

UTAH 4-H



Career Readiness Workshops



CAREER READINESS For Intermediate 4-H Youth



CAREER READINESS

Introduction

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

- Signs (See below)
- Worksheet

Set Up

Find the right location for this activity to fit your club's project area. The goal is to place the different signs in areas that are somewhat difficult to find. These can be placed up a hiking trail, a rented rock wall, around an arena, different parts of a sewing lab, in Lego structures, etc.

HANDS

IDENTIFY YOUR BEST SKILLS

"Every artist was first an amateur."

-Ralph Waldo Emerson

HEART

EXPLORE YOUR OPTIONS

"Exploration is a wonderful way to open our eyes to the world, and to truly see that impossible is just a word."

-Richard Branson

HEAD

SET SHORT TERM GOALS

"Goals in writing are dreams with deadlines."

-Brian Tracy

HEALTH

SET LONG TERM GOALS

"You must have long term goals to keep you from being frustrated by short term failures."

-Charles C. Noble

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.)"

So, we also 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. Continue to "Wrap Up"

Wrap Up



Ask the youth about what they've learned from this activity. Ask them questions about each section such as:

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?

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?

Citations

Barker, B. S., Larson, K., & Krehbiel, M. (2015). Bridging Formal and Informal Learning Environments. *Journal of Extension*, 52(5). Retrieved from <https://www.joe.org/joe/2014october/iw5.php>.

Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model" <http://www.extension.iastate.edu/4H/skls.eval.htm>

Norman, M. N., & Jordan, J. C. (2016). Targeting life skills in 4-H. University of Florida. Retrieved from https://4-h.org/wp-content/uploads/2016/02/101.9_Targeting_Life_Skills.pdf.

Ratkos, J., & Knollenberg, L. (2015). College Transition Study Shows 4-H Helps Youth Prepare for and Succeed in College. *Journal of Extension*, 53(4). Retrieved from <https://joe.org/joe/2015august/a7.php>.



CAREER READINESS ACTIVITY

4-H UNIVERSITY

HANDS

IDENTIFY YOUR BEST SKILLS

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Did you know that your 4-H leaders are actually trying to teach you different life skills while you're meeting about your project area? Believe it or not, that's actually the main goal of participating in 4-H! We want you to leave 4-H prepared to take on the world. Check out the life skills wheel below to identify which skills you've already learned, and which ones you might want to work on in the future. Determining which skills are your strongest, or that you enjoy the most, will direct you toward something you'd like to study in the future.

HEART

EXPLORE YOUR OPTIONS

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Take advantage of all of the resources available from utah4h.org/careerreadiness and 4-h.org/careerreadiness to explore what education and careers match your interests and skills. Check out the different education options you are interested in by visiting them in person, and try shadowing someone for a day who works in a career that you want to explore.

Education: <https://www.usu.edu/degrees/>

Career: (resources from 4-H.org)

U.S. Department of Labor, Occupational Outlook Handbook
<https://www.bls.gov/ooh/home.htm>

Salary.com, Career Profiles Advice
<http://www.salary.com/category/career-development/career-profiles>

Simply Hired, Search All Jobs
<http://www.simplyhired.com/>

Career OneStop, Explore Careers
<http://www.careeronestop.org/ExploreCareers/ExploreCareers.aspx>

Get Me a Cool Job, Cool Job Search
<http://www.getmeacooljob.com/>

Career Builder, Find Jobs
<http://www.careerbuilder.com/>





CAREER READINESS ACTIVITY

4-H UNIVERSITY

HEAD

SET SHORT TERM GOALS

"Goals in writing are dreams with deadlines."

-Brian Tracy

Start with the end in mind, and identify what you need to achieve to secure the future you are excited about. Set milestones, important deadlines, and make sure to **WRITE DOWN** the goals you plan to achieve.



Specific Measurable Achievable Realistic Timely

Write down a few S.M.A.R.T Goals.

HEALTH

SET LONG TERM GOALS

"You must have long term goals to keep you from being frustrated by short term failures."

-Charles C. Noble

Extend your goals so that they form the type of life you plan to live. Think about how your decisions will affect your time, personal life, family planning, and location. Remember that it is a good idea to have a plan A and a plan B, and be flexible as you work toward your goals.

Goal:	Achieved by Date:

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