variety of day-camp and residential-camps exist in each county.
- 24 This is held at Canter's Cave 4-H Camp, Jackson, Ohio. Campers select a shooting sports discipline to focus on for the week and enjoy other traditional 4-H camp activities.
- 25 Membership comprised of individuals from each of the youth organizations represented at the Ohio State Fair. Members are expected to attend meetings and stay at the fair for the entire 12 days, where they help strengthen and coordinate activities in a fast-paced, action-packed month at the Ohio State Fair.

## DOWN

- 1 A traffic safety program conducted by 4-H teen leaders and their program partners for juvenile traffic offenders.
- 3 Open to 4-H families with youth ages 10-15 to serve as a host sibling for Japanese LABO youth annually. LABO youth are ages 12-14. Outbound travel opportunities vary annually.
- 4 Held at Recreation Unlimited (Ashley, Ohio). This learning, sharing workshop is intended as a balanced program of social, physical, mental, and spiritual activities. It is a powerful learning environment in which anyone who works with people, professionally or informally, can develop programming for youth or adults.
- 6 This is part of a national initiative involving 49 states and the District of Columbia with high levels of National Guard and Reserve deployment. Programs are designed for military youth to help them find positive ways to cope with the stress of their family member's deployment. Residential camping is one such program. Camp is held at Kellys Island.
- 7 Youth from across the state come together to learn how to make their voices heard in government and make a difference. Held in three phases: 1) March in downtown Columbus, 2) work in teams in local communities, 3) competitions at state FFA center and Ohio State Fair.
- 8 This program is conducted at 4-H Camp Ohio and emphasizes recreational leadership skills and fun activities.
- 9 Many funds currently exist for Ohio 4-H members. The majority are for graduates attending The Ohio State University, but several exist for members attending any accredited post-secondary institution. Monetary amounts and requirements vary, but application focus is on 4-H participation and leadership.
- 11 Members are part of the highest youth decision-making and advisement and body in the state's 4-H program. Members work together to improve Ohio 4-H programming, administration, and relevance to youth in today's society through cooperation with state 4-H leaders, active support of new and innovative 4-H programming, and advocacy for 4-H and youth issues.
- 13 This is held at the National 4-H Center (Chevy Chase, MD). It gives 4-H youth the opportunity to explore, develop, and refine the civic engagement skills they need to be outstanding leaders in their home communities and at the national level. Through sightseeing tours in the living classroom of Washington, D.C. and hands-on educational workshops, youth learn about the history of our nation, the leaders who have shaped it, and how they can apply the leadership and citizenship skills they have learned when they return home.
- 15 These 25 awards recognize a 4-H member's achievement in a specific area. Areas include: Beef, CARTEENS, Citizenship & Community Service, Clothing & Textiles, Companion Animals, Dairy, Dairy Goat, Environmental Sciences, Family Life & Child Development, Foods & Nutrition, Gardening & Horticulture, Health & Safety, Horse, Leadership, Meat Goat, Mechanical & Engineering Sciences, Personal Development, Photography, Poultry, Rabbits, Sheep, Shooting Sports, Swine, Woodworking and Veterinary Science. Award recipients receive a paid trip to National 4-H Congress in Atlanta, Georgia.
- 17 This is held on Kellys Island at Lake Erie. Campers learn about one of Ohio's most important resources: Lake Erie! Campers will be in, on, and around the water as they explore the science of the lake, learn marine-related skills, and discover the history and recreational uses of our great lake. Campers will learn about safe boating in Ohio and have the opportunity to earn their Ohio Boater Education certificate.
- 18 Serve as the youth spokespersons for Ohio 4-H. Server as speakers, emcees, program facilitators, hosts or hostesses, committee members, and in many other youth leadership roles for 4-H and Extension programs and events throughout the state. They are role models expected to maintain the highest standards of excellence as they fulfill their 4-H pledge commitments.
- 20 A small group of outstanding 4-H youth involved in 4-H textiles and clothing projects. Individuals are selected from across the state to: a) assist in conducting the Ohio State Fair 4-H Fashion Revue; b) assist with educational programming efforts related to textiles and clothing at county, regional, and state-wide events; c) serve as an advocate for Ohio's 4-H textiles and clothing projects and programs.

## Older 4-H Youth Opportunities



**Older 4-H Youth Opportunities Addendum**

The following items were inputted into a crossword puzzle.

Answer: Achievement Awards

Description: These 25 awards recognize a 4-H member's achievement in a specific area. Areas include: Beef, CARTEENS, Citizenship & Community Service, Clothing & Textiles, Companion Animals, Dairy, Dairy Goat, Environmental Sciences, Family Life & Child Development, Foods & Nutrition, Gardening & Horticulture, Health & Safety, Horse, Leadership, Meat Goat, Mechanical & Engineering Sciences, Personal Development, Photography, Poultry, Rabbits, Sheep, Shooting Sports, Swine, Woodworking and Veterinary Science. Award recipients receive a paid trip to National 4-H Congress in Atlanta, Georgia.

Answer: National Dairy Conference

Description: The mission of the conference is to reward delegates for their state level achievements in the area of dairy cows and dairy goats, provide delegates the opportunity to practice new dairy related skills, observe new dairy techniques, encourage delegates to conduct educational dairy activities in their local communities, foster an increased understanding and appreciation of the dairy industry, meet new people, and share ideas.

Answer: State Junior Fair Board

Description: Membership comprised of individuals from each of the youth organizations represented at the Ohio State Fair. Members are expected to attend meetings and stay at the fair for the entire 12 days, where they help strengthen and coordinate activities in a fast-paced, action-packed month at the Ohio State Fair.

Answer: Ohio Township Association Local Government Award

Description: Established in an effort to encourage and inspire more 4-H teens to become responsible citizens who are involved in local government. This award is designed to reinforce the importance of having youth become contributing citizens in their communities. Annual selection of monetary award.

Answer: State Fashion Board

Description: A small group of outstanding 4-H youth involved in 4-H textiles and clothing projects. Individuals are selected from across the state to: a) assist in conducting the Ohio State Fair 4-H Fashion Revue; b) assist with educational programming efforts related to textiles and clothing at county, regional, and state-wide events; c) serve as an advocate for Ohio's 4-H textiles and clothing projects and programs.



Answer: Ambassador

Description: Serve as the youth spokespersons for Ohio 4-H. Serve as speakers, emcees, program facilitators, hosts or hostesses, committee members, and in many other youth leadership roles for 4-H and Extension programs and events throughout the state. They are role models expected to maintain the highest standards of excellence as they fulfill their 4-H pledge commitments.

Answer: Teen Advisory Council Member

Description: Members are part of the highest youth decision-making and advisement body in the state's 4-H program. Members work together to improve Ohio 4-H programming, administration, and relevance to youth in today's society through cooperation with state 4-H leaders, active support of new and innovative 4-H programming, and advocacy for 4-H and youth issues.

Answer: Ohio 4-H Conference

Description: Held at the Greater Columbus Convention Center, this day-long conference provides teens with educational sessions pertaining to 4-H projects, 4-H opportunities, leadership development, and current events. Includes buffet lunch and opportunities for networking.

Answer: Capitol Challenge

Description: Youth from across the state come together to learn how to make their voices heard in government and make a difference. Held in three phases: 1) March in downtown Columbus, 2) work in teams in local communities, 3) competitions at state FFA center and Ohio State Fair.

Answer: Buckeye Leadership Workshop

Description: Held at Recreation Unlimited (Ashley, Ohio). This learning, sharing workshop is intended as a balanced program of social, physical, mental, and spiritual activities. It is a powerful learning environment in which anyone who works with people, professionally or informally, can develop programming for youth or adults.

Answer: Citizenship Washington Focus

Description: This is held at the National 4-H Center (Chevy Chase, MD). It gives 4-H youth the opportunity to explore, develop, and refine the civic engagement skills they need to be outstanding leaders in their home communities and at the national level. Through sightseeing tours in the living classroom of Washington, D.C. and hands-on educational workshops, youth learn about the history of our nation, the leaders who have shaped it, and how they can apply the leadership and citizenship skills they have learned when they return home.

Answer: Leadership Washington Focus

Description: This is held at the National 4-H Center (Chevy Chase, MD) and serves as the precursor to Citizenship Washington Focus. Using the historical backdrop of Washington, D.C., youth will build confidence in their ability to motivate and direct others in meaningful action, practice effective communication, create and accomplish goals, and develop an understanding of their own personal leadership style.

Answer: International Programs and Exchanges

Description: Open to 4-H families with youth ages 10-15 to serve as a host sibling for Japanese LABO youth annually. LABO youth are ages 12-14. Outbound travel opportunities vary annually.

Answer: Leadership Camp

Description: The premier leadership development opportunity available for Ohio 4-H members. The focus of the five-day leadership experience is the development of concrete peer leadership skills that will enhance participants to have an immediate impact in their home 4-H club, county, community, or school.

Answer: Ohio (OH) Military Kids Counselor

Description: This is part of a national initiative involving 49 states and the District of Columbia with high levels of National Guard and Reserve deployment. Programs are designed for military youth to help them find positive ways to cope with the stress of their family member's deployment. Residential camping is one such program. Camp is held at Kelleys Island.

Answer: Sea Camp

Description: This is held on Kelleys Island at Lake Erie. Campers learn about one of Ohio's most important resources: Lake Erie! Campers will be in, on, and around the water as they explore the science of the lake, learn marine-related skills, and discover the history and recreational uses of our great lake. Campers will learn about safe boating in Ohio and have the opportunity to earn their Ohio Boater Education certificate.

Answer: Shooting Education Camp

Description: This is held at Canter's Cave 4-H Camp, Jackson, Ohio. Campers select a shooting sports discipline to focus on for the week and enjoy other traditional 4-H camp activities.

Answer: Carving New Ideas Workshop

Description: This program is conducted at 4-H Camp Ohio and emphasizes recreational leadership skills and fun activities.

Answer: Ohio Forestry Camp

Description: This six day camp is held at FFA Camp Muskingum in Carroll County. The program focuses on tree identification, silviculture, ecology, and forest products.

Answer: CARTEENS

Description: A traffic safety program conducted by 4-H teen leaders and their program partners for juvenile traffic offenders.

Answer: Camp Counselor

Description: Develop advanced leadership abilities by serving in this role, as peer helpers, teen program assistants, and in other capacities. Undergo the training and program planning process specific to the particular camp. A variety of day-camp and residential-camps exist in each county.

Answer: Junior Fair Board

Description: Opportunity designed for youth who have proven leadership abilities and are willing to take on major responsibilities before and during their county fair.

Answer: Teen Leadership Club

Description. This club or group provides an opportunity for teens to improve leadership skills while working together in a social environment. Teens increase their skills in leadership, citizenship, and community service and also develop social skills through interactions with their peers and adult leaders.

Answer: State Scholarships

Description: Many funds currently exist for Ohio 4-H members. The majority are for graduates attending The Ohio State University, but several exist for members attending any accredited post-secondary institution. Monetary amounts and requirements vary, but application focus is on 4-H participation and leadership.



# Teen Leadership 20

## Intended Audience:

- Teens

## Lesson Objectives:

Participants will:

- Be able to identify informal and formal place settings, and know how to set each.
- Be able to demonstrate knowledge of basic dining etiquette.

**Time:** 20 minutes

## Equipment and supplies:

- Place setting handouts
- Dinnerware, glassware, and utensils for practice
- Etiquette Trivia game
- Flipchart (for scoreboard)
- Markers
- Candy or small prizes

## Do Ahead:

- Review lesson
- Gather equipment & supplies
- Print & copy place setting handout for participants
- Print Etiquette Trivia game (*\*This could be turned into a Jeopardy-style PowerPoint if so desired.*)

## Proper Dining Etiquette

### BACKGROUND

Etiquette (*noun* / e-ti-ket): the rules indicating the proper and polite way to behave (*Merriam-Webster, 2015*)

Did you know there were rules when it came to dining? While they are properly known as etiquette, society often refers to these rules as 'good manners' and expects that they are taught at home, at a young age. Good manners are important to teens and young adults today. Perhaps you'll be going to dinner before prom or are invited to a formal wedding, and you want to impress your date. More importantly, you might be interviewing for a scholarship or a job. Today, many interviews and business meetings take place over a meal. Are you prepared to follow the rules of dining; to demonstrate your etiquette knowledge?

### WHAT TO DO

#### Activity: Place Settings

- Distribute and review the 'Place Setting' handout.
- If possible, practice arranging a proper informal and formal place setting with actual dinnerware, glassware, utensils, etc. while briefly reviewing the name of each item.

#### Activity: Etiquette Trivia

- Briefly discuss the importance of knowing proper dining etiquette; utilize the background statement above.
- Divide participants into two teams.
- Group facilitator serves as host, leading teams in a game of Etiquette Trivia and keeping score. Set time limit for answering each question.
- Team with most points wins a small prize.



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**Sources:**

- Post, P., & Senning, C. P. (2009). *Emily Post's table manners for kids*. New York, NY: HarperCollins.
- Table setting diagram. (n.d.). Retrieved from <http://www.dinner-party-menu-ideas.com/table-setting-diagram.html>

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

- How well did your team perform during the Etiquette Trivia game?
- Did you learn something new, or something that surprised you?
- Do you have any other questions regarding proper dining etiquette?

**Apply:**

Plan an 'Etiquette Dinner' for your teen group to put their knowledge to practice. This can be conducted in someone's home, at a meeting with a caterer, or at a restaurant. Budget, resources, group size, and scheduling will be factors in planning.

**ADDITIONAL LINKS**

[www.emilypost.com](http://www.emilypost.com)

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

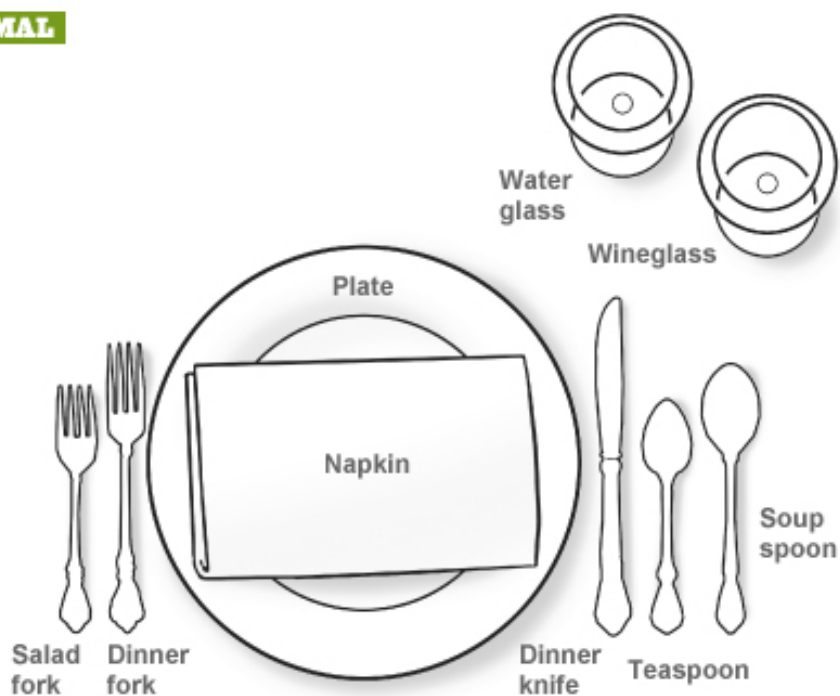
**Prepared by:**

Jessica E. Rockey, Extension  
Educator  
4-H Youth Development  
OSU Extension Perry County  
Phone: 740.743.1602  
Email: [rockey.16@osu.edu](mailto:rockey.16@osu.edu)

**Reviewed by:**

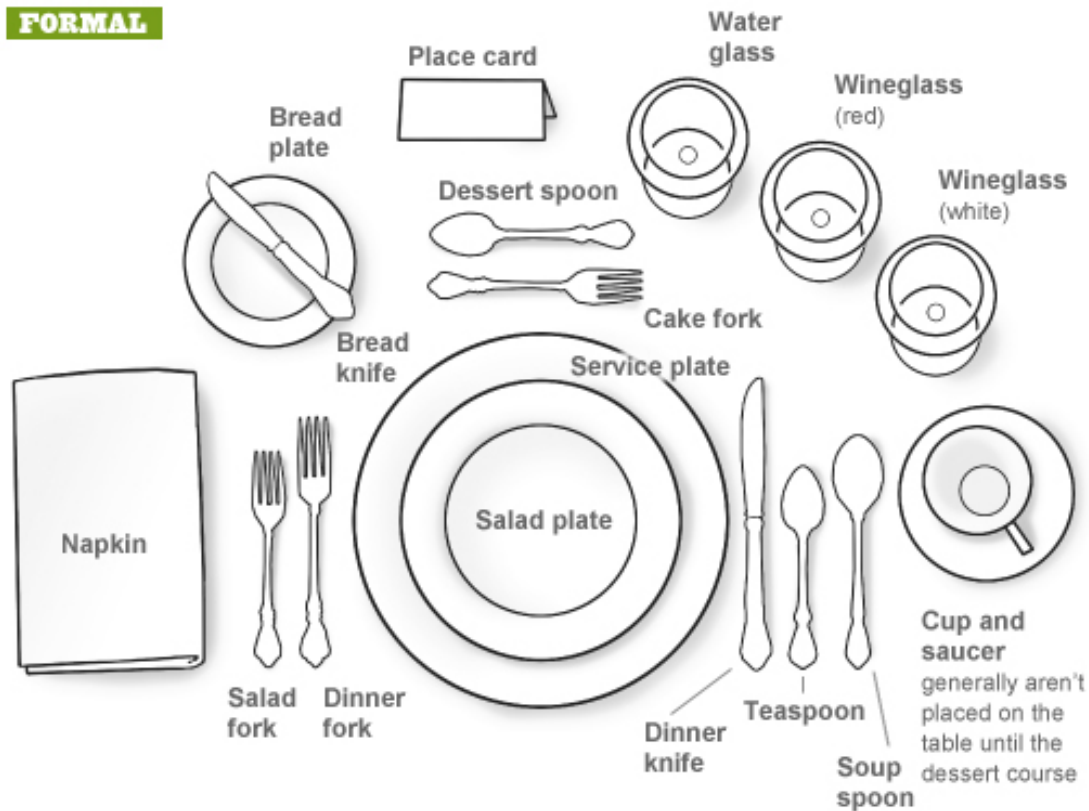
Ohio 4-H Teen Leadership  
Design Team Members

**INFORMAL**



Utensils are placed one inch from the edge of the table

**FORMAL**



Source: <http://www.dinner-party-menu-ideas.com/table-setting-diagram.html>

UTENSILS	RULES OF THE KITCHEN	DURING THE MEAL	GENERAL ETIQUETTE
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

<b>UTENSILS</b>	<b>RULES OF THE NAPKIN</b>	<b>DURING THE MEAL</b>	<b>GENERAL ETIQUETTE</b>
Q100. Once you use your knife, where should it be placed?	Q100. When should you place your napkin in your lap?	Q100. What is the proper way to eat bread or rolls?	Q100. True or False – If asked a question by your host while eating, you should answer immediately.
Q200. If there are multiple utensils next to your plate, which do you use first?	Q200. If you excuse yourself from the table for a moment, where do you place your napkin?	Q200. What should you do if someone asks you to pass the salt?	Q200. If in doubt of proper etiquette at some point during the meal, what should you do?
Q300. If you do not care for something you just put in your mouth, what do you do?	Q300. True or False – It is OK to dip your napkin in your water glass and dab at a spot on your clothing.	Q300. True or False – It is ok to cut meat into small bites at the start of a meal.	Q300. How should you properly ask for something to be passed from the other end of the table?
Q400. Where should your utensils be placed when you have finished your meal?	Q400. Once finished with dinner, where should your napkin be placed?	Q400. What is the proper way to get the last of the soup out of your bowl?	Q400. When dining with a large group, when is it acceptable to begin eating?
Q500. There are two forks beside your plate, what is each called?	Q500. True or False – Gently blotting your mouth is the proper way to use a napkin during a meal.	Q500. When a lady approaches or leaves the table, what should gentlemen do?	Q500. Your mother always said, “Elbows off the table,” so what about your wrists?

UTENSILS	RULES OF THE NAPKIN	DURING THE MEAL	GENERAL ETIQUETTE
A100. On the edge of a plate or saucer, NOT directly back on the table.	A100. As soon as you sit down at the dining table.	A100. Break into small bites and butter each just before eating	A100. False, you should finish chewing and swallow your food before speaking.
A200. You should always work from the outside in.	A200. On your chair	A200. Always pass the salt & pepper together, even if both are not requested.	A200. Follow the lead of the host.
A300. Remove it the same way it went in, on your fork/spoon; then discreetly discard it at the edge of your plate.	A300. False, if you spill something on your clothing, excuse yourself to the restroom.	A300. False, meat should only be cut 1 or 2 pieces at a time	A300. Would you please pass the _____? Thank you!
A400. All utensils should be placed beside each other, diagonally across the center of your plate.	A400. Placed loosely on the table next to your plate	A400. Tilt the bowl away from you to get the last of it with a spoon. DO NOT slurp from the bowl or soak it up with bread!	A400. When 3 or 4 people near you have been served, or when your host gives permission.
A500. The first, smaller fork is the salad fork. The inside, larger fork is the dinner fork.	A500. True	A500. Gentlemen should stand unless the lady gives them permission to remain seated.	A500. It is acceptable to rest your wrists on the edge of the table.



# Teen Leadership 20

## Intended Audience:

- Teens

## Lesson Objectives:

Participants will:

- Gain confidence in speaking to small groups.
- Understand the importance of preparation & practice in public speaking.
- Learn about the tools in their personal communication toolbox.

**Time:** 20 minutes

## Equipment and supplies:

- Brown paper lunch bag, 1 per small group
- 10 small items in each bag; items can be duplicated between groups, but not within bag (*ex. small toys, candy, office supplies, tools, etc.*)
- Timer/stopwatch for each small group

## Do Ahead:

- Review lesson.
- Have brown lunch bags pre-filled with 10 small items, 1 bag per small group.
- Run copies of 'Your Communication Toolbox' handout for participants.

## Public Speaking

### BACKGROUND

Not a fan of public speaking, no matter the audience? Chances are you have already faced a public speaking situation – a speech at school, a 4-H club demonstration, a job or project interview, or even just sharing your opinion in front of a group of your friends. Did the experience send you running scared, or did you face the experience head-on? The truth is you **WILL** continue experiencing public speaking situations throughout your teen and adult life. Therefore it is important to remember these things:

- 1) Communication is an essential skill for success in any field;
- 2) Communication includes speaking *and* listening;
- 3) Practice makes perfect! Use your *Communication Toolbox*!

### WHAT TO DO

#### Activity: Grab Bag

Divide teens into small groups; 4-6 teens per group works best. Give each group of teens a bag pre-filled with small items and a timer/stopwatch (or they could use a cell phone). One by one, each member of the small group will pull an item (without looking) from the grab bag. Item in hand, that teen must introduce themselves to the small group and then speak for 30-seconds about the item they have. A fellow group member should keep time; 'speeches' must stay within the time limit.

#### Activity: Review Your Toolbox

Distribute 'Your Communication Toolbox' handouts to all participants. Review tools on the handout and discuss the role of each in preparing for public speaking. Ask for 2-3 volunteers (depending on time) who are willing to come to the front of the room and complete the 'Grab Bag' activity in front of all participants, using their communication toolbox!



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**Sources:**

- Boomershine, B., Bradley, L., Tackett, K., & Villard, J. (2009). *CARTEENS*. Columbus, OH: Ohio State University Extension.
- Ohio State University Extension. (n.d.). *Demonstrations for 4-H Members* (909R). Retrieved from [http://www.ohio4h.org/sites/ohio4h/files/d6/files/publications/documents/4H\\_909R.pdf](http://www.ohio4h.org/sites/ohio4h/files/d6/files/publications/documents/4H_909R.pdf).

**Prepared by:**

Jessica Rockey, Extension  
Educator  
4-H Youth Development  
OSU Extension Perry County  
Phone: 740.743.1602  
Email: rockey.16@osu.edu

**Reviewed by:**

Ohio 4-H Teen Leadership  
Design Team Members

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

- How did you feel (physically/mentally/emotionally) about speaking, unprepared, in front of your small group?
- Did you learn something new, or something that surprised you?

**Apply:**

Consider your reflection on the grab bag activity the next time you are given a public speaking assignment. Remember the importance of preparation and practice! Try leading these activities at the next meeting for another organization you are involved in – you might be surprised at the role communication plays in any setting!

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



**When building a speech or presentation, use these tools:**

1. **BLUEPRINTS or INSTRUCTION MANUALS** - depending on the 'job' either or both may exist! Be aware of guidelines, and follow them. Organization and planning are crucial, create an outline to organize your thoughts and information. Lots of communication 'instruction manuals' exist, here are 2 to check out:

Demonstrations for 4-H Members, 4-H #909R, [www.ohio4h.org/publications](http://www.ohio4h.org/publications)  
CARTEENS, 4-H #511R, available through County Extension Office



2. **PLIERS** - Pull your information together; make sure you **KNOW** your topic **AND** your audience. Research both to be sure your topic is appropriate for the audience, and you are comfortable in speaking about it.

3. **MEASURING TAPE** - Have you heard the saying, "*Measure twice, cut once?*" This applies to communication as well; practice makes perfect is a similar idea. Before giving your speech or presentation in front of the intended audience, practice in front of the mirror or people that don't trigger your nerves. Often, you also need to measure the **TIME**, especially if you have been given a time limit or requirement!



4. **SAFETY GLASSES** - Maintain eye contact with your audience, or at least make them think you are! Keep your head up and eyes focused at (or above!) the crowd. **DO NOT** look down at a podium and/or notes constantly. In 1-on-1 settings, eye contact is essential to demonstrate your focus and interest. In small groups, maintain eye contact with all group members; make sure all are hearing your message.

5. **DRILL** - Remember volume; speak loud enough to be heard (especially if there is background noise), but not so loud you irritate your audience! And speak slowly and clearly; don't let nerves speed you up!



6. **SAW** - Cut straight to the point. Don't add unnecessary information or fluff, but give the details.

7. **SCREWDRIVER** - Be creative, presenting your topic with a *twist* is a great way to be memorable!



8. **HAMMER** - When wrapping up, drive your point home; repeating key points is a good way to make sure your message is heard.



9. **HARDHAT** - Be sure you dress the part, be appropriate for the setting. You also need to be prepared for '*falling debris*' or criticism...which can be hard to take, but is guaranteed to help you grow and improve.



10. **SMILE** - Although not in your toolbox, **THIS** is a tool you should never leave home without. Your smile helps you appear pleasant, approachable, and confident...even when your heart is racing and palms are sweating!

*Developed March 2015 by: Jessica Rockey, 4-H Educator, Perry County –and– Perry Co. 4-H CARTEENS*





# Teen Leadership 20

## Intended Audience:

- Teens

## Lesson Objectives:

Participants will:

- Understand the importance of keeping accurate records.
- Establish a routine of recording information to maintain records.

**Time:** 20 minutes

## Equipment and supplies:

- "My Career Record Book" (one for each participant)
- Pencils or pens for each participant
- Optional: Dry erase or chalkboard, markers or chalk

## Do Ahead:

- Review lesson
- Gather supplies
- Make a copy "My 4-H Record Book" for each participant

## Record Keeping

### BACKGROUND

Record keeping is one of the many life skills 4-H members develop throughout their 4-H career. This skill is used daily by keeping track of animal care, finances, medications, and meeting work requirements, among other items.

Keeping track of records allows youth to:

- Reflect on things that have been done in the past.
- Learn how to set goals, make a plan of action, and evaluate performance.
- Keep track of project work.
- Use information to complete college applications, apply for scholarships or other awards and opportunities.
- Be prepared for college and future careers!

Keeping records can be overwhelming if you do not know where to begin, do not know your options or priorities, or are not able to remember what you have done. By starting to maintain records early in a 4-H member's career, it will ease the process of knowing how and remembering items to record.

### WHAT TO DO

#### Activity:

Begin a discussion by asking participants why they should keep records. After they have shared items, disclose additional items they have not listed (see background information for items). Provide each individual with a copy of "My 4-H Record Book" and writing utensil.

- As a group generate ideas your club or group has done together (community service projects, fundraisers, etc.) in the past. Have participants record this information on their copy of "My 4-H Record Book" in correspondence with the year the activity took place. Optional: record these ideas on a dry erase or chalk board so the group can see them.
- Ask the participants to work on their own by having them record items from previous years or during this year.



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**Sources:**

- Fitzpatrick, C., Gagne, K.H., Jones, R., Lobley, J., Phelps, L. (2005). Life skills development in youth: Impact research in action. *Journal of Extension*, 43(3). Article 3RIB1. Retrieved from <http://www.joe.org/joe/2005june/rb1.php>

**Prepared by:**

Hannah K. Epley, Extension Specialist  
4-H Youth Development  
OSU Extension, State 4-H Office  
Phone: 614.247.8144  
Email: [epley.24@osu.edu](mailto:epley.24@osu.edu)

**Reviewed by:**

Ohio 4-H Teen Leadership Design Team Members

- Have participants share with others what they have recorded. Encourage individuals to write down new ideas they think about during the discussion. If desired, write these items on the dry erase or chalk board.
- Share tips for keeping records with the participants.

**Tips:**

- Start a filing system to keep track of what has been accomplished. Keep programs, awards, notes, etc. in one location, such as a box or file folder. Revisit these items when compiling all the information.
- Record information on a piece of paper; be sure to include details (cost, time spent, etc.) so you can remember this later!
- Take pictures to capture photographic evidence.
- Document information on a computer in a word, excel, or other document.
- Update "My 4-H Record Book" often (at least one time a year!)

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

- What is one thing you learned about the importance of keeping records?
- How will you keep track of your 4-H records?

**Apply:**

- Revisit project books or other programs, notes, etc. to continue adding detailed records to "My 4-H Record Book".
- Set a goal for when to update records and stick to it!
- Revisit club member's records at least once a year.
- Reflect on what you have done and how you can continue setting goals to better yourself, your community, and your world.

**ADDITIONAL LINKS**

Ohio 4-H older youth state opportunities (including achievement forms, scholarship applications, and other items) and resources can be viewed at: <http://www.ohio4h.org/awardsandscholarships>

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



# My 4-H Career Record Book

Name: \_\_\_\_\_

Club(s): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

I became a 4-H member on \_\_\_\_\_

*Keep this book in a safe place and add to it each year.  
You'll have a wonderful record of your 4-H career AND keeping records in this  
book will make application for awards and scholarships easy!*

© adapted from Hocking County 4-H/October2004



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more information: [go.osu.edu/cfaesdiversity](http://go.osu.edu/cfaesdiversity).

OSU Extension  
Fairfield County  
4-H Youth Development Program

Hannah Kohler  
OSU Extension Educator  
4-H Youth Development

Sue Suttles  
Program Assistant  
4-H Youth Development

Ellen Shaw  
Office Associate

831 College Avenue, Suite D  
Lancaster, OH 43130  
740-653-5419 - phone  
740-687-7010 - fax  
kohler.61@osu.edu

Edited by: Sue Suttles, Program Assistant, 4-H Youth Development, Fairfield County  
Hannah Kohler, Extension Educator, 4-H Youth Development, Fairfield County

Material used with permission from the following original authors:  
Barbara Carder, OSU Extension Educator, 4-H Youth Development, Hocking County  
Sheila Meyer, Program Assistant, 4-H Youth Development, Hocking County  
Sue Sharb, Office Associate, Hocking County

My 1<sup>st</sup> year in 4-H was \_\_\_\_\_

Club: \_\_\_\_\_

Advisors: \_\_\_\_\_

Projects completed: \_\_\_\_\_

Project summary (grade, placing at project review, placing at fair, etc.) \_\_\_\_\_

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What I learned this year: \_\_\_\_\_

\_\_\_\_\_

Offices held this year: \_\_\_\_\_

Community Service projects I worked on (both related to 4-H and others): \_\_\_\_\_

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Committees I served on: \_\_\_\_\_

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Contests I participated in: \_\_\_\_\_

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Awards I received during this year: \_\_\_\_\_

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Other accomplishments (participated in livestock skillathon and/or project reviews, attended camp, served as camp counselor, honor member, honor club, scholarships received, leadership given):

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My 2<sup>nd</sup> year in 4-H was \_\_\_\_\_

Club: \_\_\_\_\_

Advisors: \_\_\_\_\_

Projects completed: \_\_\_\_\_

Project summary (grade, placing at project review, placing at fair, etc.) \_\_\_\_\_

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What I learned this year: \_\_\_\_\_

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Offices held this year: \_\_\_\_\_

Community Service projects I worked on (both related to 4-H and others): \_\_\_\_\_

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Committees I served on: \_\_\_\_\_

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Contests I participated in: \_\_\_\_\_

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Awards I received during this year: \_\_\_\_\_

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Other accomplishments (participated in livestock skillathon and/or project reviews, attended camp, served as camp counselor, honor member, honor club, scholarships received, leadership given):

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My 3<sup>rd</sup> year in 4-H was \_\_\_\_\_

Club: \_\_\_\_\_

Advisors: \_\_\_\_\_

Projects completed: \_\_\_\_\_

Project summary (grade, placing at project review, placing at fair, etc.) \_\_\_\_\_

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What I learned this year: \_\_\_\_\_

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Offices held this year: \_\_\_\_\_

Community Service projects I worked on (both related to 4-H and others): \_\_\_\_\_

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Committees I served on: \_\_\_\_\_

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Contests I participated in: \_\_\_\_\_

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Awards I received during this year: \_\_\_\_\_

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Other accomplishments (participated in livestock skillathon and/or project reviews, attended camp, served as camp counselor, honor member, honor club, scholarships received, leadership given):

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My 4<sup>th</sup> year in 4-H was \_\_\_\_\_

Club: \_\_\_\_\_

Advisors: \_\_\_\_\_

Projects completed: \_\_\_\_\_

Project summary (grade, placing at project review, placing at fair, etc.) \_\_\_\_\_

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What I learned this year: \_\_\_\_\_

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Offices held this year: \_\_\_\_\_

Community Service projects I worked on (both related to 4-H and others): \_\_\_\_\_

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Committees I served on: \_\_\_\_\_

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Contests I participated in: \_\_\_\_\_

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Awards I received during this year: \_\_\_\_\_

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Other accomplishments (participated in livestock skillathon and/or project reviews, attended camp, served as camp counselor, honor member, honor club, scholarships received, leadership given):

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My 5<sup>th</sup> year in 4-H was \_\_\_\_\_

Club: \_\_\_\_\_

Advisors: \_\_\_\_\_

Projects completed: \_\_\_\_\_

Project summary (grade, placing at project review, placing at fair, etc.) \_\_\_\_\_

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What I learned this year: \_\_\_\_\_

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Offices held this year: \_\_\_\_\_

Community Service projects I worked on (both related to 4-H and others): \_\_\_\_\_

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Committees I served on: \_\_\_\_\_

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Contests I participated in: \_\_\_\_\_

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Awards I received during this year: \_\_\_\_\_

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Other accomplishments (participated in livestock skillathon and/or project reviews, attended camp, served as camp counselor, honor member, honor club, scholarships received, leadership given):

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My 6<sup>th</sup> year in 4-H was \_\_\_\_\_

Club: \_\_\_\_\_

Advisors: \_\_\_\_\_

Projects completed: \_\_\_\_\_

Project summary (grade, placing at project review, placing at fair, etc.) \_\_\_\_\_

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What I learned this year: \_\_\_\_\_

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Offices held this year: \_\_\_\_\_

Community Service projects I worked on (both related to 4-H and others): \_\_\_\_\_

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Committees I served on: \_\_\_\_\_

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Contests I participated in: \_\_\_\_\_

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Awards I received during this year: \_\_\_\_\_

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Other accomplishments (participated in livestock skillathon and/or project reviews, attended camp, served as camp counselor, honor member, honor club, scholarships received, leadership given):

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My 7<sup>th</sup> year in 4-H was \_\_\_\_\_

Club: \_\_\_\_\_

Advisors: \_\_\_\_\_

Projects completed: \_\_\_\_\_

Project summary (grade, placing at project review, placing at fair, etc.) \_\_\_\_\_

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What I learned this year: \_\_\_\_\_

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Offices held this year: \_\_\_\_\_

Community Service projects I worked on (both related to 4-H and others): \_\_\_\_\_

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Committees I served on: \_\_\_\_\_

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Contests I participated in: \_\_\_\_\_

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Awards I received during this year: \_\_\_\_\_

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Other accomplishments (participated in livestock skillathon and/or project reviews, attended camp, served as camp counselor, honor member, honor club, scholarships received, leadership given):

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My 8<sup>th</sup> year in 4-H was \_\_\_\_\_

Club: \_\_\_\_\_

Advisors: \_\_\_\_\_

Projects completed: \_\_\_\_\_

Project summary (grade, placing at project review, placing at fair, etc.) \_\_\_\_\_

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What I learned this year: \_\_\_\_\_

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Offices held this year: \_\_\_\_\_

Community Service projects I worked on (both related to 4-H and others): \_\_\_\_\_

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Committees I served on: \_\_\_\_\_

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Contests I participated in: \_\_\_\_\_

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Awards I received during this year: \_\_\_\_\_

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Other accomplishments (participated in livestock skillathon and/or project reviews, attended camp, served as camp counselor, honor member, honor club, scholarships received, leadership given):

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My 9<sup>th</sup> year in 4-H was \_\_\_\_\_

Club: \_\_\_\_\_

Advisors: \_\_\_\_\_

Projects completed: \_\_\_\_\_

Project summary (grade, placing at project review, placing at fair, etc.) \_\_\_\_\_

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What I learned this year: \_\_\_\_\_

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Offices held this year: \_\_\_\_\_

Community Service projects I worked on (both related to 4-H and others): \_\_\_\_\_

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Committees I served on: \_\_\_\_\_

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Contests I participated in: \_\_\_\_\_

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Awards I received during this year: \_\_\_\_\_

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Other accomplishments (participated in livestock skillathon and/or project reviews, attended camp, served as camp counselor, honor member, honor club, scholarships received, leadership given):

\_\_\_\_\_

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My 10<sup>th</sup> year in 4-H was \_\_\_\_\_

Club: \_\_\_\_\_

Advisors: \_\_\_\_\_

Projects completed: \_\_\_\_\_

Project summary (grade, placing at project review, placing at fair, etc.) \_\_\_\_\_

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What I learned this year: \_\_\_\_\_

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Offices held this year: \_\_\_\_\_

Community Service projects I worked on (both related to 4-H and others): \_\_\_\_\_

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Committees I served on: \_\_\_\_\_

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Contests I participated in: \_\_\_\_\_

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Awards I received during this year: \_\_\_\_\_

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Other accomplishments (participated in livestock skillathon and/or project reviews, attended camp, served as camp counselor, honor member, honor club, scholarships received, leadership given):

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My 11<sup>th</sup> year in 4-H was \_\_\_\_\_

Club: \_\_\_\_\_

Advisors: \_\_\_\_\_

Projects completed: \_\_\_\_\_

Project summary (grade, placing at project review, placing at fair, etc.) \_\_\_\_\_

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What I learned this year: \_\_\_\_\_

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Offices held this year: \_\_\_\_\_

Community Service projects I worked on (both related to 4-H and others): \_\_\_\_\_

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Committees I served on: \_\_\_\_\_

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Contests I participated in: \_\_\_\_\_

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Awards I received during this year: \_\_\_\_\_

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Other accomplishments (participated in livestock skillathon and/or project reviews, attended camp, served as camp counselor, honor member, honor club, scholarships received, leadership given):

\_\_\_\_\_

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My 12th year in 4-H was \_\_\_\_\_

Club: \_\_\_\_\_

Advisors: \_\_\_\_\_

Projects completed: \_\_\_\_\_

Project summary (grade, placing at project review, placing at fair, etc.) \_\_\_\_\_

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What I learned this year: \_\_\_\_\_

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Offices held this year: \_\_\_\_\_

Community Service projects I worked on (both related to 4-H and others): \_\_\_\_\_

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Committees I served on: \_\_\_\_\_

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Contests I participated in: \_\_\_\_\_

\_\_\_\_\_

Awards I received during this year: \_\_\_\_\_

\_\_\_\_\_

Other accomplishments (participated in livestock skillathon and/or project reviews, attended camp, served as camp counselor, honor member, honor club, scholarships received, leadership given):

\_\_\_\_\_

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## 4-H PARTICIPATION RECORD

(complete one page for each year)

Year: \_\_\_\_\_ Name: \_\_\_\_\_

4-H Club(s): \_\_\_\_\_

- A. **Size and Scope** - List size and scope of your work in your 4-H project area(s), use numbers when possible to show size, growth, profits, losses or savings. Include numbers of items made, produced, purchased, sold, books read, studies conducted and practices used.

[illegible]

- B. **Awards** - List awards received.

[illegible]

- C. **Learning Experiences** - list demonstrations, talks, exhibits, radio and television appearances, newspaper articles written, tours, workshops, camps, judging events, field trips or other learning experiences related to your 4-H project(s).

[illegible]

D. **Knowledge and Skills** - Summarize the most important knowledge and skills you gained through your 4-H project area(s).

I learned:

E. **Citizenship and Community Service** - List citizenship and community service experiences you have had *through 4-H*. Include things that have contributed to the welfare of your club, county 4-H program and community (church, school and other organizations).


F. **Leadership** - List leadership experiences you have had through 4-H. Include club offices, committees served on, number of meetings attended, how you assisted other members, leadership activities, etc.


G. **Church, School and Community Activities** (other than 4-H)

Organization:	Offices held, committees served on, awards and honors earned, etc.:



# Teen Leadership 20

## Skills for Success

### Intended Audience:

- Teens

### Lesson Objectives:

Participants will:

- Be able to identify all six employment skills for success.
- Describe why employers need these skills.

**Time:** 20 minutes

### Equipment and supplies:

- Flipchart paper or poster board (6 pieces)
- Tape
- Markers
- Handout 1 (individual copies optional)

### Do Ahead:

- Review activity
- Write the name of the 6 main skills for success on a flipchart page or poster board and post them along with a marker around the room.

### BACKGROUND

Besides the technical skills members develop in their projects, youth develop general “skills for success” by taking part in leadership experiences and activities. Employers consistently say they need more employees with these “skills for success.” We also know many members don’t connect the fact they have gained these skills through their 4-H experience. This activity helps youth identify “skills for success” and translate them into language employers understand.

### WHAT TO DO

#### Activity:

- Review the “Skills for Success” Handout 1 with the youth. Discuss the six main categories of skills.
- Have them brainstorm and write down on flip chart paper or poster board ways that they may exhibit the skill categories when doing their work as 4-H members.
- Review each of the lists and then ask the “Talk It Over” questions.



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**Sources:**

CampWorks Toolkit, 2011.  
*Show me your skills* workforce  
readiness activity 3. Retrieved  
from:

[http://youthsuccess.osu.edu/?  
page\\_id=1300](http://youthsuccess.osu.edu/?page_id=1300)

**Prepared by:**

Nate Arnett, Extension  
Educator  
4-H Youth Development  
OSU Extension Adventure  
Central  
Phone: 937.278.2601  
Email: [Arnett.67@osu.edu](mailto:Arnett.67@osu.edu)

**Reviewed by:**

Ohio 4-H Teen Leadership  
Design Team members

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

- Have you ever thought about these skills for success as being important?
- Were there skill areas that surprised you?

**Apply:**

- Why do you think the skills such as thinking skills, teamwork, and leadership are valued by employers?
- Why is it important to think about this?

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

# Skills for Success Handout 1

## The Skills You Need to Succeed in the 21<sup>st</sup> 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.

*Adapted from CampWorks Toolkit, 2011*



# Teen Leadership 20

## Stress Reduction

### Intended Audience:

- Teens

### Lesson Objectives:

Participants will:

- Identify stressors in their everyday life.
- Develop ways to manage and reduce stress.

**Time:** 20 minutes

### Equipment and supplies:

- Flipchart/Paper
- Markers
- Post It Notes

### Do Ahead:

- Review Lesson
- Gather equipment and supplies
- Prepare flipcharts
- Print a copy of "A Lesson on Stress"

### BACKGROUND

In today's world, everyone, including teens, are busier, under more stress and face higher demands than ever before. With these higher demands it is important to help teens build the skills they need to reduce their stress and keep calm. Having ways to reduce stress can help youth to be more productive, happier, and healthier. Additionally, these are vital skills that will help teens throughout life.

### WHAT TO DO

#### Activity: Stress Brainstorm

Break into small groups if desired. Distribute Post It notes and ask the following brainstorming questions:

- What stresses you out?
- What triggers those moments when you feel like you can't take any more?
- What are the little things that bug you?

Write all the different stressors on individual Post It notes. Let the group brainstorm for 4-5 minutes; longer if they are still being productive.

Hang two sheets of flipchart paper on the wall. One labeled "Control" and one labeled "No Control." Invite individuals to categorize their stressors onto the "Control" or "No Control" flipchart papers.

Discuss as a group how sometimes we can't control everything, but there are strategies we can use to minimize how it impacts our lives.

#### Activity: STOP Technique

(Adapted from Elisha Goldstein, [mindful.org](http://mindful.org))

Now that we have identified different stressors and know what we can and can't control, it is good to have techniques that can help refocus our minds and bring us back to a calm state. The S.T.O.P. technique is one option that can be used.



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**Sources:**

Goldstien, E. (2013, May 29). Stressing Out? S.T.O.P. - Mindful. Retrieved January 25, 2016, from <http://www.mindful.org/mindful-magazine/stressing-out-stop>

**Stop**

Take a breath

Observe where you feel the emotion in your body

**Proceed**

- Stop what you're doing
- Take a few deep breaths. Take as long as you need to calm yourself.
- Observe your experience. Reflect on what is happening, what is on your mind and the emotions present.
- Proceed with an action that will help you reduce or eliminate the stressor.

Review and practice the S.T.O.P. technique. Discuss what are different actions they can do for the "Proceed" stage. E.g., talk with a friend or listen to music.

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

What are some of the biggest stressors in your life? What strategies have you found successful in managing your stress in the past? Why is it important to reduce/manage your stress?

**Apply:**

What is one new strategy you will try to manage stress appropriately? What are some things you can incorporate into your day to help minimize stress? (ex. Journaling, meditating, music).

**Digging Deeper:**

Share the story a lesson on stress.

**ADDITIONAL LINKS**

<http://www.uaex.edu/health-living/health/youth.aspx>

<http://www.mindful.org>

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

**Prepared By:**

Christy Clary, Extension  
Educator  
4-H Youth Development  
OSU Extension Brown County  
937.378.6716  
[clary.42@osu.edu](mailto:clary.42@osu.edu)

**Reviewed by:**

Ohio 4-H Teen Leadership  
Design Team Members

## **A Lesson On Stress**

**Author: Unknown**

A young lady confidently walked around the room with a raised glass of water while leading a seminar and explaining stress management to her audience. Everyone knew she was going to ask the ultimate question, 'Half empty or half full?' She fooled them all. "How heavy is this glass of water?" she inquired with a smile. Answers called out ranged from 8 oz. to 20 oz.

She replied, "The absolute weight doesn't matter. It depends on how long I hold it. If I hold it for a minute, that's not a problem. If I hold it for an hour, I'll have an ache in my right arm.

If I hold it for a day, you'll have to call an ambulance. In each case it's the same weight, but the longer I hold it, the heavier it becomes."

She continued, "and that's the way it is with stress. If we carry our burdens all the time, sooner or later, as the burden becomes increasingly heavy, we won't be able to carry on."

"As with the glass of water, you have to put it down for a while and rest before holding it again. When we're refreshed, we can carry on with the burden - holding stress longer and better each time practiced.

So, as early in the evening as you can, put all your burdens down. Don't carry them through the evening and into the night. Pick them up again tomorrow if you must.



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# Teen Leadership 20

## Time Management for Teens

### Intended Audience:

- Teens

### Lesson Objectives:

Participants will:

- Better understand how many minutes and hours are available each day to accomplish important tasks, goals, and priorities.
- Review and evaluate how they spent their time during the past 24 hours to analyze how they could better utilize their time in the future.

**Time:** 20 minutes

### Equipment and supplies:

- Paper
- Pen or Pencil
- Calculator

### Do Ahead:

- Review lesson
- Gather equipment & supplies

### BACKGROUND

Teens today have an endless stream of activities to juggle and balance including but not limited to being in school, working, playing sports, participating in band, choir, and other musical groups and being actively involved in student organizations and extra curricular activities such as 4-H and FFA. Add in time spent on the internet, social media, watching tv, and a growing calendar of social events such as school dances, dating, parties, and other fun activities and it's no wonder many teens today are stressed out, tired, and not always using their time effectively.

Teens are at an exciting but also challenging time in their lives as they are transitioning from child to adult. For many, during this time they are beginning to take on adult responsibilities such as managing their calendar, driving themselves to and from school, activities, and work. Often times busy teens are starting to realize that their parents or guardians are beginning to trust them with more and more responsibility and time to be on their own.

This lesson is meant to provide a brief introduction to time management for busy teens!

### WHAT TO DO

#### Activity: Tracking My Time!

***Ask teens to calculate how many minutes are in a day, week, month, and year.***

- 60 minutes x 24 hours = **1,440 minutes in a day**
- 1,440 minutes x 7 days = **10,080 minutes in a week**
- 1,440 minutes x 30 days = **43,200 minutes in a month**
- 1,440 minutes x 365 days = **525,600 minutes in a year**

That is a lot of minutes and no matter how busy we are – we are all given the same amount of time each day, week, month, and year. How we choose to spend those minutes is up to each of us.



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**Sources:**

- Boy Scouts of America. (2015). Goal setting and time management for venturing crews facilitator guide. Retrieved from [http://www.scouting.org/filestore/venturing/pdf/goal\\_setting\\_time\\_management.pdf](http://www.scouting.org/filestore/venturing/pdf/goal_setting_time_management.pdf)

**Prepared by:**

Douglas S. Foxx, Extension Educator  
4-H Youth Development  
OSU Extension Wayne County  
Phone: 330.264.8722  
Email: foxx.2@osu.edu

**Reviewed by:**

Ohio 4-H Teen Leadership Design Team Members

Next think back over the last 24 hours and write down how much time you spent doing the following routine activities. You may add other activities as well. Try to list out all of the activities you did in the last 24 hours or in a typical day.

\_\_\_\_\_ minutes or hours sleeping

\_\_\_\_\_ minutes or hours with family

\_\_\_\_\_ minutes or hours eating

\_\_\_\_\_ minutes or hours watching tv

\_\_\_\_\_ minutes or hours reading or studying

\_\_\_\_\_ minutes or hours communicating with friends (chat, text, Facebook, phone, in person, etc.)

\_\_\_\_\_ minutes or hours on 4-H activities

\_\_\_\_\_ minutes or hours playing or practicing sports

Next multiply each activity above by 7 to get an idea of how many minutes or hours you spend doing those activities each week. There are a total of 168 hours each week and we must determine how we're going to use our time to accomplish our goals and priorities.

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

- After listing out the amount of time you spend each day and week on the activities above – were you surprised by how you're spending your time?
- If you were surprised, what surprised you the most?

**Apply:**

- Are there any activities you might be able to change or tweak to use your time more effectively? If so, what are the activities and how might you change them to better manage your time?
- If time permits, watch the video at the link below for 5 simple but powerful suggestions for better managing your time.

**ADDITIONAL LINKS**

<http://go.osu.edu/5tips>

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



# Teen Leadership 20

## Your Personal Brand

### Intended Audience:

- Teens

### Lesson Objectives:

Participants will:

- Identify what is a brand.
- Understand how they carry themselves builds a personal brand.

**Time:** 20 minutes

### Equipment and supplies:

- Copies of sample social media posts.

### Do Ahead:

- Print copies of the "Sample Social Media Posts"
- Review different types of brands to have as examples

### BACKGROUND

Just as companies create brands, individuals do as well. When we see different company brands we immediately think of what we know about them, what their image conveys. A clothing company may want their image to be that for the successful business person, the cool kid, or worn by athletes. Food companies may want their brand to be known for their excellent taste, quality, or freshness. Brands are built on what people know, see and hear. A personal brand is what others think of when they see you based on their perception of you. The way we interact with people, the way we carry ourselves and our social media presence are all a part of our personal brand.

Merriam-Webster Definition: Brand *noun* \ 'brand \: a category of products that are all made by a particular company and all have a particular name.

:a particular kind or type of something

:a mark that is burned into the skin of an animal (such as a cow) to show who owns the animal.

### WHAT TO DO

#### Activity: Identifying a Brand

In small groups pass out the sample social media posts and have them review the posts. In their small groups have them discuss:

- What do you think about the person who posted this?
- What does this post say about them?
- What are the potential outcomes of posting something like this?

Have the groups come back together and share their posts and what their opinion is of the individual who posted the example.



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AND ENVIRONMENTAL SCIENCES



**Sources:**

Meriam-Webster (n.d.). Brand.  
Retrieved January 25, 2016,  
from <http://www.merriam-webster.com/dictionary/brand>

**Activity: Discussion of what is a brand?**

Discuss as a group what is a brand? When we think about particular brands, we think about the image it conveys. Potential talking points:

- Nike is a well-known brand. What do we think of when we see the Nike swoosh?
- If someone is wearing Nike clothes what does that say about the individual?
- The name and emblem of 4-H is a brand.
  - What does it mean to people when they see the name 4-H or see the clover?
  - What does it mean to someone when you say you are a 4-H member?

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

- Thinking back to examples you saw before and thinking of a personal brand, does this change what you think the potential outcomes are?
- How could these posts impact their lives and their personal brand?
- Would this hurt them in a court of law?
- Why is it important to have a quality brand?

**Apply:**

- What does your social media presence say about you?
- What is the brand you're creating?
- Would you let me/teacher/employer/parent/scholarship selection committee see your social media profiles right now?
- What can you do to positively brand yourself?

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

**Prepared by:**

Christy Clary, Extension  
Educator  
4-H Youth Development  
OSU Extension Brown County  
Phone: 937.378.6716  
[clary.42@osu.edu](mailto:clary.42@osu.edu)

**Reviewed by:**

Ohio 4-H Teen Leadership  
Design Team Members

# SAMPLE Social Media Posts



**Salty Steve**

32 mins · 🧑🏿🧑🏿

Turned in my paper with 3 minutes to spare. #early #beststudentever

👍 Like

💬 Comment

➦ Share



**Salty Steve**

32 mins · 🧑🏿🧑🏿

Man I could really go for a drink right now!

👍 Like

💬 Comment

➦ Share



**Salty Steve**

32 mins · 🧑🏿🧑🏿

Only 2 more hours before I can leave this effing job.

👍 Like

💬 Comment

➦ Share



**Salty Steve**

32 mins · 🧑🏿🧑🏿

It's amazing how much an individual can learn in a time span of one week. I am so thankful for this opportunity to spend time learning how amazing different cultures really are.

👍 Like

💬 Comment

➦ Share



**Salty Steve**

32 mins · 🧑🏿🧑🏿

There is nothing positive to say. Life isn't positive.

👍 Like

💬 Comment

➦ Share



**Salty Steve**

32 mins · 🧑🏿🧑🏿

I can't wait to graduate. I'm so over this place and these people.

👍 Like

💬 Comment

➦ Share



**Salty Steve**

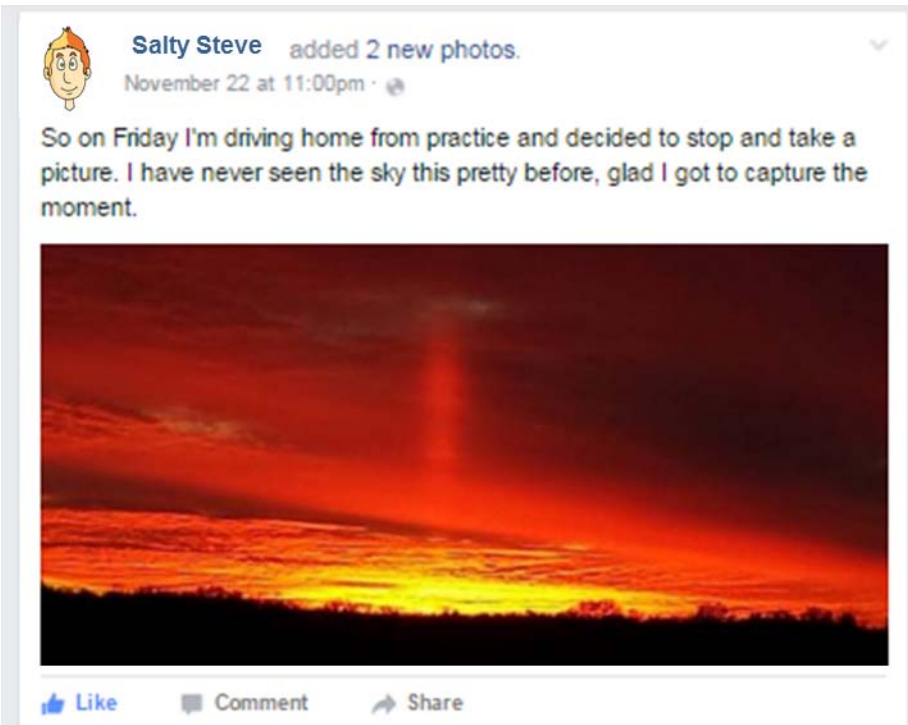
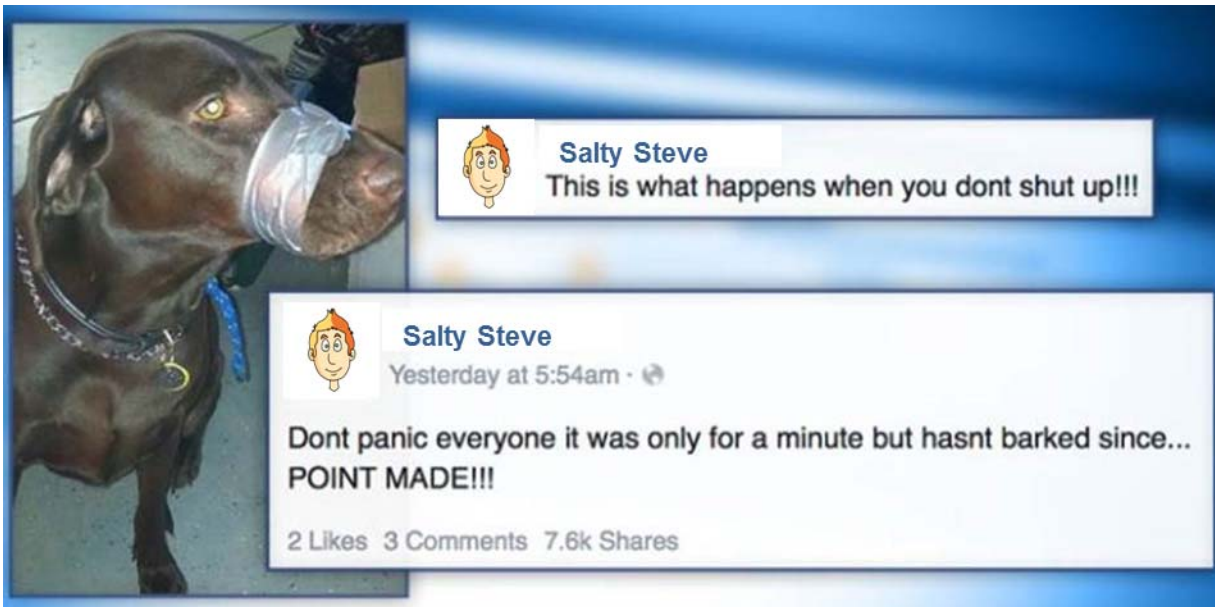
32 mins · 🧑🏿🧑🏿

Can't wait to see everyone at John's party this weekend!!!

👍 Like

💬 Comment

➦ Share





**Salty Steve**

32 mins · 2

Man I could really go for a drink right now!



Like



Comment



Share



**Salty Steve**

32 mins · 2

Only 2 more hours before I can leave this effing job.



Like



Comment



Share



**Salty Steve**

32 mins · 2

There is nothing positive to say. Life isn't positive.



Like



Comment



Share



**Salty Steve**

32 mins · 2

I can't wait to graduate. I'm so over this place and these people.



Like



Comment



Share



**Salty Steve**

32 mins · 🧑🏻🧑🏻

Can't wait to see everyone at John's party this weekend!!!

👍 Like

💬 Comment

➦ Share



**Salty Steve**

32 mins · 🧑🏻🧑🏻

Turned in my paper with 3 minutes to spare. #early #beststudentever

👍 Like

💬 Comment

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**Salty Steve**

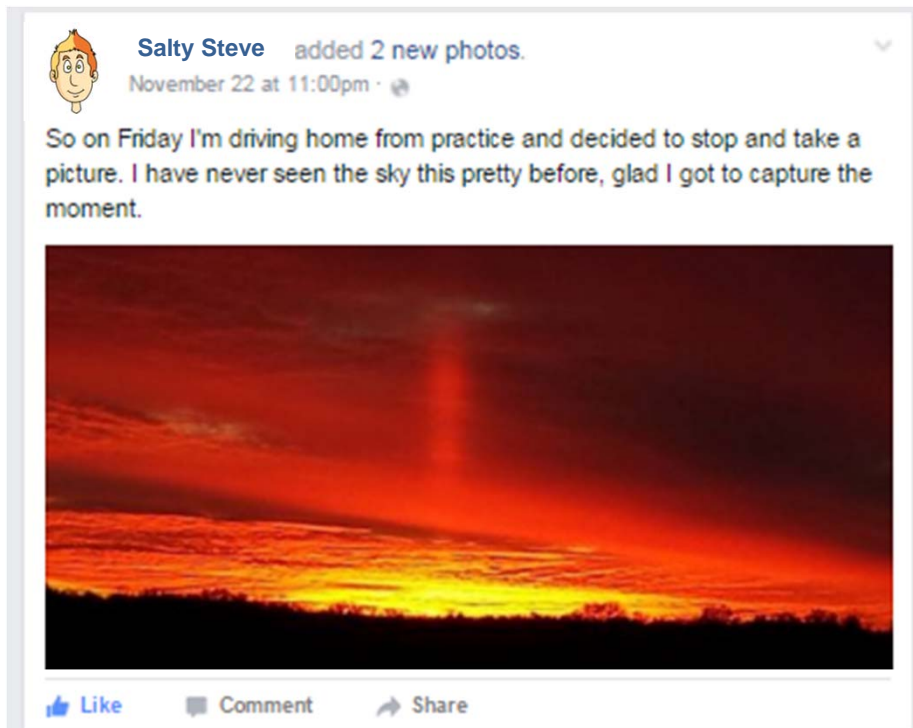
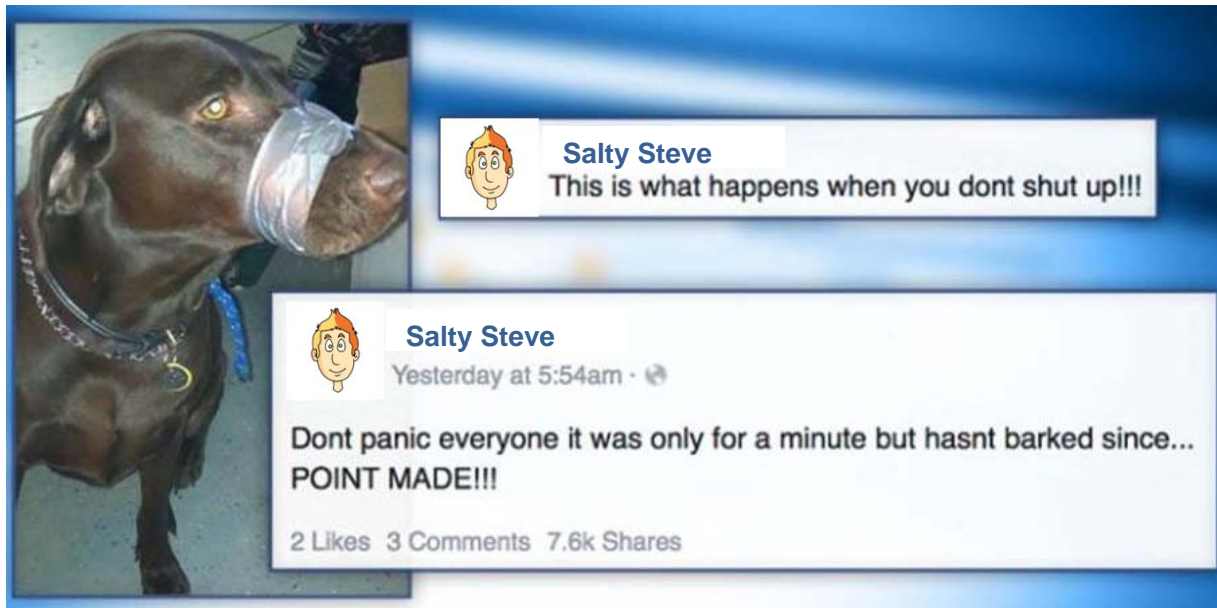
32 mins · 🧑🏻🧑🏻

It's amazing how much an individual can learn in a time span of one week. I am so thankful for this opportunity to spend time learning how amazing different cultures really are.

👍 Like

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# Teen Leadership 20

**Intended Audience:**

- Teens

**Lesson Objectives:**

Participants will:

- Understand that youth and adults can work together on making decisions.

**Time:** 20 minutes

**Equipment and supplies:**

- Piece of 8x11 paper for each participant
- Partnering Youth and Adults on Boards and Committees, handout

**Do Ahead:**

- Review Lesson Plan
- Make copies of Partnering Youth and Adults on Boards and Committees, handout

## Youth on Boards and Committees

**BACKGROUND**

Committees and Board can bring youth and adults together in the decision making process. Examples would be Junior Fairboards, 4-H Committees, Fashion Boards, etc.

Many committees can benefit from the insight through joint decision making, planning and carrying out 4-H experience. These opportunities provide for the developing of leadership, citizenship, teamwork, decision-making, planning, and organizing and evaluation skills.

**WHAT TO DO****Activity:**

- Give each participant a sheet of paper and tell them to close their eyes and hold the paper in front of them.
- Instruct them to fold the paper in half and in half again. Then they should form a triangle with the folded paper.
- Tell them to rip off the lower right corner.
- Open their eyes and unfold the paper.



**Sources:**

- Calvert, Matt  
*"Wisconsin Models for Youth Involvement in Local Government Decision –Making"*  
Retrieved from  
<http://www.uwex.edu>

**Prepared by:**  
Kathy Bruynis,  
Extension Educator  
4-H Youth Development  
OSU Extension Highland  
County  
Phone: 937.393.1918  
Email: [bruynis.5@osu.edu](mailto:bruynis.5@osu.edu)

**Reviewed by:**  
Ohio 4-H Teen Leadership  
Design Team Members

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

- Do any of the papers look alike or different?  
(This shows how everyone no matter their age can be alike as well as different.  
The committee or board members interpretation and understanding of these instructions might be the same or different.)
- Discuss with members how they are different and the same.
- What did you learn from this activity?

**Apply:**

How do differences or similarities affect working together as a committee?

**ADDITIONAL LINKS**

- <http://www.extension.iastate.edu/4h/page/working-youth-committees>
- <http://www.extension.iastate.edu/>

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

# Partnering Youth and Adults on Boards and Committees

- Make sure to schedule meetings when and where youth can attend; don't make the meetings during the school day.
- Provide time where both youth and adults can socialize to get to know each other.
- Offer refreshments that will appeal to everyone.
- Provide training for both youth and adults.
- Provide mentors for both youth and adults utilizing previous members
- Provide an atmosphere of reciprocal trust
- Members of the board or committee are to be treated as equals: Don't intimidate.
- Provide all members with a list of commonly used acronyms.
- Adults, be a good role model through language and actions.
- Get everyone involved – actively seek input, listen and ask questions.
- Roles and responsibilities should be shared by both youth and adults.

*Adapted from: Iowa 4-H Youth Development, Iowa State University Extension's How to Partner with Youth on 4-H Youth Committees*



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