**Host Site Facilitator Lesson Plan**

**2017 National 4-H Volunteer e-Forum**

***“Helping 4-Hers Grow in Work and Life”***

**Thursday, December 7, 2017, 7-8:30 p.m. (ET) / 4-5:30 (Pacific)**





TO: Host Site Facilitator

Welcome to the 2017 National 4-H Volunteer e-Forum, **“**#4HGrows Through Volunteers.” Thank you for choosing to host this event on behalf of 4-H Adult and Youth Volunteers and Extension Staff in your area. We appreciate your time and efforts with helping us make this training opportunity a successful one for all of the participants! This guide provides you with details regarding the **role of the facilitator** in hosting an e-Forum session.

The e-Forum has been designed to bring together volunteers both locally and across the country. Participants should meet in small groups in local sites and will connect to a virtual seminar along with other volunteers across the country. Virtual seminars will be facilitated by volunteer specialists, other Extension professionals, and volunteers, while local sites will be coordinated by 4-H program paid and/or volunteer staff. At each level, staff will be responsible for leading activities and supporting the learning and development of 4-H volunteers. This **e-Forum Host Site Facilitator Lesson Plan** is meant to help you lead the activities that will happen locally as well as provide instructions in a worse-case scenario where technology fails. While we do not anticipate that happening, it is possible, and we would like local sites to be able to continue the program, even if Internet connection is lost.

The 2017 e-Forum will include three (3) sessions. Please note that we encourage you to pre-register your site in order to allow us to more easily communicate with you in the event of any last-minute changes; however, pre-registration is not required to participate. Please refer to the **2017 e-Forum Host Site Facilitator Logistics Guide** for further details regarding registering your site to host the session and for connection details. Here is the schedule for the e-Forum sessions:

**Cultivating an Environment for Growing True Leaders**

* + - * Thursday, October 5, 2017, 7:00 – 8:30 PM (ET)

**“STEM”ming Into Animal Science, Growing True Leaders**

* + - * Thursday, November 2, 2017, 7:00 – 8:30 PM (ET)

**Helping 4-H’ers Grow in Life & Work**

* + - * Thursday, December 7, 2017, 7:00 – 8:30 PM (ET)

The live broadcast for each session is scheduled to last for 90 minutes. We recommend that you begin the on-site session 30 minutes earlier to allow for some introductions and on-site activities. Thank you for your interest and participation!

Sincerely,

National 4-H Volunteer e-Forum Steering Committee

**Welcome to Session 3 of the National 4-H Volunteer e-Forum!**

The title of this e-Forum session is *“Helping 4-H’ers Grow in Life and Work”* and includes the following design team members:

* **Design team:** Alvarez Dixon, University of Illinois Extension 4-H; Jason Hausler, University of Wisconsin-Extension Area Director; Marilyn Lesmeister, Oregon State University Extension 4-H, Mitchell Mason, University of Maine Extension 4-H; and JoLynn Miller, University of California Extension 4-H
* **Steering Committee Liaison**: Marilyn Lesmeister, Oregon State University

**Session Description:** In 4-H, all youth can explore their future. Club meetings, events, camps, and after-school programs are places to develop life skills and expand their interests through 4-H. During this session volunteers will share ideas, receive resources, and see a variety of successful programs that help youth focus on life-long learning, workforce readiness, and career exploration. Caring adults can help all young people make decisions and create their own positive future.

**Supply List**

The following supplies will be needed at your host site for this session.

***Host Site Facilitators: Remember to test your equipment and connections prior to the session. See the instructions provided on page 3 of the Host Site Facilitator Logistics Guide.***

**General Supplies:**

* LCD Projector
* Laptop/personal Computer
* Speakers for audio (do NOT rely on laptop speakers; they will not be loud enough)
* Internet connection (wired, high-speed network connection preferred) System requirements are available at: <https://event.on24.com/view/help/sysreq.html>
* Extension cord/power strip
* Separate laptop, tablet, or other device with Internet connection for participants to complete the online Qualtrics survey at the end of the program (optional) - Link for participant survey:<http://tinyurl.com/2017Dec-e-forum>; link for the demographic survey:<http://tinyurl.com/2017-e-forum-demo>.
* Sign in sheet to record attendance
* Name tags
* Writing utensils (pencils or pens)
* Paper for participants for activities and to take notes
* Refreshments (optional) \*Invite teens or volunteers to bring a “potluck” of healthy snacks to share. (And, list 3 careers related to getting that snack to the volunteer e-Forum session today.)

**Supplies for Session Activities**

***Pre-Session***

* 3 to 5 pages of newsprint on the wall or laying on tables
* Markers for the group (approximately 1 marker for every 2 participants)

***During Session***

* Paper for each participant
* Pen or pencil

**Materials to Download and Copy**

* “My Success Plan” by Alvarez Dixon (slide #23)
* 1 page, including “Row of Trees” puzzle, available on this Dec. 7 e-Forum website; or p. 15 of the 4-H curriculum, “Workforce Readiness: Get in the Act” Helper’s Guide. Place several copies of this page on each table for use immediately following the BREAK. (slide #27)

**Supplies for Evaluation**

* Internet access
* Extra computers, tablets or other devices ready to connect to Qualtrics survey
* Paper copies

**On-Site Welcome Activity (Begin activity as soon as someone arrives. Plan to wrap up the activity a few minutes prior to the start of the e-Forum.)**

**Goal:**  Get acquainted

**Do the Activity:** As participants arrive, ask them to use the newsprint (on the wall or on the tables) to write down **all of the jobs or careers** they have had over their lifetime! It can be fun to be specific. (Start the activity by writing your own list on a piece of newsprint.) It is OK to generalize too. Encourage everyone to write at least one work experience they have had…even if they did not receive pay for it.

**Reflection:** If there is time, one Site Facilitator could engage participants in conversation, “What did you learn in that job/career?” “What made it a great career?” “What part of the job did you NOT enjoy? Why?”

**Application:** How might you use this activity in your 4-H club? What would you adapt to make it appropriate for your 4-H group?

**FACILITATOR NOTES:** Consider putting a heading on each of 3-5 pages of newsprint, “List all the jobs/careers you have had in your lifetime!” And, print all of the Reflection and Application questions on one sheet of newsprint, to encourage conversation.

A few minutes before the start time, please help the group find their seats and get ready for the start of the e-Forum.

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| **Slide Number** | **Presenter Script** | **Action Needed** (note that actions of local host site facilitators will be in **BOLD;** actions of online presenters will be in *ITALICS)* |
| **None (pre- session activity)** | **None** | **Host Site Facilitators:**  **Please READ: “Welcome to the National 4-H Volunteer e-Forum! This is the last of the three sessions that includes youth and adults from across the United States. We are excited that you have chosen to join us! You’ll learn from Extension professionals, volunteers and teens who will be joining us virtually. And, you’ll have the chance to interact with one another on site and even share ideas with volunteers at other sites across the country. Before we join the national broadcast, we have an activity to help us get to know each other a bit better and to introduce this evening’s topic.”** |
| **None (pre- session activity)** | **None** | **Host Site Facilitators:**  **Instructions: Place newsprint on walls or on tables around the rooms. Place several markers at each sheet. (Plan 1 sheet of newsprint for every 7 people you expect in the room.)**  **Provide the following Instructions to Participants:**  **“On one of the newsprint sheets around the room, please write all of the ‘jobs’ you have had in your lifetime…yes from your earliest memory! Tonight we are discussing life and work, so have fun listing specific jobs you have had – no matter what salary or product you received in return for the work you did. Put a STAR next to the most unusual or most interesting one.”**  **Continue with reflection and application. Refer back to page 5 for possible questions to use.**  **(Type some of your examples into the webinar chat box!)** |
| **#1**  **30 sec** | **MARILYN** - Welcome to the 2017 National 4-H Volunteer e-Forum, “#4HGrows Through Volunteers.” We are excited that you have joined us from one of the host sites located across the country!  You will have the opportunity this evening to interact with volunteers,  teens and staff in person and virtually. And, you will gain some new knowledge and tips that will help you work with your 4-H members at home.  As you see at the bottom of this slide, the National 4-H Volunteer e-Forum is on Social Media. We encourage you to post photos of your site on the 4HeForum pages, using the #4HeForum and #4HGrows. Thanks for sharing! |  |
| **#2**  **1 min** | **MARILYN -** Tonight’s session is “Helping 4-Hers Grow in Life and Work.” 4-H can help young people experience and master many valuable skills. While they learn specific skills, we can be even more intentional about helping them think and plan for their future. Involvement in 4-H is a great time for every youth to gain confidence in planning for one’s positive future that may include attending college, trade school or internships, developing their resume’ through service and volunteering.  This session will help us focus on ways that 4-H can better prepare youth for their lives and the world of work and careers. Many 4-H clubs are approaching this topic. Some volunteers are doing a great job bringing this topic to the 4-H club program. Many 4-H volunteers are asking for more information and ideas. |  |
| **#3**  **45 sec** | **MARILYN -** Good Evening. I’m Marilyn Lesmeister, talking with you from Oregon State University. It is just 4:00 pm here on the Pacific Coast – earlier than many of you on the continental United States, but later than Alaska and Hawaii, and our 4-H friends on the Pacific Islands. My co-host for the evening is JoLynn Miller from California who will be joining us after the break.  As a pre-session activity, participants across the country were listing the many jobs they have had throughout their lifetime! As you can see in the chat box, there were great examples of fun, interesting, and unusual jobs! This could be a great activity for families to do at a club or county 4-H event. |  |
| **# 4**  **1 min** | **MARILYN -** Before we get started, we want to offer special thanks and words of appreciation to both National 4-H Council and 4-H National Headquarters for their support of the National 4-H Volunteer e-Forum.  National 4-H Council has invited us to use their ON24 technology platform to lead three 4-H Volunteer e-Forum sessions. And, we are able to host the resources on the 4-h.org website, managed by the National 4-H Council.  Doug Swanson, Program Leader at 4-H National Headquarters, has been instrumental in facilitating our discussions with National 4-H Council and also is serving as our producer for the e-Forum sessions in the ON24 platform.  Doug, we thank you for your support! |  |
| **# 5**  **15 sec** | **MARILYN -** Our objectives for participants of this e-Forum session include:  1. Understanding definitions and making connections between career exploration, workforce readiness, 4-H, and life-long learning.  2. Learning how to help youth see their positive future and engage in career exploration at every age. |  |
| **# 6**  **15 sec** | **MARILYN:** Third, is to see examples of how others intentionally plan learning experiences for youth to create their own future.  And #4 is to help participants today, think about the importance of cultural relevance when engaging all youth in career development. |  |
| **# 7**  **15 sec** | **MARILYN -** Our presenters, joining us live this evening are…Alvarez Dixon from the University of Illinois and Mario Magana from Oregon State University. |  |
| **# 8**  **15 sec**  **+ 1 min** | **MARILYN** – To begin thinking about life and work, let’s consider the headsets that you see here. In just one minute, on your own, make a list of careers that are involved or connected to these headsets.  ACTIVITY: 1 minute | **Host Site Facilitators:**  **Provide paper and pencils for each person.**  **Repeat the question, as needed: “On your own, list all the careers that are related or connected to these headsets.”** |
| **# 9**  **10 sec**  **+ 2 min** | **MARILYN –** Now let’s expand our thinking! With the person next to you, take 2 more minutes to add to your lists. How many more jobs and careers are related to this technology?  ACTIVITY: 2 minutes | **Host Site Facilitators:**  **Repeat instruction as needed: “In pairs, add to your lists. How many more jobs and careers are related to this technology?”**  **Help track time. Give participants a 15 second warning before the 2 minute conclusion.** |
| **# 10**  **45 sec** | **MARILYN** - How many ideas did you list? 5? 10? 20? Did you think of careers in research and sales of these items? Did you consider a career as a medical professional in speech or hearing? Or even careers in the recycling industry?  This is an activity you can do with 4-H members too. Youth of all ages are likely to list many careers associated with these products. Be ready to be surprised!  Beginning 4-H members may be able to answer questions, like: “How do you think headphones are made?” After a short list, ask, “If you could choose, which of these jobs would you most like to do? Why?” “Which of these jobs would you least like to do? Why?” |  |
| **# 11**  **2 min** | **MARILYN -** There are lots of ways to find inspiration among 4-Her alumni. Here, we will hear from Peggy Whitson as she introduces a collaborative initiative between NASA and 4-H designed to take youth through various educational expeditions that will help them learn and practice skills that can be applied in almost every aspect of life.  VIDEO – “4-H and NASA- Expeditionary Skills for Life” (1 minute) | **Webinar Producer:**  **Play Video (1 minute)**  [**https://youtu.be/BLat2IyD08g**](https://youtu.be/BLat2IyD08g) |
| **# 12**  **30 sec** | **MARILYN –** What a great resource. This series would be a great to share with 4-H youth! It is the first of five videos that explore life skills.  Now, I am going to hand the platform to ALVAREZ DIXON, who is a 4-H staff member at the University of Illinois. Alvarez will share valuable insight about what employers think about, and what they need from the workforce. This research and model he is sharing are very helpful to set the stage for us to “Help 4-H’ers Grow in Life & Work.” Alvarez… |  |
| **# 13**  **2 min, 30 sec** | **ALVAREZ -** Hello everyone.  By now we’ve all heard rumors of how worried employers are across the country about the emerging workforce in America. We’ve heard talk about a gap between the skills young workers are bringing to the table and the skills employers say they need.  In some cases, the problem is that there aren’t enough highly trained people to fill high-tech positions in emerging industries. This is what I call “hard skills” gap and it’s largely the issue that our schools and colleges are working on. It’s a difficult one to solve though, because the way we do public education in this country is slow to change and seems only to be successful for a shrinking segment of learners in America.  One out of every four high school seniors in America are underprepared for life after high school. And one third of all college freshman have to take a remedial course before getting to the college level work.  Add to this the climate of our current society where our girls and historical minorities seem to be discouraged from science, engineering, and technology fields. And by creating separate disciplines and valuing specialization at early ages we’ve effectively bored young learners to death and prevented many from seeing, for example the science of agriculture, the art of chemistry, and the human center of engineering design.  The result is that forty three (43%) percent of high school dropouts in this country do so because they are bored and disengaged. |  |
| **#14**  **2 min** | **ALVAREZ** - So that’s the “hard skills” gap. The reality is that there are three other skill gaps that young learners face on their journey toward career success: they include the life skills gap, the learning skills gap, and the literacy skills gap.  Each of these skill gaps represent a collection of abilities, knowledge, and awareness that are not just helpful to get and keep a job, but are also essential skills for upward mobility in nearly any career and are the key ingredients for small business success.  In 4-H, we’re not in competition with schools so I’m not proposing that we do their job. But our position in communities and access to learners and their families outside of the school day can act as an insulation for the readiness pipeline. We can, and do, make learning the hard skills relevant and fun. |  |
| **#15**  **2 min** | **ALVAREZ** - So let’s take a closer look at these 21st Century Learning Skills. The first set are what we call life skills. While there are tons of skills that are necessary to live a productive life, a collection of employers and educators came together to identify those that are key to success in the workplace. Take a minute to mark which of the skills listed on this slide would be identified as 21st Century Life Skills?  Answer: B,C,D  The life skills set contain skills related to self management, resiliency or grit, emotional intelligence, and prosocial behavior. Coping with failure, managing time, and managing emotions during conflict are all what we might think of when considering life skills. These skills are key to being “likeable” on the job and can often make the difference when being considered for promotion or termination.  I like to say that they’re not the skills that will get you hired, but if you don’t have them they are the skills that can get you fired. |  |
| **#16**  **2 min** | **ALVAREZ** - Now you may or may not have heard of the set of skills called the 4-C’s but I’m sure you’ll know them when you see them. Which of the following skills are NOT one of the 4-C’s?  Answer: C  The learning skills set are sometimes called the 4-C’s. The first two C’s are critical thinking and creativity which are essential skills used in any form of problem solving. These abilities when combined with knowledge of a topic are often what separate entry level employees from those who are given decision-making authority and responsibility for entire projects.  The second two C’s, communication and collaboration are focused on the learner's ability to work with other people. In the workplace team leaders and project managers rely on these skills. |  |
| **#17**  **2 min** | **ALVAREZ** - Last question. When we think of literacy, back in the day we were talking about being able to read or write in a language. Lately, you may have heard the phrase “media literacy” being thrown around. Truly, when it comes to helping 4-H members get ready for life as successful adults, there are multiple dimensions in which we want them to gain literacy. But what does it really mean to be “literate?” Which of the these abilities are required for literacy?  Answer: D  The last skill set is literacy skills that center around the ability to appropriately use, think critically about, and thoughtfully create information, forms of media, and technology. These are the high level skills that make our members competitive in the workplace and stand out from the crowd. |  |
| **#18**  **1 min** | **ALVAREZ -** These 21st Century Learning Skills combined with the hard skills youth learn in school make up the building blocks of what it means to be ready for success in education beyond high school or a career they can grow in. So now let’s take a look at what we can do to help 4-H members build these skills. |  |
| **# 19**  **30 sec** | **ALVAREZ –** So what does all this mean for you the 4-H volunteer?  First, you should be happy to know that the structure and function of the 4-H program is naturally positioned to help learners overcome each of the skill gaps. So relax a bit because what you will learn today will either reinforce what you are already doing, or give you tools and strategies that, with a little practice, will flow seamlessly into the 4-H experience.  In a nutshell, in our role as volunteers we can support career readiness in three ways: practice skills in real world settings, explore careers, and build a career readiness plan. |  |
| **# 20**  **4 min** | **ALVAREZ –** First, we can create environments and opportunities for learner to practice skills in real world settings. Like the way compound movements build strength more efficiently than focusing on the movement of a single muscle, we can accomplish more in less time when we combine skills to practice. We don’t have to draw attention to each skill for the skills to actually grow.  One of the best ways to do this is to expose learners to ill-structured problems. Ill-structured problems are problems that are not simple to solve and where there are several possible solutions, some of which have consequences that learners must weigh against the good they are trying to achieve.  Here’s one example: a robotics club decided it needed to raise funds for expensive equipment. They also learned that they can earn an award for community engagement and making a positive impact. They set a goal to accomplish both by hosting a summer camp for kids to learn how to build and program robots. After consulting with me to help plan their camp, they discover an ill-structured problem: a) what to charge participants for the camp in order to meet the financial goal of making money; and b) how to set a price that doesn’t turn away participants who might have trouble affording the camp but who would benefit the most from the experience. To be sure, there are other issues they will need to tackle such as facilities, staffing, and the capacity of their camp.  As the adult working with this group, it is tempting to suggest solutions or even to simply fix some of the problems by handling issues behind the scenes. The beauty is that by allowing the planners to wrestle with the problems, and feel the frustration and growing anxiety of a fast approaching deadline, we can create an environment where the learners practice several of the skills mentioned earlier without me even drawing attention to them. |  |
| **# 21**  **1 min** | **ALVAREZ -** Second, we can look for opportunities to help learners explore careers related to their projects or an issue they care about.  We can:  \*Suggest an interview with a local professional.  \*Invite a business owner to a club meeting to discuss what it’s like to be in charge of hiring, firing, and overhead.  \*Arrange a tour of a nearby facility of the largest or most obscure employer in the area.  \*Select a local service or product provider in your area and help learners count the number of job titles that are involved with providing it to the customer. |  |
| **# 22**  **4 min** | **ACTIVITY:** Think about your club now. Take just 3 minutes and write down at least one idea you have heard, or thought about, that you’d like to incorporate into a 4-H club meeting. Please share an idea from your site in the chat box.  Welcome Back. You’ve identified several outstanding ideas that can be incorporated into 4-H Club meetings! (List a few of the highlights.) | **Host Site Facilitator**  **As needed, repeat the instruction: “On your own, write down at least one idea you’d like to add into a club meeting.”**  **Monitor the time and give a 30 sec warning before end of activity.** |
| **# 23**  **8 min** | **ALVAREZ –** You can continue to add to your list of ideas throughout this webinar.  To help 4-H youth prepare for life and work, we’ve talked about (1) creating opportunities to practice skills in the real world, and (2) looking for opportunities to explore careers.  Lastly, in 4-H, we can help youth develop a plan to guide their journey. An example planning sheet that I use for myself and with learners looks like this. So that you have an idea of what it feels like to do this with a learner I’ve included this planning form as a handout that you fill in as I go over it. It asks five questions:  1. What do I want to do/be in life? This answer should be specific but be careful not to prejudge it as “unrealistic” or “too big a dream.” Do not destroy the dream of a learner who wants to be a pro ball player or a performer! Let the process play out. If there is money involved chose a specific amount. (“Rich” is not an acceptable answer. “Net worth of $1.2 million” is better.)  2. By when do I need to get it? / Do it? / Become it? Set a date.  3. Why do I need it? This question establishes motivation. This question allows learners to consider their reasons for the goals they set. Are their goals influenced by other people, past experiences, or something else entirely?  4. What am I willing to “give,” in order to achieve it? This question must be answered honestly, and thought through, to describe what the learner can actually give. Answers that rely on someone else, or an outside circumstance, are not acceptable answers. We cannot “give” what we do not have. What we “give” can be effort, attention, and/or time.  5. What’s the one thing I can do this year/semester/month/week/day – that by doing it, everything else is easier? This question forces us to consider real actions. It also creates the roadmap we can follow to achieve what we desire, and focus on what matters instead of on distractions. | **Host Site Facilitators:**  **Distribute handout, “My Success Plan”** |
| **# 24**  **35 sec** | **MARILYN –** Thank you, Alvarez!  You have provided a map for our 2017 journey on the path to helping 4-H’ers prepare for life and work has begun.  Next, we are going to see an example of 4-H members getting to know a young businessman in their community. We’re going to see 4-H’ers working as a team to conduct an interview, as Alvarez has suggested. |  |
| **# 25**  **VIDEO**  **3 mins** | **VIDEO –** “The Bankery, ”University of Maine Extension 4-H  MARILYN – The video provided a great example of 4-H using ideas that Alvarez talked about too. | **Webinar Producer:**  **Play the VIDEO, “The Bankery”**  <https://www.youtube.com/watch?v=BMTQWuCh-qg> |
| **# 26**  **10 min** | **MARILYN –**  Now, it’s intermission time!  As a reminder, while you’re on break, why not post a photo from your site on the National 4-H Volunteer e-Forum social media page?  We will begin again in 10 minutes. |  |
| **# 27**  **15 sec**  **+ 2 min** | **JOLYNN –** Welcome back! I’m JoLynn Miller, from the University of California Extension.  As Alvarez talked about before the break, employers want to hire people who can solve problems! See the 1 page copy on your table in the room. Can you solve the puzzle, “Rows of Trees” that is printed in the BOX in the center of the page? Work on your own, or with others, for just two (2) minutes. When you find an answer, just type into the CHAT BOX. | **Host Site Facilitator: Distribute/Refer to (1 page) copies on each table, “Puzzle 1, Rows of Trees.”**  **Help people enter an answer into the CHAT BOX.**  **After 1 ½ minutes, announce a 30 second warning.** |

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| **# 28**  **15 sec** | **JOLYNN –** The answer is: The trees should be planted in the shape of a STAR! Along each of 5 straight lines, 4 trees will be planted. This would be a great activity to do with your 4-H youth. |  |
| **# 29**  **30 sec** | **JOLYNN –** Now welcome our next presenter, Mario Magana. Mario is an Associate Professor at Oregon State University. He is 4-H Outreach Specialist.  Welcome Mario.  **MARIO –** Thank you, JoLynn.  Hello. Greetings to everyone who is watching or listening. I am talking with you today about why underrepresented populations often need 4-H programs to be designed in new ways. Programs that meet the specific needs of youth from a variety of backgrounds will help these youth explore careers from their unique perspectives. |  |
| **# 30**  **45 sec** | **MARIO** - Many underserved youth, like Latino youth in Oregon, have limitations, such as the ones you see on the screen. These young people are not likely to have support at home for doing homework and keeping up their grades. They may not have opportunities for after-school learning activities or practicing leadership. They may not have knowledge of job options, an understanding of how to pursue college, transportation, or the funds to go to college. These limitations are so real in many of their lives. |  |
| **# 31**  **20 sec** | **MARIO -** Most of our audiences in Oregon are from low educated, low-income families from rural communities in Mexico. Even if they have all sorts of limitations, they have a ‘hard-work’ ethic and high expectations for their children. Unfortunately, they do not speak English well, so youth cannot learn needed skills at home. |  |
| **# 32**  **1 min** | **MARIO -** Do we really want to reach and engage underserved populations in 4-H? If yes, we need to provide learning opportunities that are relevant and affordable for those families. A family who struggles to pay for food and rent is not likely to think about joining 4-H and enrolling in projects that are too expensive or irrelevant to their daily needs.  But that same family will support their children in ways that help them get good grades, become familiar with applying for scholarships, selecting a college, providing time to explore careers and talking with role models who can be mentors and references for them. This is what it means for 4-H programs to be planned in ways that are relevant to Latino youth. Latino parents want them to become part of a valuable workforce. |  |
| **# 33**  **45 sec** | **MARIO –** So our 4-H programs focus on these program goals. Whether the program is a summer camp, or one of the three (3) weekend retreats called Outreach Leadership Institutes or OLI for short. Young people are practicing English, gaining confidence, practicing leadership, consistently challenged to think about their future, and gaining experience to add to their resume and college scholarship applications. |  |
| **# 34**  **45 sec** | **MARIO -** Like all 4-H programs, Outreach programs use fun, “learning-by-doing” strategies. Then, we focus on 4-H programming that will help families support their children in reaching their personal dreams. We plan programs that respond to the parent who says, “Make sure my children do not end up in low paying, backbreaking, dirty jobs.” By providing programs with teachers and role models, who understand their culture, the learning becomes relevant. |  |
| **# 35**  **50 sec** | **MARIO -** Diverse role models are recruited to inspire and engage young people in 4-H Outreach programs. Older youth, as shown in the examples on this slide, are great role models for younger 4-H participants. And professionals from various cultural backgrounds are important teachers and mentors. Trust develops when caring adults stop to talk and listen. Trust is particularly important to underserved youth I work with. It is a necessary ingredient in Outreach programming. To participate, a family needs to feel that others in 4-H value their children as much as they do. Trust develops when families have the opportunity to meet, talk and develop a relationship with 4-H volunteers or staff. This takes a little time, but it has huge rewards.  So even if they can overcome all other limitations, families are not likely to participate if they don’t experience the beginning of a trusting relationship. |  |
| **# 36**  **40 sec** | **MARIO -** The good news is that you do not need to be an expert in everything. And you cannot bring all the resources to a program yourself. Here are examples of partners for Oregon 4-H Outreach programs. You can ask for help. Ask agencies and organizations to be your partners. Look outside your club, and beyond your county, to find non-traditional partners. Partnerships are very, very helpful because they bring cultural relevance to an Outreach program, professional role-models, and connect 4-H to even more partners. |  |
| **# 37**  **40 sec** | **Mario -** After more than 10 years, we have many examples of impact in our 4-H Outreach Programs. Young people have been able to explore careers through annual summer camps, weekend Institutes and campus visits. The Oregon Outreach Leadership Institute prepares young people to be public speakers, leaders, camp counselors and college students! As a result, the Gates Foundation has provided 10 students with scholarships for full tuition and living expenses for any college degree of their dreams. We are very proud of these opportunities that have resulted from 4-H programming. |  |
| **# 38**  **15 sec**  **+15 sec** | **MARIO –** I am happy to share successful programs that reach many Latino youth in Oregon. When programs are designed to address the needs of the youth in your community, then 4-H can prepare all youth to be skilled leaders for a big world!  **JOLYNN –** Thank you Mario for sharing your philosophy and examples of successful programming with groups who haven’t always had the benefit of 4-H as they prepare for life and work. The University of Missouri has another example to share. Let’s watch it now. |  |
| **# 39**  **2 min** | **Slide of VIDEO**  **JOLYNN -** What a powerful example of how we can help impact youth! | **Webinar Producer:**  **Play Video, “Youth Futures” (2 min video)**  <http://4h.missouri.edu/youth-futures/main> |
| **# 40**  **45 sec** | **JOLYNN -** Since the break, we have seen specific examples of programs that reach out to youth in the Latino and African American community. Here are several other examples of groups who may have special needs for 4-H to consider when planning workforce preparation and career development programs. Consider Hmong youth who need to keep the support of community leaders, or those who need to help their family learn about their new community, or youth in rural poverty who need transportation, or inner city youth who need to build a portfolio for college or work. |  |
| **# 41**  **30 sec**  **+ 3 min** | **JOLYNN -** There are other groups or neighborhoods who are currently NOT served by the 4-H program.  WHO are those individuals or groups in your county or community? Take the next two (2) minutes to talk about who is NOT being served by 4-H programs. Add your responses to the CHAT BOX. | **Host Site Facilitators**:  **Help post responses. After 1 ½ minutes, announce a 30 sec warning to share and post ideas.** |
| **# 42**  **5 min** | **JOLYNN -** It is important for us to be culturally relevant when we are creating workforce preparation programming in 4-H. To become culturally relevant, find a guide, ask basic and important questions, listen and learn.  Now, let’s talk about ways 4-H can create programming that is culturally relevant.  Using the tips on this slide and the examples from previous slides, work with someone near you. Take about five (5) minutes to come up with ways to be culturally relevant when creating programming in your club and community. Think about what you already know about those groups or cultures. What else do you need to learn to plan effective programming for career exploration and workforce preparation?  Jot down ideas and post them onto the Group Chat.  Welcome back. Thank you for contributing to important thinking across the country. Ideas that are shared today can help 4-H reach new, underserved youth. | **Host Site Facilitator:**  **Assist in posting ideas to the CHAT BOX.**  **Help** **track time. After 4 minutes, give a 1-minute warning before the conclusion of the discussion and posting ideas.** |
| **# 43**  **10 sec** | **JOLYNN -** And now we have the privilege to hear from a Wisconsin 4-H alum and his mentor. We are welcoming Jack Henning, 4-H Alum, and his mentor, Robin Barnhardt by video. |  |
| **# 44**  **8 min**  **30 sec** | **JOLYNN –** Thank you Jake and Robin! Your 4-H relationship is another success story for us to consider as we prepare 4-Hers for life and work. Robin is a role model for all 4-H volunteers today! This video will be available for participants to download and share with other 4-H volunteers in their state. | **Webinar Producer:**  **Play Wisconsin Video (8 min)**  [**https://youtu.be/\_JRmWd7jAOg**](https://youtu.be/_JRmWd7jAOg) |
| **# 45**  **1 min**  **30 sec** | **JOLYNN -** We have discussed some incredible 4-H projects and activities that are being created to help young people prepare for adulthood. It might seem overwhelming for a 4-H volunteer to consider all of the possible activities and opportunities you can create for 4-H’ers!  Let’s remember though that most 4-H programs already have some existing opportunities for young people to explore careers. Before creating new activities from scratch, ask yourself what is already happening in your county every year that your 4-H youth can attend? What is happening on the regional level or state level?  Whether it is an overnight visit to the land-grant university, a career day at the county level, or a workshop to learn how to market your 4-H auction animal, many 4-H events already exist to help prepare young people to think about work, jobs, and careers.If you are not sure of the opportunities available in your area, contact your Extension office to get ideas. Look on the county Extension website and find 4-H newsletters that talk about 4-H events.  Think about what you can say to encourage and motivate youth to attend an existing event. You can prepare them to think about careers when they are in new places. What can you say to help alleviate their fears or anxiety of attending an event? Are there financial, cultural or logistical barriers for your 4-H youth to attend existing 4-H events? Help them address this problem to solve.   And, don’t hesitate to contact your Extension office or talk to experienced 4-H volunteers for ideas or information! |  |
| **# 46**  **15 sec** | **JOLYNN –** If you haven’t explored “Shop 4-H” (formerly the National 4-H Mall), you will find these examples of curriculum to support workforce and career development. Note that Kentucky and Ohio have curriculum posted on their 4-H websites too**.** |  |
| **# 47**  **20 sec** | **JOLYNN** - In fact, all resources referenced in the e-Forum sessions will be available on the 2017 National 4-H Volunteer e-Forum Website as shown on the slide. Please note that the first time you visit this site, you can create a personal account to allow you to access the materials. You are welcome to access these resources and share them widely! | **Host Site Facilitators:**  **Distribute the Resource List to the participants** |
| **# 48**  **30 sec** | **JOLYNN-** All references used tonight are listed on the slide. We thank each of these authors and teams for the work they have done! |  |
| **# 48**  **40 sec** | **JOLYNN -** As we wrap up our time together tonight, I want to remind each of you to take a few minutes to fill out our e-Forum survey. Your evaluation information is important to us. This is the first national e-Forum we have organized. Your feedback will help assess if we have met our objectives and determine if future e-Forums will be offered. Your site facilitators will have paper copies and/or a link for you to complete the survey with a computer, tablet, or your smart phone. We are interested in hearing your feedback about tonight’s e-Forum session and we want to know what you learned from the session. | **Host Site Facilitator: Provide participants with access to the survey by having a laptop or tablet in the meeting space at the end of the session. Be sure to place the device(s) in a private location so participants feel comfortable and free to answer questions confidentially. Participants can use their smart phones and/or you can provide paper copies. Please note, if you use paper copies, please collect and input the evaluation data in Qualtrics (**[**http://tinyurl.com/2017Dec-e-forum**](http://tinyurl.com/2017Dec-e-forum)**) within one week of the session. A separate survey is provided to enter demographic data from your site:** [**http://tinyurl.com/2017-e-forum-demo**](http://tinyurl.com/2017-e-forum-demo)**.** |
| **# 49**  **10 sec** | **JOLYNN -** Special thanks to the team of Extension staff from across the country who worked together to prepare and deliver tonight’s session. And, a special thanks to the Host Site Facilitators in local communities. |  |
| **# 50**  **10 sec** | **JOLYNN** **-** We hope you have enjoyed one or more of the three sessions aired as part of the first national 4-H Volunteer e-Forum.  We are very glad you joined us. Good Night. |  |

***Thank you, Host Site Facilitators, for your help with the 2017 National 4-H Volunteer e-Forum!***