

UTAH 4-H 

# 4-H Camps 4-H Academy



## I Pledge

My **HEAD** to clearer thinking  
My **HEART** to greater loyalty  
My **HANDS** to larger service, and  
My **HEALTH** to better living.

For my club, my community,  
my country and my world.



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# CAMP OVERVIEW

**Name of Camp:**

4-H Academy

**Specified Project Area:**

College & Career Readiness

**Number of Days of Camp:**

One Day

**Hours Camp Will Run Per Day:**

4 Hours

**Schedule Outline:**

10 min Introduction

20 min Ice Breaker

50 min Workshop

50 min Workshop

50 min Workshop

30 min Mock Graduation

*(belonging efforts, graduation certificates included)*

# INTRODUCTION

Today's youth are tomorrow's workforce, and the necessity of post-secondary education is well documented. (Utah State Board of Education, 2018) More youth than ever are graduating high school and enrolling in postsecondary education. Research shows these youth are credentialed on paper, but lack the critical skills to succeed in their careers. This is America's very real, and very critical, career readiness gap – resulting in only one in five college students saying they feel “very prepared” to join the workforce (National 4-H, 2015). Entering the workforce with soft skills and technical understandings of subjects related to personal interests is key to creating the job satisfaction and retention employers are seeking.

4-H is proven to develop those critical skills needed in today's workplace by allowing youth to explore, learn, practice, and experience new opportunities found inherently in youth project areas. (Lerner & Lerner, 2011)

## Camp Description

4-H Academy is a hands-on event to teach youth research based curriculum to help prepare each individual for a fulfilling post-secondary education and successful career. We will focus on Scholarship Preparation, Financial Literacy, and Interviewing Skills, ultimately strengthening the pathway from 4-H projects to bright futures.

## Camp Goal(s)

- Increase Career Readiness competencies in 4-H youth
- Youth learn to intentionally seek personal college & career readiness milestones
- Youth learn about post-secondary education & career opportunities related to current interests.

## Knowledge Learned and Skills Gained

(related directly to activities below)

# YOUTH COUNSELORS

## Teen Leaders Grades 10-12

### Responsibilities:

- Lead 50 min workshops
- Serve as youth mentors including team building activities

**Applicants will need to submit a two page resume, and a one page cover letter as part of their application. Cover letter objectives include:**

- What is your leadership experience in 4-H?
- What does College & Career Readiness mean to you?
- What are your personal goals related to postsecondary education and a career?
- What skills have you learned from 4-H that you can use to help others?

# CAMP CONTENT

## DAY ONE

### ICEBREAKER

#### **Name of Icebreaker:**

Career Readiness Team Challenges Tournament!

- Who Can You Lean On?
- Changing Plans
- Checking the Boxes

#### **Supplies Needed:**

- 4 water bottles, half full
- 4 XL T-Shirts
- 4 bandanas tied in a square for each team, 16 total

#### **How to Play:**

This ice breaker will consist of three Career Readiness themed team challenges. Divide the group into four teams or fewer, there needs to be at least 5 people per team and can have a maximum of 20 people per team. If the challenges are completed quickly, you can add a championship round between the top two teams for each one.

The team who wins the most challenges wins the tournament.

#### Challenge One:

The first challenge is called “Who Can You Lean On?” For this challenge, identify a line on the ground for each team to stand behind. Challenge them to place their half-full water bottle as far away from the line without stepping across it. They can hold on to each other and lean as far as possible, but cannot touch the ground. See which team is able to set their bottle the furthest. Explain that as they look toward the future they need to identify “who they can lean on” as mentors, peers, and important connections. Ask the groups who they would turn to for advice as they make big decisions.

#### Challenge Two:

The second challenge is called “Changing Plans”. Explain that the path they create to reach goals can often have unexpected obstacles, both big and small. In order to achieve our goals, we have to adapt and change plans. For this challenge, the team should stand in a line with the person on the end holding an XL t-shirt. Each person has to take turns putting the shirt on and off as fast as possible. Show them that they don’t need to flip the shirt back to right-side out to put it on faster. Often as one person is taking it off, the next person has already begun putting it on. Ask the teams and/or Teen Leaders about a time they have had to change plans in their quest to achieve a goal.

#### Challenge Three:

“Checking the Boxes” is the final challenge. Each team needs four bandanas tied into a square. Two members of the team will hold two sides of the square on the ground. The remaining

members of each team will stand in a line and take turns standing in the square while the other two alternate raising the square from their feet over their head, or over their head down to their feet. Whichever team gets their whole line through the obstacle first wins.

Explain that whether we are seeking opportunities for the future, or planning for specific applications, we need to be sure that we have everything we need to be prepared. By coming to this event, they are already ahead of the game, and hopefully they will learn more about how to “check all the boxes” to be ready when a good opportunity comes their way. Ask the group for ideas about examples that would make someone more prepared for an opportunity. (Resumes, cover letter experience, interviewing skills, communication skills, etc.)

## ACTIVITY 1

### Name of Activity:

Scouting for Scholarships

<https://utah4h.org/files/Events/ExtensionYouthPrograms/ScoutingScholarshipsWorkshop1.pdf>

### Objective:

Applying for scholarships can be a daunting process. Most of the time, the hardest part is determining where to start! This activity is designed to teach youth that the scholarship application process doesn't have to be intimidating – it's as simple as identifying what they've learned from 4-H, and connecting their passion with the right sponsor.

### Supplies Needed:

- Printed Signs for 4-H Skills
- Printed Signs for Scholarships (See Below)
- Scholarship Worksheet (See Below)
- Painters Tape
- M&Ms or other small candy
- Tokens
- Pens & Pencils

### Time Allotted:

50 Minutes

### How to Run the Activity:

#### Step 1:

Pass out the 4-H scholarship worksheet. Ask all of the youth what their 4-H project is, and to think about what they've learned by working on that project. As they are thinking/sharing their projects, walk around the room with a bowl of candy and ask each youth to take a few, but don't eat them.

When everyone is done sharing their 4-H projects, ask the youth to look at the life skills listed on the sign, and write down which of them they have learned from 4-H. They should write down as many life skills as they have taken candies. If a youth took 5 candies, they should list 5 life skills. As they identify a life skill, they can eat a piece of candy. Ask a few people to share which skills they chose and why.

**Step 2:**

Next, talk to the youth about the idea of setting goals related to their future. Talk briefly about the difference between a long and short-term goal and give some examples. Ask youth to line up facing each other in two parallel lines. Ask the people on the right side of the line to tell the person across from them about one of their short-term goals. Give them 30 seconds to answer, then ask the people on the left side of the line to share one of their long-term goals. Feel free to extend this exercise with more questions as time allows. Ask everyone to return to their seats and write down 3 goals on the worksheet.

**Step 3:**

Lastly, youth need to connect their goals with available, actual scholarships. Give each youth 10 tokens. Explain that prioritizing which scholarships match youth's skills and goals is the best way to know where to start. Each scholarship hanging up is worth a certain amount of tokens, by deciding which scholarships youth will give up tokens for, will help them know which applications fit best with their needs. Allow youth to grab which scholarships they would apply for based on how many tokens they have to spend. Ask the youth to complete their worksheet by writing down which scholarships they would consider applying for.

**Suggested Debrief Questions:****Step 1:**

- What did you learn about picking life skills from your 4-H project?
- Are there any skills you'd like to work on?
- What was the hardest part of writing a list of them?

**Step 2:**

- What did you learn from talking to someone else about your goals?
- Why is it important to write your goals down?
- Was it hard to share your goals with someone else?

**Step 3:**

- Why did we only give you 10 tokens to pick out scholarships?
- What was your strategy as you picked your scholarships?
- What was the most surprising thing you learned from picking scholarships?

**ACTIVITY 2****Name of Activity:**

Financial Literacy

<https://utah4h.org/files/Events/ExtensionYouthPrograms/CareerReadinessFinancialLiteracyWorkshop.pdf>

**Objective:**

Spending money on items/experiences that are important to you now and saving enough money for items/experiences that are important to you in the future may seem impossible. You may think the answer is to have more money. But more money is not always possible. What is possible is to "Step-Down" your spending to accommodate both.

**Supplies Needed:**

- Signs
- Worksheets
- Pens/Pencils
- Painters Tape

**Time Allotted:**

50 Minutes

**How to Run the Activity:****Step 1:**

Have 10 youth come to the front of the room. Hand them each a “Top 5 Things” card (“food”, “video games”, etc.). Ask the boys to guess the correct order of the top 5 things girls spend their money on and ask the girls to put in order the top 5 things boys spend their money. Have the kids holding the cards rearrange the order they are standing in based on the group’s input. When they are done, and they think they’ve got the order right, tell them the correct order. Have the kids stand holding their cards in the correct order and ask the group if they think it’s accurate for the boys/girls they know. Let the kids respond and discuss briefly. Ask the kids to return to their seats.

**Step 2:**

Next, ask youth what they most like to spend their money on. Let them respond. Ask them if there’s anything they are saving up for to spend money on in the future. In other words, what are some future expenses, or things they are excited to have/do (car, laptop, cell phone, college, mission, etc.).

**Step 3:**

Explain to youth that there’s a principle in personal finance that helps them have the things they want now and in the future. It’s called The Step-Down Principle. Explain briefly how it works (see below).

The Step-Down Principle: Imagine the most expensive way you eat a meal at the top of a staircase. Now, take a step down and imagine a slightly less expensive way to eat a meal on the next step down. Continue down the stairs until you come to the least expensive way you eat a meal. The steps would probably go something like this: eating at a restaurant, eating fast food, buying a prepackaged or frozen meal, buying a mix or box meal, and preparing your food from scratch. That is the Step-Down Principle. The idea is you consciously make the decision to take a couple steps down before spending money, which would lead you to spend less than originally planned. The money you save by stepping down can be saved and used for future purchases.

The following interactive, group activity will help illustrate how The Step-Down Principle helps us have money for items/experiences we want to enjoy now while still saving money to save for items/experiences we want in the future.

**Step 4:**

Teach the group how The Step-Down Principle applies to paying to attend a movie. Ask 5 youth to gather the 5 Step-Down Principle cards hanging up around the room and come to the front. Have them stand and hold their cards so everyone can see and ask the rest of the group to put them in order from most to least expensive. Help them if necessary. Have the kids continue to hold the cards so everyone can see while you debrief.

**Step 5:**

Debrief: Ask the youth why the Step-Down Principle is easier than simply saying “no” to something you want immediately. Talk about how they could use the Step-Down Principle with a group of friends who want to go out to a movie. Ask them about examples they can think of where they wish they had used the Step-Down Principle.

**Step 6:**

Next, break youth up into small groups of 3-5. Tell them they have 3 minutes to 1) create their own Step-Down Principle staircase of expenses for their assigned topic and 2) decide a future goal (related to college/career readiness) they are saving for with the money they save from “stepping down” their expenses. Ask each group to present what they come up with.

**Suggested Debrief Questions:**

The money you save from stepping down your spending can be used on future goals that are important to you like trade school, college, etc. You’ll still be able to spend some money now on things that are important to you. Go home and teach a parent, grandparent, older sibling, etc. what you learned about The Step-Down Principle.

**ACTIVITY 3:****Name of Activity:**

Goal Setting

<https://utah4h.org/files/Projects/leadership/Career/workshops/CareerReadinessWorkshop-Intermediates.pdf>

**Objective:**

Participation in 4-H prepares youth to succeed in college and beyond (Ratkos & Knollenberg, 2015). This activity is meant to teach 4-H youth that making big decisions about their future after high school doesn’t have to be intimidating. By taking small steps, youth can sort through the process of outlining a clear plan to achieve their future goals.

**Supplies Needed:**

- Signs (See below)
- Worksheet

**Time Allotted:**

50 Minutes

**How to Run the Activity:**

Talk to the youth in your group about their current 4-H projects to make sure they can clearly define what they are learning. Be sure to use language that encourages soft skill identification and development (Barker, Larson, & Krehbiel, 2015). Then ask them how they plan to approach their own education and careers. When you’ve received some feedback from the group, help them understand that today’s activity is going to help them understand that the skills they are learning in 4-H can be connected to a career they love in the future.

Explain that connecting your youth passion and future career is easier said than done, but this activity is going to help give them four tips that will take any intimidation out of the process. Proceed with the activity, and remind youth to try to remember each of the signs they pass along the way.

Sample Leader Script: “Right now you are all having an awesome time doing 4-H in your counties right? Who can tell me what their 4-H project is? (Ask 4-5 youth what their 4-H projects are) Great! You’re probably all in elementary and junior high school now, and eventually you will go through high school, so how many of you have thought about what you’re going to do after that? Probably being here at USU has helped you think about what will be next, and of course we hope

you choose to come to USU, but with anything you decide, you will need to have some goals of what you want to do. We hope that what you learned today is that you can take the things you love about your 4-H project, and turn them into an education and eventually a career that you will love as much you love your 4-H project. (bring in examples from what they said their projects are now, ie: livestock, horse, stem, robotics, sewing, etc.)

We understand that the first few steps out of high school can be a little intimidating. Whether you're trying to get accepted to a college, building your resume, looking for scholarships, finding a job, etc. The goal with this activity is for you to find 4 tips for making that process easier as you climb the wall. Make sure to find each one and remember it so we can talk about them later!"

When they have finished reading each sign, give them each a worksheet to help debrief what they have learned.

### **Suggested Debrief Questions:**

#### **Hands – Skills:**

Who can give me an example of a skill they have learned in 4-H? How did you learn it? Who can think of a skill that they think will help them in the future? What skills do you think you want to work on after this experience?

#### **Heart – Explore Your Options:**

Who learned something today related to their future career? What did you learn? Who learned something about planning for your education today? What did you learn? Why is it important to look at a lot of different options when you think about the future?

#### **Head – Set Short Term Goals:**

Who can tell me what a milestone is? Why is it important to write down your goals for the future? Who wants to share one of their short-term goals?

#### **Health – Set Long Term Goals:**

Who can tell me why it's important to have a Plan A and a Plan B? Who can share what they think is the most important thing to consider while planning your future? Who wants to share one of their long-term goals?

# CAMP WRAP UP

## *Application*

Finally, ask the youth how they plan to apply the things they've learned to their lives. Ask questions such as: What's the first thing you're going to do when you get home from this activity? Who are you going to talk to about your future plans?

