4-HTECH
CHANGEMAKERS

GUIDEBOOK: 2021 EDITION

UNIVERSITY OF GEORGIA EXTENSION | 4-H | NATIONAL 4-H COUNCIL | LAND O'LAKES, INC. | Microsoft | TRACTOR SUPPLY CO TractorSupply.com | verizon✓

TABLE OF CONTENTS

INTRODUCTION

Inequitable access to reliable Internet connectivity and a lack of digital skills are contributing to a growing opportunity gap in areas like education, employment, healthcare, social fulfillment and entrepreneurship, with rural communities and communities of color being most affected.

4-H Tech Changemakers puts teens at the forefront of increasing digital inclusion in their communities through collaboration with corporate partners, local elected officials, nonprofits, educators and businesses.

These teen leaders – 4-H Tech Changemakers – explore the impact of the digital divide in their communities, learn high value digital skills, and provide adults in underserved populations with the tools to find additional opportunities for employment through expanded access to digital skills training.

Our approach positively impacts communities – both by helping adults find greater opportunities for employment, as well as by empowering teens with employability and leadership skills that will serve them well throughout their lives.

The purpose of this guidebook is to provide best practices for adult-youth partnerships in implementing 4-H Tech Changemakers in local communities. This Guidebook provides Extension/4-H educators, volunteers and teen leaders with the information needed to plan, implement and evaluate a local 4-H Tech Changemakers program using the "teens as teachers" model for experiential learning.

Guidebook Development Team

Lead Author
Kasey Bozeman, *University of Georgia*

Contributors
Denise Phelps, *National 4-H Council*
Janet Golden, *National 4-H Council*

Reviewers
Gracie Kuyrkendall, *University of Georgia*
Cheryl Poppell, *University of Georgia*

PLANNING **CHECKLIST**

This guidebook includes step-by-step instructions to plan and implement a 4-H Tech Changemakers program in your county. The Guidebook is not a comprehensive curriculum; rather, it provides background information and suggestions for training that are relevant to this program. You are encouraged to use additional resources that will be beneficial to your local programming efforts.

4-H Tech Changemaker resources, including this guidebook, lessons posted on 4-H.org, and other credible, research-based sources can be used as references throughout the entire program.

Use the below section for a quick overview and checklist of the different steps that go into creating an impactful 4-H Tech Changemakers project. Each section here corresponds to the Plan of Action sections, which provide more detail on how to lead your youth and adult team through each stage.

STEP 1   **Form your 4-H Tech Changemakers Team** (see page 3)

This section will teach you all about recruiting the right youth and adult leaders to participate in the program. In this step you will complete the following:

- ❏   Select the adult leaders who will support the 4-H Tech Changemakers.
- ❏   Recruit teens to be 4-H Tech Changemakers.
- ❏   Register any new 4-H youth with your state membership program.

STEP 2 Foundational Knowledge and Teamwork (see page 5)

This section will introduce you to the resources you will need to get your teen and adult participants informed about the program through a series of county-level trainings. 4-H Tech Changemakers learn about the project; develop unity and a sense of belonging; set personal goals; and learn about digital inclusion, the digital divide and broadband technology.

- ❏ Watch online video, **What is 4-H Tech Changemakers?** and discuss with the team.
- ❏ Conduct a team-building exercise.
- ❏ Have teens identify their personal goals and strengths related to this project.
- ❏ Explain the purpose of the 4-H Tech Changemakers project.
- ❏ Describe digital inclusion, digital literacy and broadband technology.

STEP 3 Community-focused Research (see page 8)

4-H Tech Changemakers learn about their community in the context of economic mobility and workforce development.

- ❏ Watch online videos, **Four Steps for Planning Your Project**, and **Building Effective Community Partnerships** and discuss with the team.
- ❏ Explain economic mobility and workforce development.
- ❏ Conduct a needs assessment to learn more about the local community.
- ❏ Identify potential partners for the 4-H Tech Changemakers program.
- ❏ Create a 500 word or less situation statement about the community's needs.

STEP 4 Workshop Planning (see page 12)

4-H Tech Changemakers start planning a workshop and practice teaching adult digital literacy workshops.

- ❏ Watch online video, **Creating a Great Digital Skills Workshop** and discuss with the team.
- ❏ Review grab-and-go lessons.
- ❏ Identify the SCHEME (space, cash, helpers, equipment, materials and expertise) related to the project.
- ❏ Recruit adult participants.
- ❏ Assess prior knowledge of adult participants (if possible).
- ❏ Identify key considerations before holding the workshop.
- ❏ Watch online video, **Telling People About Your Project in 30 Seconds or Less** and discuss with the team.
- ❏ Practice teaching grab-and-go lessons.

STEP 5 Host Workshop Sessions (see page 17)

This section is all about putting your ideas into action! In this section you will complete the following:

- ❏ Host a workshop! Review successful teaching strategies during the workshop as well as follow-up activities.
- ❏ Document workshop outcomes by having participants take a survey.
- ❏ Submit participant survey data to National 4-H Council.

STEP 6 Reflect and Share Your Successes (see page 20)

After teaching a workshop, you will need to allocate time to reflect on the team's successes. In this step you will complete the following:

- ❏ Lead the 4-H Tech Changemakers group in a reflection discussion.
- ❏ Support the youth by helping them write about their 4-H Tech Changemakers experiences for résumés, scholarships, etc.
- ❏ Tell the story of the 4-H Tech Changemakers program through local media, newspaper, radio, etc.

STEP 1:
FORM YOUR 4-H TECH CHANGEMAKERS TEAM

All 4-H Tech Changemakers need to identify diverse adult leaders and young people to be successful. A community's 4-H Tech Changemaker Team will be comprised of adult leaders and 4-H youth, primarily ages 15-18.

Identify 4-H Adult Leaders

First, identify adult leaders who will help guide the project and be good mentors to the teens. These adults could be paid 4-H staff members or volunteers. Look for adults who are:

- passionate about youth development;

- knowledgeable or just excited about technology;

- active in their communities and local organizations; and

- aware of the importance of local workforce development.

Identify 4-H Youth

Now, work with the adult leaders you identified to start recruiting youth for the program. The 4-H Tech Changemakers program helps develop strong leadership in 4-H teens. They will be working to reach community members with digital skills, meeting with local experts and professionals to build partnerships, and telling the story of their local project!

When adults are recruiting 4-H youth to participate in the 4-H Tech Changemakers project they should be intentional. Here are some characteristics that can help them to identify teens who could be a great fit for the project:

- Strong leaders – someone who is looking for a new challenge.
- Good public speakers or someone who wants to further develop this skill.
- Social media lovers – youth who are active on social media.
- Service focused and passionate about making their communities better.
- Eagerness to learn – youth who are excited about learning from their peers and community and sharing their strengths with others.

Remember, all 4-H Tech Changemakers Team members don't need to have strong digital skills; a diverse team of teens with a variety of skills will be most successful. They also do not all have to be current 4-H members; this is a perfect opportunity to recruit new teens to 4-H!

4-H Youth Recruitment Ideas

Most teenagers are balancing busy calendars, so recruiting new 4-H Tech Changemakers can be difficult. Consider people within 4-H who are already working with people in your community who may have access to teens with an interest in digital technology and/or community service.

Recruitment ideas for existing 4-H members:

- Reach out to leaders of technology-focused clubs like robotics.
- Check with the organizers of your state leadership conference or other state level events to see if teens near you have participated.
- Post on your local 4-H social media channels.

Recruitment ideas for potential new 4-Hers:

- Ask local high school guidance counselors and school leadership advisors for recommendations.
- Reach out to local professional organizations to see if members have children who would be interested.
- Social/civic organizations may mentor youth or have interns who could benefit from community service projects.
- Go to other community service focused events in your community and share about the opportunities available to young people in 4-H Tech Changemakers.

4-H Youth Recruitment Talking Points

Here are a few talking points to help get teens interested in the program:

- Being a 4-H Tech Changemaker is a unique opportunity to learn new skills and build your professional résumé for college and career. Adult leaders involved in the project can provide letters of recommendation as well as a guide to help you write about your experiences for college and scholarship applications, cover letters, résumés, etc.
- 4-H Tech Changemakers isn't just an opportunity to help your community, but will also help you to learn from other teens and develop your skills, all while growing a network of peers nationally.
- The project will help you build your knowledge about teamwork, communication, public speaking, leadership, teaching, facilitating and civic service, as well as technical skills related to specific digital products (Microsoft Word, Microsoft Outlook, etc.).
- Being a 4-H Tech Changemaker will allow you to work alongside your peers, train adults, serve your communities, and be advocates for digital equity.

STEP 2:
FOUNDATIONAL KNOWLEDGE AND TEAMWORK

All 4-H Tech Changemakers need to be prepared in order for the project to be a success. The best way to do this is through county level training sessions. Steps 2-4 can be done as a series over several days/weeks or they could all be done in a single day (approximately 7-8 hours).

In Step 2, 4-H Tech Changemakers will learn the foundational knowledge related to the project in order to be successful. Below is the recommended format for your trainings with the minimum amount of time to spend exploring the topics and doing the recommended activities. There are also suggestions within each section on how to take each topic further.

OBJECTIVE	ACTIVITY	MIN TIME
Know what it means to be a 4-H Tech Changemaker	Watch online video, What is 4-H Tech Changemakers? and team discussion	30 minutes
Foster unity and teamwork	Team-building activity	30 minutes
Identify individual goals	Teens complete skills inventory and goal worksheet	30 minutes
Build knowledge about digital divide concepts, including digital literacy, digital inclusion and broadband	Research local broadband speeds and group discussion	30 minutes

Watch the "What is 4-H Tech Changemakers?" video and Discuss with the Team

To get a better understanding of the 4-H Tech Changemakers project, a series of online materials and videos were created for adult leaders and teen participants. Take time to watch the first video to understand more about 4-H Tech Changemakers. Follow-up with a team discussion:

DISCUSSION QUESTIONS

- How can people improve their lives by using broadband Internet? Examples include using a job search board to find a job, applying for a job, formatting a résumé, practicing interviewing skills, etc. During the 4-H Tech Changemakers meeting, youth should share their ideas with the group.

- How will you as a 4-H Tech Changemaker make a difference in your community?

Foster Unity and Teamwork

Fostering a strong team that feels connected and trusts each other is an important part of creating a positive experience for both adults and young people. It's likely that the youth and adults participating in the 4-H Tech Changemakers project may not know each other, so building relationships early in the process and throughout the project is essential.

Holding various team-building activities can build unity and trust among the 4-H Tech Changemakers. Recognizing the different strengths and skills of each team member is an important part of building a strong team!

ACTIVITY: Do Your Favorite Team-building Activity

It's recommended to do at least one activity with the 4-H Tech Changemakers group, but you can do more as time permits. Many local and state 4-H programs offer various team-building lesson plans and activities. An example of a team-building activity can be found on page 30.

POST ACTIVITY DISCUSSION QUESTIONS

It's important to debrief any team-building experiences, as well as apply the lessons learned during the exercise to the 4-H Tech Changemakers project.

- What are the challenges the team will face?
- How did you work together as a team to meet the activities goals?
- What other skills besides teamwork were exhibited?

This can be the perfect lead-in to a conversation about how you want to organize the team and the different roles and responsibilities of the different team members.

Explore Team Strengths and Identify Personal Goals

Adults should acknowledge that the teens are adolescents who are developing into young adults, and may choose to set their own personal goals of growth and development related to this project.

One way for 4-H Tech Changemaker adults to learn more about the teens is to have them complete a survey or inventory of their skills and abilities. An example of a teen skills inventory can be found on page 39. If the teens feel comfortable during the county training, they could each share a personal strength and a goal (opportunity for growth) that they hope to accomplish during the 4-H Tech Changemaker project. Adults should make a note of these goals and periodically check in with the teens to see if they are meeting their personal expectations.

Build Knowledge About Digital Divide Concepts

It's important for the 4-H Tech Changemaker team to understand the concepts about the digital divide and broadband technology to understand why this program is important and how their work will contribute to their communities.

Digital Inclusion: The National Digital Inclusion Alliance (NDIA) defines digital inclusion as "activities necessary to ensure that all individuals and communities, including the most disadvantaged, have access to and use of Information and Communication Technologies (ICTs)."

Digital Literacy: Digital literacy is a person's ability to utilize technology to interact and communicate effectively. Digital literacy typically encompasses a working knowledge of software and hardware devices and a wide range of applications/programs. Digital skills can play a powerful role in helping people connect, learn, engage with their community, and create more promising futures.

Broadband: Broadband is typically defined by speed, i.e. downloads at 25 Mbps and uploads at 3 Mbps. Internet is provided to homes and businesses by various Internet service providers (ISPs). These ISPs can be a public agency, private organization, public/private partnership or a co-operative. ISPs use a range of technologies to connect to their networks, such as fiber optics, DSL, cable modem and Wi-Fi. Broadband Internet access is always "on" and faster than dial-up. More information about these topics can be found on page 25.

ACTIVITY: Internet Speed Investigation

A great way for 4-H Tech Changemaker youth to learn about these concepts is by doing a simple investigation. They could choose a location with Internet access in their community (home, school, business, library) and then discuss the following:

- Is the Internet access broadband (always "on")?
- Who is the Internet service provider (ISP)?
- Are there other ISPs in the area?
- How is the Internet delivered to the area (DSL, cable modem, etc.)?
- Do the current Internet speeds meet the minimum definitions of broadband (25 Mbps download & 3 Mbps upload)?

POST ACTIVITY DISCUSSION QUESTIONS

- Do you think these findings are likely to be similar for other places in your community where there is Internet?
- How do you think your findings might affect digital inclusion in your community? What about digital literacy?

Many of these questions can be answered by contacting the local ISP, which is a great connection for 4-H Tech Changemakers to have in their community.

STEP 3:
COMMUNITY RESEARCH

Being able to understand your community in the context of this project is the foundation for developing your action plan. This community engagement is critical for a successful project; it all starts with getting to know your community and understanding what they need most, or as social scientists call it, conducting a needs assessment.

Below is the recommended format for your training with the objectives you are trying to accomplish and the recommended minimum amount of time to spend exploring the topics and doing the recommended activities. There are also suggestions within each section on how to take each topic further.

OBJECTIVE	ACTIVITY	MIN TIME
Understand what a community needs assessment is and how to do one	Watch online video, Four Steps for Planning Your Project	30 minutes
Build knowledge about economic mobility and workforce development	Complete economic mobility group activity	30 minutes
Identify who in your community could use digital skills and what they might need to learn	Complete community needs guide worksheet	60 minutes
Learn what makes a good partnership and identify partners you'd like to work with	Watch online video, Building Effective Community Partnerships and discuss with your team	60 minutes
Summarize what you've learned, what your goals will be, and how you think your project can help address a need in your community	Write situation statement	30 minutes

Economic Mobility and Workforce Development

In the 4-H Tech Changemakers program, 4-H leaders will help teens provide community members with digital skills that aid in upskilling or reskilling them for employability. Since the 4-H Tech Changemakers project focuses on economic mobility and workforce development, it's important for teams to explore different concepts related to these topics.

Employability refers to the attributes of a person which make that person able to gain and maintain employment. Typically, employers (companies and organizations) are looking for specific knowledge, skills and/or experience for each position within their organization. Employability skills can be defined as the transferable skills needed by an individual to make them a desirable candidate for a job and an overall quality employee.

Economic mobility is the ability of an individual, family or group of people to improve their economic status.

ACTIVITY: Employability Skills

As a group, your 4-H Tech Changemakers team should complete, at minimum, one activity to better understand economic mobility in the context of their community. In addition to this activity, the National 4-H Council's Build Your Future curriculum can be another resource.

Have the team brainstorm a list of employability skills related to a typical job held by a teenager, e.g. babysitter, fast-food employee, sales associate, lifeguard, yardwork, etc. Why are these skills needed for teens to be successful in these positions? The youth can review multiple position descriptions for a variety of jobs. Using different colored highlighters, youth can categorize the components of the position description to include soft skills, hard skills and education level.

POST ACTIVITY DISCUSSION QUESTIONS

- What do you see is the relationship between employability and economic mobility? What do the experts say? Has there been research on these topics?

- What resources are there already in your community that support employability? What about economic mobility?

- Think back to the previous terms you learned about digital inclusion and digital literacy. How do you think these terms are all connected? Where do you see Tech Changemakers fitting in?

Plan of Action

Developing and executing a detailed action plan is critical for any 4-H Tech Changemakers team. Using the materials below, create a county action plan for your project. This will be a living document; throughout the project you will likely make slight changes to the plan. Just keep your plan realistic and aim to maintain the project's original intent, i.e. using 4-H teen leaders to provide community members with digital skills to aid in upskilling or reskilling them for employability. Use the Action Plan Gemplate on page 32 as a useful tool.

Watch Online Video, "Four Steps for Planning your Project"

Start this training session by watching this video, which introduces community centered research. This video will help frame your conversations later in this training section.

Community Needs Assessment

Each community participating in the 4-H Tech Changemakers project is going to be slightly different because of a combination of socio-political, environmental and economic conditions. A needs assessment is a systematic process for determining and addressing needs or "gaps" between current conditions and desired conditions. These gaps can exist in knowledge, practices or skills. This needs assessment will help you identify two key things: who you want to teach skills to and what skills will benefit them most. At the end of your needs assessment, the 4-H

Tech Changemakers team will be able to better understand who in their community could benefit from digital skills, identify potential partners for collaboration, and have a plan to move forward with implementing the project.

These assessments can be conducted in a variety of ways and may involve multiple activities. As referenced in the online videos, a 4-H Tech Changemakers team should research their community and build a map of it by taking a "mental walk" around their community. Additional activities for needs assessments can be found on page 31.

ACTIVITY: Research Your Community

Your 4-H Tech Changemakers team may also want to gather to learn more about the community's population, demographics, employers, etc. An example community profile is found on page 35. Sources of credible information could include your local government, the Board of Commissioners, the U.S. Bureau of Labor Statistics, the State Department of Labor, your local Chamber of Commerce, etc. 4-H Tech Changemakers could complete this community guide as part of the needs assessment process.

ACTIVITY: Community Mapping

Create a map of who lives and works in your community. You can use a printed out map of your area or you can do a web search for "building a custom map" to find lots of great digital options. Once you have your map up, it's time to fill it in:

- Think back to the video you watched at the beginning of training and discuss what you learned and how you can use this information to build out your community guide.

- How do we want to define our community? What other information do we need to ensure we are including people in our community who are most in need?

- Map out who lives and works in your community and where people most often congregate.

- Visualize walking through your community and think about the different people you meet. Make a list of what kinds of digital needs they might have.

Now that you have defined your community and started mapping out important people and places in your community it's time get a new perspective on your community.

- Brainstorm who else in your community you will want to meet with to get input on your project plans.

Hang onto this list because you'll need it for the next section.

Watch Online Video, Building Effective Community Partnerships

When providing programming, having mutually beneficial partners can create a "win-win" situation for both the 4-H Tech Changemakers project and the partner.

ACTIVITY: Partnership Brainstorm

Start by watching the video about creating partnerships and then work together to brainstorm a list of potential partners. During your brainstorm identify the partner, the benefit they will gain from getting involved in the project, and the project's benefit from including them.

Remember: many times, partners are an entity such as an educational, governmental, non-profit, agricultural or social/civic organization. Other times they can be specific people or a small business.

Ideas to help start your brainstorm:

- Who could help drive adult participants to your training?

- Who in your community is already knowledgeable on these topics?

- Who might have access to other resources you need like a meeting space?

The adult leaders of the 4-H Tech Changemakers team can support partnerships in a variety of ways. Depending on any prior relationships and the teens' skills and comfort levels, the adults many need to help youth brainstorm partners, provide oversight/guidance for youth as they engage in the initial partnership discussion, and/or contact potential partners on behalf of the team.

You should always be aware of any potential conflicts, etc. related to partnerships. Remember that all university policies and guidelines should be followed.

When you're ready to start engaging with your partners, go to page 14 to learn some great tips for starting those conversations.

Summarize Your Community Research Findings

After learning more about your community through a needs assessment, the 4-H Tech Changemakers team should spend time together to define the focus of the project. It is an important step is synthesizing all the different activities and findings and making sure the entire youth and adult team is on the same page before moving forward with planning the project.

ACTIVITY: Write A Situation Statement

In this activity your group will write a situation statement. A situation statement is a short summary of the project including the why and the how. This statement will help synthesize all the things you've learned from your community needs assessment. Go to page 32 and fill in the situation section of your Action Plan

Try keeping your situation statement to 500 words or less – it should be short and concise.

Work together to discuss and answer the following questions:

1. What is the problem as it relates to digital skills that will aid in upskilling or reskilling community members for employability?

2. Why is this a problem? What causes the problem?

3. For whom (individual, household, group, community, society in general) does this problem exist? Are certain groups more impacted by the problem?

4. Who has a stake in the problem? Who cares whether it's resolved or not?

5. What do we know about the problem/issue/people that are involved? What research and experience do we have? What does the existing research and experience say with regards to the problem?

Now that you have your completed situation statement, make sure everyone has easy access to it. Everyone having a virtual or print copy will be helpful so you can easily refer back to it throughout your project.

STEP 4:
PREPARING TO LEAD WORKSHOPS

The final part of the 4-H Tech Changemakers training must focus on getting prepared for the workshops that the team will teach. Preparing for workshops includes lots of steps – determining the topic, reviewing lesson plans, securing a location, gathering materials and supplies, etc. At a minimum, the team should spend the following amount of time exploring these topics:

OBJECTIVE	ACTIVITY	MIN TIME
Learn about the different content you can teach at a workshop	Review and discuss grab-and-go lessons	30 minutes
Learn what is needed to make a workshop successful before, after and during a workshop	Watch online video, Creating a Great Digital Skills Workshop	30 minutes
Plan program inputs, outputs, partnerships, etc.	Complete your SCHEME worksheet for planning a workshop	60 minutes
Be comfortable talking about your project to potential partners	Watch online video, Telling People About Your Project in 30 Seconds or Less and practice elevator pitches	30 minutes
Finalize your workshop plans	Decide on your final workshop details and complete your action plan	30 minutes
Become confident digital skills teachers	Practice teaching lessons to others (peers, 4-H leaders, etc.)	60 minutes

Planning Your Workshop

Review and Discuss Grab-and-Go Lessons

The 4-H Tech Changemaker team should spend some time reviewing the provided grab-and-go lessons, gaining a better idea of topics that could be taught to adult audiences as part of the 4-H Tech Changemakers project. Grab-and-go lessons are organized by topic and outline different implementation strategies. Teens should choose different topics that interest them, explore resources (LinkedIn Learning Courses, etc.), and gain more knowledge and skills related to the topic.

> **ACTIVITY: Grab and Go Lesson Practice**
>
> One idea for reviewing the grab-and-go lessons is to have each member (youth and adults) of the 4-H Tech Changemaker team choose a different lesson. If the team is large, members could work in pairs or small groups. Each member/group would then do a "lightning talk" (fast-paced, two-minute presentation) about the lesson plan to the entire group, sharing an overview of the lesson, different activities, etc. This can be a fun way for everyone to become more familiar with the content and for the youth to begin developing their public speaking skills.

Watch Online Video, Planning a Good Workshop

Lots of different components go into having a successful workshop. Before you start creating your plan it's a good idea to learn about all the different things that need to be done before, after and during a workshop.

Begin Workshop Planning

As a team, you need to identify the goals of your workshop. Typically, you will want to focus on one main idea – like video conferencing or résumé writing. Once you know the topic, you can begin planning.

Before the workshop, you will want to consider the inputs. These are the resources and contributions that you and others make to the effort, which include time, people (staff, volunteers, teens), money, materials, equipment, partnerships, research and technology, among other things. A great way to categorize your inputs is to look for a SCHEME. SCHEME is an acronym that stands for: Space, Cash, Helpers, Equipment, Materials, Expertise.

> **ACTIVITY: Create Your First Workshop SCHEME**
>
> Work together as a team to identify the SCHEME needed for project implementation. Using the template in the guidebook on page 33 discuss the different input categories with your team and complete this important planning step.
>
> A great way to categorize your inputs is to look for a SCHEME. SCHEME is an acronym that stands for:
>
> **Space:** What physical space will be used to address the situation? What are any considerations regarding the space?
>
> **Cash:** What funding will you need to complete your project? What will it be used for?
>
> **Helpers/People:** Who are the people (both instructors and participants) involved in the project? What interests do they have in being a 4-H leader or adult volunteer? Is there a primary audience being served through this project? Think back to your previous work on your needs assessment – which group did you identify in your community as being most in need of digital skills? This is most likely to be the group you want participating in the training you are planning.
>
> **Equipment:** What physical equipment is needed to complete the project? Given the nature of the grant, it's likely that technological devices will be needed. Are there other pieces of equipment that are necessary?
>
> **Materials:** What materials must you gather? These could include lesson plans, resources, guides, etc.
>
> **Expertise:** How can you rely on experts, subject-matter specialists, community leaders, etc. to complete your project?

Engagement with Community Partners

Remember those community partners you brainstormed earlier? Now is the time to begin engaging with them if you haven't already done so. Using the SCHEME identified earlier, start thinking of partners that could assist with each of the different areas.

When engaging with these potential partners, it's important to remember your desired outcome before determining how you will approach them.

Watch Online Video, Telling People About Your Project in 30 Seconds or Less

Watch online video, Telling People About Your Project in 30 Seconds or Less to learn about different ways to tell people about your project through an elevator pitch. Elevator pitches are short speeches that describe the project and explain it in a way that any listener can understand. It also creates interest in your work. If you only had the time it takes to complete one ride on an elevator to tell someone about your project, what would you say?

ACTIVITY: Elevator Pitches

Every elevator pitch should include: who you are, what you are doing, and a specific action you'd like the person you are speaking with to take.

When crafting your message to engage these partners, consider the different types of elevator speeches:

- Short and sweet – Gets straight to business without missing any important points.
- Emotional – Evokes emotion from the audience, typically through personal narrative.
- Success story – Proves that you have a reputation for success.
- Educational – Educates the audience (typically using statistics), which can pique their interest.

After watching the video on elevator pitches, have the group work together or independently to craft their elevator pitches using the four different types shared in the video. Then have each youth practice this in a mock meeting with a potential partner.

Registration and Skills Assessment

It's important to know your audience's comfort and skill level before you begin so that you better structure your workshop to be an effective learning experience for all participants. If possible, ask participants about their skill level as part of the registration process, as this is a great way to help you plan and structure your workshop.

Your registration mechanism could be:

- Physical sign-up sheet
- Virtual sign-up sheet, like Microsoft Forms.
- Online event registration as part of a social media or event platform

Many online registration options allow you to ask your training participants some questions when they register.

You will want your questions to be about the particular topic(s) of your workshop. For example, if your workshop is going to be about video conferencing, alter your questions to be about knowledge and skills related to video conferencing. Your questions could be multiple-choice, scale/rating or open-ended. Be sure to tailor your questions to what you are teaching in your training session.

Example questions:

Multiple Choice

I am confident in my ability to answer interview questions:
- ❏ Yes
- ❏ Somewhat
- ❏ No

I could teach someone else how to create and format a Word document:
- ❏ Yes
- ❏ Maybe
- ❏ No

If I wanted to create a business card, I would use:
- ❏ Microsoft Excel
- ❏ Microsoft Outlook
- ❏ Microsoft Word

If I wanted to send an e-mail, I would use:
- ❏ Microsoft Excel
- ❏ Microsoft Outlook
- ❏ Microsoft Word

Scale/Rating

Rate (5 = expert … 1 = no skill) your confidence in completing the following tasks using Microsoft Word:

____ Creating, saving, printing and sharing a document.
____ Formatting text within a document – font, size, style, etc.
____ Formatting a document – layout, margins, etc.
____ Inserting and formatting a table.
____ Creating a flyer.
____ Creating a cover letter.
____ Creating a résumé.

Open-Ended

- What is one technology-related skill that you need at your job?

- What are some skills you are hoping to gain from this workshop?

- What is one question about Microsoft PowerPoint you hope we will answer in this workshop?

If it's not possible to assess the participants' skills before the workshop, you can always ask about their skill level as part of the introductory component within the workshop itself. Be cautious of verbally asking them to share aloud because many people may be reluctant to talk in front of an audience.

Finalize Your Session Details

Now that you've explored what you need to make your workshop a success, it's time to make some final decisions and get them on everyone's calendar.

- Where is your workshop going to be held?

- What time will the event begin and end?

- What grab-and-go activity will you be using to teach?

- How will people join? Do they sign-up online or just show up?

- How do they contact you if they have questions?

Now that you have all of this decided, it's time to start inviting participants!

Market Your Workshop

Now it's time for the team to recruit adults to participate as learners in the 4-H Tech Changemakers workshop you've been planning.

Look back at who you identified during your SCHEME planning as the adults you'd like to tailor your workshop to. This plan will help you identify what actions you need to take to get participants to join your workshop.

Here is some inspiration below:

- Post an ad in the local newspaper or an online bulletin board.
- Meet with your community partners and share details about your upcoming trainings with them to distribute.
- Identify where your potential participants already go, and place posters or flyers there.

Key Considerations Before the Workshop

There are a lot of things that the team needs to consider before the workshop, but two key components are space and materials.

The space or setting is the place the workshop will happen. Questions to consider include:

- Is it a secure and safe space?
- How will the room be arranged? Will there be tables and chairs, or only chairs?
- Is the space accessible for participants, or does your team need to make any accommodations?
- Does the location have free and reliable Internet access? This may be important if you plan on demonstrating a skill that requires the Internet.

If you are teaching this workshop using a virtual platform, you will need to consider how participants will access the information, their ability to communicate with the group (microphone and/or chat), what information is going to be presented, and how will it be visually appealing, etc.

Your team will also want to think about the materials you will need:

- Will the participants need devices, such as computers, laptops or smartphones? If they do, remember to tell them ahead of time in the workshop flyers or confirmation messages.
- How does the team plan to teach? Will you need a computer, projector or sound?
- You will also need to consider if things like handouts, flipcharts, markers, pens and scratch paper are needed. Making a list of all the required materials will ensure that your team is ready to go!

Practice Teaching

Encourage the teens to practice – with each other, family, friends, 4-H leaders, etc. – before the session. Even the best teachers practice; it shows that they are dedicated to making sure their learners have a great experience. Know the goal of the lesson; what are you trying to accomplish? Ask people to give you feedback for improvement.

Test Equipment

It's also important to test technology, especially if you're teaching a virtual session. Having a pre-session meeting for presenters to test the audio, microphone, sharing screens, etc. could be helpful. If you are presenting a face-to-face session, presenters should still be comfortable with any devices, PowerPoint presentations, etc.

STEP 5:
HOST WORKSHOP SESSIONS

The 4-H Tech Changemakers team has worked really hard to recruit members, participate in trainings to learn about the project and their community and prepare for the workshops, and the big day is finally here!

When it's time for the workshops to begin, remember that the teens should primarily be doing the teaching, with the adult leaders being the "guide on the side." While adult leaders can help address any concerns or questions and provide support along the way, remember that the 4-H Tech Changemakers project focuses on empowering teens to be leaders and facilitate the information.

Before the Workshop

Before your workshop session run through a final checklist of everything you needed. Now, do a quick review of your teaching tips and discuss any final concerns with the team before participants start arriving.

TEACHING TIPS

- When teaching the information, remember to be welcoming and exciting! For many of your learners, this content may be new for them, so being patient and understanding is important.

- Be flexible! During the workshop, it's okay to adapt your teaching style if needed. You may choose to share something for the entire group to see for the first time, and then all the 4-H Tech Changemakers may break out into smaller learning groups for the participants to practice.

- Watch out for technology-related words that might seem complicated. If you are introducing a new term to the group, explain it well. Remember that sometimes words may have multiple meanings, like cloud. A cloud is a white, puffy-looking object in the sky, as well as a place to store and access data and programs over the Internet instead of your computer's hard drive.

- Be sure to watch the time and pace your activities accordingly. It's fine if you don't get to do everything you planned, especially if your participants have questions.

During the Workshop

Depending on the content you are teaching during your workshop you may have lots of different activities and content pieces to cover. Here's a quick check-list of what every workshop should include.
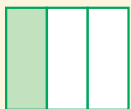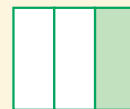
Workshop Beginning	Workshop Middle	Workshop End
• Teen leader introductions • Describe what 4-H Tech Changemakers is • The objective of your training workshop	• Opportunities for questions	• Have participants complete the evaluation • Share upcoming 4-H Tech Changemakers workshops • Share local county extension contact information

After the Workshop

After the workshop, it's time to celebrate your successes! Your 4-H Tech Changemaker team should consider these last few things as you wrap up:

Make sure to return the room to its original setting if you moved tables and chairs, power down any devices, and return supplies.

4-H members should always show gratitude and appreciation. After a workshop, adults should help teens determine which guests, assistants, partners, etc., should get thank-you notes.

As a 4-H Tech Changemaker team, it's important to have some time to reflect on your workshop. This does not have to happen immediately after the session, but it's important to not wait too long, otherwise people forget things.

Documenting Outcomes and Evaluation

As part of the 4-H Tech Changemakers project, the team will need to keep records of the outcomes – workshop dates, locations, topics, number of participants, etc. The adult participants will complete a short evaluation about their experiences. This will help you determine if the team has met the desired outcomes of the program.

Outcomes are the direct results or benefits for individuals, families, groups, communities, organizations and systems. Examples include changes in knowledge, skill development, behaviors, capacities or decision-making, and policy development. Outcomes can be short-term, medium-term, or longer-term achievements.

Outcomes may be positive, negative, neutral, intended or unintended. Due to the project's short duration, it's likely you will only see the short-term outcomes, however it's important to remember that the programming you provide could easily lead to medium- or long-term outcomes that could have a lasting impression on your audience. For example, a person learning new digital skills from a workshop you taught could likely use these skills in the future to obtain a new job. It's reasonable to assume you may never know about that impact.

STEP 6:
REFLECT AND SHARE YOUR SUCCESSES

Group Reflection

The word 'reflection' has a Latin root that means 'the act of bending back'. Spending time 'bending back' allows people to think critically about an experience. Reflection encourages performance improvement, creativity and self-discovery. While it's not required, setting aside time for your 4-H Tech Changemakers team to reflect after implementing an activity can be a valuable experience. This is a key component to positive youth development.

You may choose to have a group reflection, i.e. sitting down and discussing the questions together, while other teams may choose to allow each member to reflect and then meet to share their discoveries individually. Regardless of how the reflection process occurs, RMIT University offers the DIEP (Describe, Interpret, Evaluate, Plan) process to foster reflection exercises:

DESCRIBE	INTERPRET	EVALUATE	PLAN
• What was the topic of your lesson? • Where was the lesson taught? Who were your participants? • What did you do? What did the participants do?	• What was the purpose of the lesson? • What were the 'ah-ha' moments of the lesson?	• What were your objectives? Were they met? • Do you think the lesson was successful? Why?	• What did you learn that can be helpful for future lessons? • How will you use this information for your marketing snapshots and/or reports?

Individual Documentation

4-H Tech Changemakers youth will also want to document their successes for future applications, résumés, and/or scholarship opportunities. Additionally, teens may need a letter of recommendation from an adult working with the 4-H Tech Changemakers project. A guide for teens documenting their successes and a letter of recommendation template is found on page 41.

Storytelling

As part of the 4-H Tech Changemakers project, you will want to make sure you are sharing your successes with your community. This will help you to grow your project's impact by attracting more participants, creating new partnerships, and raising awareness about how digital inclusion is impacting your community.

First identify what success you'd like to share, then decide what action you want your story to inspire. Now you have your target audience and your story outline, where is the best place to share your success to accomplish your goal? Here are a few ideas:

- Get a local journalist to write a story on your classes and share all upcoming class dates.
- Post on your group's Facebook page about the success of one of the adults you trained and how they are putting their skills to use.
- Present to your local chamber of commerce about the benefits of digital inclusion to your community's overall workforce and economic opportunities, and ask for partners to host a training at their location.

There are a number of different ways you can use storytelling in your project. It doesn't just happen at the end; your story will evolve and be woven into your day-to-day communications with your volunteers, partners and community at large. Telling your story is part of your plan for success!

ACTIVITY: Share Your Story

Here's your final activity: select one positive outcome from your training to share online, with a reporter or at an upcoming local event.

APPENDIX **LIST**

THE **4-H EXPERIENCE**

About 4-H

Through 4-H, youth build life skills by leading hands-on projects that help them to grow confidence, independence, resilience and compassion. Life skills can be defined as "skills that help an individual to be successful in living a productive and satisfying life" (Hendricks, 1996). Adult mentors provide a positive environment where youth can learn through experiences; they offer guidance and encouragement, ask questions, and share learnings from their experiences. 4-H experiences allow youth to learn by doing, grow from experiences, express their ideas, and use their influence to drive positive outcomes. More information on the benefits of the 4-H experience can be found on the 4-H website.

4-H.org

4-H Thriving Model and Key Principles

The 4-H Thriving Model (Arnold, 2020) describes the relationships between high quality 4-H programs; research-based content learning; social, emotional and cognitive development; and youth engagements. The combination and interaction of these factors have a positive influence on youth.

According to the 4-H Thriving Model, 4-H programs are grounded in six key principles:

- 4-H programs are developed based on the science of positive youth development (PYD).
- 4-H combines learning, teaching and the promotion of youth

- 4-H emphasizes robust equity to ensure opportunity for all.

- 4-H prioritizes youth voice, leadership and civic engagement.

- 4-H facilitates the creation of pathways for youth, leading to post-secondary education plans.

- 4-H invests in professional and volunteer capacity building to ensure high quality 4-H programs.

4-H Tech Changemakers can reflect all six key principles as youths partner with adults, gain new information, and share their new knowledge with others. High-quality content related to digital literacy and workforce readiness, embedded in a positive youth development structure, leads to increased learning outcomes for the 4-H youth leaders.

Experiential Learning Model

4-H programs typically use the experiential learning model (Kolb, 1984) to implement activities. The model's five sequential steps focus on the participants gaining new information through active learning, followed by intentional reflection and application. The experiential learning model includes the below:

1. Experience: Participant(s) do the activity.

2. Share: Participant(s) describe what happened during the activity.

3. Process: Participant(s) discuss the importance/key components of what happened.

4. Generalize: Participant(s) relate the activity to everyday experiences.

5. Apply: Participant(s) predict how they will use this information in their lives.

As adults facilitate the 4-H experiential learning model with youth, they should be aware of how the group is working and be prepared to move them to the next step when they are ready.

RESOURCES ON
DIGITAL INCLUSION, DIGITAL LITERACY AND BROADBAND INTERNET ACCESS

A 4-H Tech Changemakers team needs research-based, credible information about digital inclusion, digital literacy and broadband Internet access. This information helps teams plan, implement and evaluate their 4-H Tech Changemaker project.

Digital Inclusion

According to the University of Maryland College Park (n.d.), digital inclusion has three elements:

- Access to affordable, robust broadband Internet service and other ICTs.

- Adoption of technologies and digital services.

- Application of ICTs to economic and workforce development, education, health care, public safety and emergency services, civic engagement and social connections.

Digital inclusion continuously evolves as technology advances. Intentional strategies and investments are needed to reduce the historical, institutional and structural barriers to the access and use of technology.

The digital inclusion pathway commonly includes three barriers: (a) readiness – in which the user lacks basic computer skills; (b) taste - in which the user lacks the confidence, need or desire to use a computer; and (c) access – in which the user lacks access to computers (Reder, 2015). The 4-H Tech Changemakers program addresses the readiness and taste barriers by empowering youth-adult teams to teach basic digital literacy skills such as using computer applications, e-mail communications, finding credible information, and responsible behavior in online environments. Youth are also trained to be advocates for sharing the importance of broadband with local leaders and stakeholders, with the aim of influencing community decisions regarding strengthening infrastructure and partnerships for Internet service. While 4-H programs are not able to provide devices or Internet service to overcome this access barrier, they can prepare communities with the skills needed when access is available.

Digital Literacy

The American Library Association (ALA) defines digital literacy as "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills."

Broadband Internet Access

Today's Internet has evolved significantly from its simple beginnings. The earliest version of the Internet was launched in the 1960s and has advanced from data transfer over phone lines to sophisticated cloud-based applications.

As the Internet has become more complex, people have become more aware of the digital divide, particularly in rural communities. The digital divide refers to the inequality of access to, or use of, computers and the Internet. In 2018, the Federal Communications Commission (FCC) found that over 24 million people, mainly in rural communities, do not have access to high-speed broadband Internet, and millions more lack the digital skills needed to utilize this important tool. For community economic development to take place, broadband access is just the first step. Adoption and effective use are also needed if a community wants to design and deploy an effective and robust digital inclusion strategy.

Broadband Internet access is always "on" and faster than dial-up. Broadband is typically defined by speed: download at 25 Mbps and upload at 3 Mbps. Download speed is the speed at which a computer receives data, while upload speed is the speed at which a computer sends data. Different technologies offer different speeds. It's important to note that advertised versus actual speeds may differ. More popular broadband technologies include Digital Subscriber Line (DSL), cable modem, fiber-optic, fixed wireless, satellite and broadband over power line (BPL). Broadband may be fixed, meaning that it's not moving, such as in homes, businesses, farms, etc. It can also be mobile or moving, such as mobile devices, sensors, etc. Fixed broadband typically has higher data limits than mobile broadband.

RESOURCES ON
ECONOMIC MOBILITY AND WORKFORCE DEVELOPMENT

Economic Mobility and Workforce Development

The 4-H Tech Changemakers project uses 4-H teen leaders to reach community members with digital skills to aid in upskilling or reskilling to improve their economic mobility.

4-H Tech Changemakers focus on teaching digital literacy in the context of economic mobility, which includes employability and workforce readiness for their specific communities. Topics could include:

• interview and public speaking skills being assessed by artificial intelligence;

• formatting and sharing résumés using word processing software or online platforms;

• searching and applying for jobs online;

• video conferencing to communicate; and

• using electronic messages, calendars and tools to organize information.

Employability Skills

Employability skills can be categorized as either soft skills or hard skills. Employers often outline a set of skills that they want from an employee. Employability skills are often developed through formal experiences (classes, seminars, etc.) and non-formal experiences (projects, group tasks, etc.).

Soft Skills

Soft skills refer to a broad set of skills, competencies, behaviors, attitudes and personal qualities that enable people to effectively navigate their environment, work well with others, perform well and achieve their goals. These skills are broadly applicable and complement other skills such as technical, vocational and academic skills (Lippman, Ryberg, Corney & Moore, 2015). The term 'soft skills' was created by the U.S. Army in the late 1960s to refer to any skill that did not employ the use of machinery.

Thirteen global companies that are part of the Science, Technology, Engineering, and Mathematics Network (STEMNET) identified desirable skills for their potential employees. Some of these skills include:

- **Communication and interpersonal skills:** The ability to explain what you mean clearly and concisely through written and spoken means; to listen and relate to other people; and to act upon key information and instructions.
    - » **Problem-solving skills:** The ability to understand a problem by breaking it down into smaller parts; identifying the key issues, implications and solutions; and applying your knowledge from many different areas to solve a task.
    - » **Using your initiative and being self-motivated:** Having new ideas of your own which can be made into a reality; showing a strong personal drive; and not waiting to be told to do things.
    - » **Organization skills:** Being organized and methodical; having the ability to plan work to meet deadlines and targets; and monitoring the process to ensure you are on track to meet a deadline.
    - » **Teamwork:** Working well with other people with different disciplines, backgrounds and expertise to accomplish a task or goal.
- **Ability to learn and adapt:** To be enthusiastic about your work, and to identify ways to learn from your mistakes for the benefit of both you and your employer.

During the 4-H Tech Changemakers project, many 4-H teen leaders will develop some of the employability skills mentioned above, thereby increasing their own knowledge as they teach others.

The outputs of some educational workshops and sessions could focus on soft skill development. This could include practicing interviewing (verbal or written responses), crafting a short speech about your company/organization or your role, and using artificial intelligence to evaluate your communication skills. Additionally, outputs could include building strong digital organization skills using online calendars, task lists, group messaging/conversation services, and virtual sticky notes.

Hard Skills

Hard skills or knowledge-related skills refer to specific knowledge that an employee needs to be successful in a particular job. Hard skills are technical knowledge or training that people have gained through experience. Many times, this knowledge is required before the person is employed, for example, a high school science teacher would need to know biology, chemistry, physics, etc. to be successful. The principal will not teach these skills to the teacher – they will likely learn them through a formal education process, such as attending college.

Some knowledge-specific skills are learned after gaining employment, for example, someone working in food service or retail may have to be taught how to use a point-of-sale system related to the business, while an accounting team may have a specific software program that they use for digital records. In these situations, the employee is often trained by their employer on these skills.

During the 4-H Tech Changemaker project, the outputs of some educational workshops and sessions could focus on hard skill development. This could include teaching the technical skills related to specific programs, such as Microsoft Word, Microsoft Outlook, Microsoft Excel, etc. Hard skills could also include formatting/uploading résumés, using online search engines to find and apply for jobs, etc. A position description may list specific digital programs that are required for a position.

Education Level

Each member of the workforce in your community has a different level of education. Typically, a position will have a minimum education level that the employee must achieve before beginning the position. Typical levels of education include:

• attended high school but did not graduate;

• earned a high school diploma or GED (General Educational Development) certificate;

• attended college but did not graduate;

• graduated from a college program (2-year or 4-year); and

• completed a graduate degree beyond a 4-year college program.

Goods and Services

In the most basic definition, goods and services are the products and services that are bought and sold in an economy. Goods are usually tangible, such as cows, salt, trees, clothes, textiles and manufacturing. Services are provided by other people, such as healthcare, transportation, utilities, etc.

Examples of industries that create goods include:

• agriculture, forest, fishing and hunting;

• mining, quarrying, and oil/gas extraction;

• construction; and

• manufacturing.

Examples of service industries include:

• healthcare;

• utilities and waste management; and

• arts, entertainment and recreation.

Public/Government and Private Sector

Most businesses and organizations can be classified into two groups: the public sector and the private sector. The public sector is controlled by the government at the federal (national), state or local level. For example, someone working for the United States Department of Agriculture is a federal government employee, someone working for a state's Department of Natural Resources is a state government employee, and a sheriff's deputy or city police officer is a local government employee.

The private sector is part of the economy that is operated by individuals and companies for profit. The private sector tends to make up a larger share of the economy in free market, capitalist-based societies. Private sector businesses can also collaborate with government-run agencies in arrangements called public-private partnerships. Charities and other non-profit organizations are part of the voluntary sector.

ADDITIONAL ACTIVITES
FOR TRAININGS

Team-Building Exercise

A simple team-building activity could be an engineering challenge, for example your 4-H Tech Changemaker team could work in small groups (2-3 people) and construct a tower. The tower must be built using no more than 30 index cards and two feet of masking tape. The tower must be free-standing (not taped to a table/surface), at least one foot tall, and should support the weight of a small object. The facilitator should also set a time limit for the activity (suggested 10 minutes).

At the conclusion of the activity, the facilitator should debrief the experience. Have the teams restate the challenge, then divide the challenge into the criteria (the requirements) and the constraints (limitations). For this example, the criteria were that the tower had to be free-standing, one foot tall and support a small object. The constraints were that only the provided materials could be used and there was a time limit.

Applying this concept to the 4-H Tech Changemakers project, what are the challenges the team will face? What are the criteria and constraints that would be associated with these challenges? How did you work together as a team to meet the expectations? What other skills besides teamwork were exhibited?

Employability Skills Brainstorm and Position Description Review

The youth can brainstorm a list of employability skills related to a typical job held by a teenager, e.g. babysitter, fast-food employee, sales associate, lifeguard, yardwork, etc. Why are these skills needed for teens to be successful in these positions? The youth can review multiple position descriptions for a variety of jobs. Using different colored highlighters, youth can categorize the components of the position description to include soft skills, hard skills and education level.

Community Goods vs. Services

The 4-H Tech Changemaker youth can make a list of five goods sold and five services offered in their community. If completing this activity in a small group, challenge them to create unique lists, i.e. items on one youth's list will not be duplicated on another youth's list.

Soft Skills Topics

The youth can brainstorm one soft skill topic that could be the focus of an educational workshop during the 4-H Tech Changemaker project. Consider the skill, why it's important, and how technology might be used to develop this skill in adults. A chart or graphic organizer may be helpful in organizing and presenting this information.

Community Careers and Digital Skills

The teens can make a list of five different people and their jobs in their community, before categorizing these jobs as being part of the public or private sector. If time permits, youth can interview one of these individuals to learn more about the business/organization that employs them. The youth could then make a list of the digital literacy skills needed for a potential career/position. Resources such as the U.S. Bureau of Labor and Statistics can be helpful in locating this information. Youth can share these skills lists with their peers.

Digital Literacy Course

4-H Tech Changemaker youth and adults could complete the 6-part Microsoft Digital Literacy Course offered by LinkedIn Learning: https://www.microsoft.com/en-us/digitalliteracy. The Windows 10 version includes modules about working with computers, communicating online, creating digital content, accessing information online, safely and responsibly participating online, and digitally collaborating and managing content. After participants complete the course, they can meet and discuss key findings and information, share skills they learned through the process, and talk about how the knowledge could be helpful in their role as a 4-H Tech Changemaker.

Additional Community Needs Assessment Activities

Below is a list of additional activities that could be used as part of the community needs assessment.

- Tour a local facility that is a key part of your local economy and industry.

- Interview community leaders and members on topics such as what digital skills their employees need most, what local opportunities they see, and how they feel the community does or could benefit from broadband.

- Conduct a survey to learn more about your community in relation to digital equity and workforce development.

- Arrange a community workforce development panel (in-person or virtual). The panel could be comprised of people in the community who have a vested interest in employability and digital literacy, such as government or elected officials, education leaders, small business associations, the chamber of commerce, economic development organizations, library boards, etc.

ACTION PLAN **GUIDE**

The action plan can guide you as you plan, implement and evaluate your 4-H Tech Changemakers project.

Teen Recruitment Ideas

List a few community entities where more teens could be recruited to join the 4-H Tech Changemaker project. What are some of the pitches that could be used to recruit these youth?

Situation Statement

Write a situation statement about the needs you have identified in relation to economic mobility and digital inclusion in your community. Try keeping your situation statement to 500 words or less.

Online Videos

What are some things you learned from watching the online videos? How is this information going to be important during your 4-H Tech Changemakers project?

Partnerships

Create a list of potential partners. Identify the partner, the benefit they will gain from getting involved in the project, and the project's benefit from including them.

POTENTIAL PARTNER	THEIR BENEFIT	YOUR BENEFIT

Inputs

When thinking about your community's 4-H Tech Changemakers project, what inputs are needed?

Space	
Cash	
Helpers	
Equipment	
Materials	
Expertise	

Adult Workshop Participants

How will you recruit adults to participate in your workshops?

How do you plan to assess adults' prior knowledge before a workshop?

Plan for Hosting a Workshop

Before the Workshop:

During the Workshop:

After the Workshop:

Outcomes and Evaluations

Who will be responsible for documenting the outcomes of the 4-H Tech Changemakers project? What strategies will you use as a team to review this information?

Project Reflection

How will you incorporate a reflection process into your 4-H Tech Changemakers project?

Project Story-telling

What are your plans to share about the 4-H Tech Changemakers project?

COMMUNITY **PROFILE**

Before implementing your 4-H Tech Changemaker project, it's important to learn more about your community. This exercise is designed to help you learn more about the place you will be implementing the 4-H Tech Changemaker project, regardless of your skills or prior knowledge. Using credible sources of information, complete the community profile below. These sources could include local government officials, the Board of Commissioners, the U.S. Bureau of Labor Statistics, the State Department of Labor, your local Chamber of Commerce, etc.

When citing published statistics and population data, be sure to indicate the source as well as the year in which the data were published. For example, although the Bureau of Labor Statistics may publish information in 2020, the data may actually represent 2018. You may also want to include the URL for referencing at a later date, if needed.

Basic County Information

State:	
County:	
County Seat:	
Major Cities:	
Location of Extension Office:	
Government Officials:	

Population

Total Population:	
Civilian Labor Force:	
Employed:	
Unemployed:	
Unemployment Rate:	
Over the last 10 years, has the population in your community increased or decreased?	
Over the last 10 years, has the unemployment rate in your community increased or decreased?	
Source of Information:	

Employers

Identify five employers in your community. Answer each of the questions below for each employer:

- How many people do they employ?

- Where are they located in your community?

- Does the employer produce goods (agriculture, forestry, mining, construction, manufacturing, etc.), or does the employer provide services (utilities, wholesale trade, retail, transportation, education, healthcare, etc.)?

  » What goods do they produce?

  » What services do they provide?

- Is the employer part of the private or public sector? If the employer is part of the government, is it the federal, state or local government?

Employer #1:	
Number of Employees:	
Location:	
Goods or Services?	
Description:	
Private or Government?	

Employer #2:	
Number of Employees:	
Location:	
Goods or Services?	
Description:	
Private or Government?	

Employer #3:	
Number of Employees:	
Location:	
Goods or Services?	
Description:	
Private or Government?	

Employer #4:	
Number of Employees:	
Location:	
Goods or Services?	
Description:	
Private or Government?	

Employer #5:	
Number of Employees:	
Location:	
Goods or Services?	
Description:	
Private or Government?	

Source(s) of Information:

Education Systems

Your community has different educational systems – public/private schools, career/technical colleges, academic universities, libraries, etc. List the different educational systems below and describe each.

Education of Labor Force

Each member of the workforce in your community has a different level of education:

• Attended high school but did not graduate.

• Earned a high school diploma or passed a GED (General Educational Development) test.

• Attended college but did not graduate.

• Graduated from a college program (2-year or 4-year).

• Completed a graduate degree beyond a 4-year college program.

What percentage of the total workforce has some high school education?	
What percentage of the total workforce has a high school diploma or GED?	
What percentage of the total workforce attended college but did not graduate?	
What percentage of the total workforce attended a 2-year or 4-year college program and graduated?	
What percentage of the total workforce completed a graduate degree beyond a 4-year college program?	

Source(s) of Information:

Community Assets for 4-H Tech Changemaker Project

Within your community, there are probably organizations, associations, people, etc. that would be considered assets/ideal partners for the 4-H Tech Changemakers Project. For example, the local high school might have a college dual-enrollment program; the state labor department might have a regional office located in your community; and a Chamber of Commerce or development or economic board may also exist. Find two or three different assets in your community that could be beneficial for your 4-H Tech Changemaker Project.

TEEN SKILLS **INVENTORY**

As a member of the 4-H Tech Changemakers project, you are an important part of the team. Similar to a sports team, each member has certain strengths and skills that they contribute to the overall success of the team. The adult leaders working on the 4-H Tech Changemaker project want to build a team of teens with diverse strengths, skills and aspirations to create an effective team.

Mark the appropriate box for each statement:

STATEMENT	YES	SOMEWHAT	NO
I consider myself organized.			
Creating plans is helpful for me.			
I enjoy talking to others.			
I am comfortable completing basic digital skills, e.g. sending e-mails, formatting documents, etc.			
I am comfortable teaching basic digital skills, e.g. sending e-mails, formatting documents, etc.			
I like to write stories and take photographs.			
It is easy for me to carry on conversations.			
I consider myself a leader.			
I believe that the key to good teamwork is effective communication.			
During a group project, I would rather be told what to do than tell others what to do.			
I enjoy civic engagement projects.			
I want to develop my workforce skills.			

The 4-H Tech Changemakers project allows youth with a variety of skills and interests to be successful. What topics are you interested in?

❏ STEM   ❏ Civic Engagement   ❏ Leadership   ❏ Workforce Development

What is the primary reason you are participating in the 4-H Tech Changemakers project?

What are some skills you want to learn as part of the 4-H Tech Changemakers project?

What digital programs/applications do you have experience using (e.g. Microsoft Word, Microsoft Teams, etc.)?

What are some things about your personality that you want your 4-H Tech Changemaker leader to know about you?

What is the best way to communicate with you?

When you feel overwhelmed or stressed, how can your 4-H Tech Changemaker leader be supportive?

DOCUMENTING
YOUR SUCCESS

This section is designed to provide teens with the information they need to document their successes from the project and use them for a variety of purposes like college or job applications.

Serving as a 4-H Tech Changemaker is quite an honor for teens. In addition to leadership and teamwork, you will probably develop many life skills as a 4-H Tech Changemaker. Perhaps now or in the future, you will need to document your 4-H Tech Changemaker successes for applications, your résumé, scholarships or a 4-H award. Using robust and descriptive language that shows the impact of your work is essential. The below guide will help you to identify what elements of your work with 4-H Tech Changemakers to highlight.

Standard Language

Check out the online resources to get the most up-to-date talking points about 4-H Tech Changemakers or watch the "Elevator Pitch" video.

Focus on the Important Components

Think about the critical components of serving as a 4-H Tech Changemaker. Along with knowing your audience, this list can help you determine the best information you are trying to convey to the reader.

Recruitment: How were you recruited to join the 4-H Tech Changemakers project? Did you complete an application/get selected? Did a 4-H leader invite you? Did you initiate joining after seeing promotional materials about the project?

Training and Planning: How were you trained in the 4-H Tech Changemakers content? Did you attend an in-person event? Did you meet virtually? Did you have regular meetings as a team to plan projects?

Activities: What were the most important activities you completed as a 4-H Tech Changemaker? Were there any projects where you served as the primary leader? What did your specific responsibilities entail?

Successes: What were the successes you experienced? What skills did you learn as part of the team? What impact did you have? How many people did you reach? Were there any interactions that changed your viewpoint on something?

Challenges: What were the biggest hurdles your project faced? What role did you play in creating a solution and keeping the project moving forward?

Consider the Audience

Think about the audience you are writing for – is it a scholarship judge, business manager, 4-H leader? Who is going to read about your work? What are the most important things that they need to know about what you did?

When listing 4-H Tech Changemakers on your résumé, consider highlighting the employability skills that you practiced in this program, including teamwork, communication, organization, etc.

When listing 4-H Tech Changemakers on an award application, consider focusing on the impact you made and your accomplishments (number of people served, partnerships, etc.).

Be concise. Listing every single task you completed while serving as a 4-H Tech Changemaker is going to be overwhelming to the reader, so be intentional with what you record. Choose activities that highlight your most significant accomplishments. Spend time collecting, reflecting and then selecting what is most important.

Choose Powerful Language

Use action verbs to describe your roles and responsibilities with the 4-H Tech Changemaker project. Action verbs make sentences shorter and are generally more accessible for the reader to understand.

Elaborate about your more substantial responsibilities. Providing pertinent details can be helpful, especially if the reader is not familiar with the 4-H Tech Changemaker project.

Great action verbs to consider include:

• Communication skills: advocated, discussed, negotiated, presented, publicized, solicited, spoke, taught.

• Creative skills: created, developed, established, outlined.

• Helping skills: aided, assisted, facilitated, supported, trained.

• Leadership skills: assigned, coordinated, implemented, led, managed, organized, planned, supervised.

• Research skills: analyzed, collected, examined, identified, surveyed.

• Teaching skills: developed, guided, informed, instructed, prepared.

Try not to use the same action verb multiple times. A thesaurus can be a great tool to help you add variety.

RECOMMENDATION LETTER
TEMPLATE

Date

Name of Recipient
Recipient's Address
City, State Zip Code

Dear Name of Recipient,

It is my pleasure to provide comments about name of 4-H'er, who has been an active youth leader with the 4-H and Microsoft Tech Changemakers Project in name of county County for number years. I have been the your title in name of county County since year, and have had the opportunity to meet and work with name of 4-H'er on this project.

The 4-H Tech Changemakers project is working to create local economic opportunities by empowering youth leaders from across the United States to teach digital skills in their communities. This program guides young people in conducting a local needs assessment to tailor their program to best meet their community's needs, with a focus on aiding in the upskilling or reskilling of adults for employability.

name of 4-H'er quickly emerged as a leader within this project. {Insert short sentence about what he/she/they did.} With his/her/their leadership, our community saw fantastic results from the program. Name of 4-H'er went to {community meeting they attended ex: the school board} to advocate for support for the expansion of digital skills related to workforce development. In addition, name of 4-H'er led outreach to the local community at {list three places they did outreach to ex: school open houses, county fair, and grocery stores}. This resulted in a partnership with the {insert local partner ex: Master Gardener's Association}. name of 4-H'er helped to foster this relationship and this partnership contributed in a large way to the program's success.

It was an honor to work alongside name of 4-H'er because he/she/they fully engaged with the program and truly served as a leader in the community. I am particularly proud of name of 4-H'er's commitment to the program by {actions of 4-H'er}. He/She/They led with high levels of excitement and helped the others participate in activities. I have no doubt that the skills that name of 4-H'er displayed as a leader with this project will serve him/her/them well in any future career or volunteer position.

I am honored to have the opportunity to provide this letter of recommendation. If I can be of any other assistance, please contact me at your contact information.

Sincerely,

Your Name

Your Title

REFERENCES

American Library Association. (n.d.). *Digital literacy.* Available at: https://literacy.ala.org/digital-literacy/

Bridges, J. (2019). *How to make an action plan (example included).* Available at:
    https://www.projectmanager.com/training/make-action-plan

Hendricks, P.A. (1996). *Targeting life skills.* Iowa State University Extension. Exploring the treasurers of
    4-H helper's guide.

Kolb, D.A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1).
    Englewood Cliffs, NJ: Prentice-Hall.

Lippman, L.H., Ryberg, R., Corney, R. & Moore, K.A. (2015). *Workforce connections: Key "soft skills" that
    foster youth workforce success: toward a consensus across fields.* Child Trends, Inc. Available at:
    http://www.childtrends.org/wp-content/uploads/2015/06/2015-24WFCSoftSkills.pdf

MindTools. (n.d.). *Action plans: Small-scale planning.* Available at: https://www.mindtools.com/pages/article/
    newHTE_04.htm

National Digital Inclusion Alliance. (n.d.). *Definitions.* Available at: https://www.digitalinclusion.org/definitions/

Reder, S. (2015). Digital inclusion and digital literacy in the United States: A portrait from PIAAC's survey of adult
    skills. Available at: https://static1.squarespace.com/static/51bb74b8e4b0139570ddf020/t/551c3e82e4b0d2fe
    de6481f9/1427914370277/Reder_PIAAC.pdf

University of Maryland College Park. (n.d.). *Digital Inclusion Builds Communities Today (and Tomorrow).*
    Available at: https://digitalinclusion.umd.edu/#:~:text=Digital%20inclusion%20has%20three%20
    broad,for%20i   nclusion%2C%20and%20public%20access.

University of Wisconsin Extension. (2003). *Enhancing program performance with logic models.* Available at:
    https://fyi.extension.wisc.edu/programdevelopment/files/2016/03/lmcourseall.pdf

Weisberg, A. (2017). *How to conduct needs assessment part 1: What is it and why do it?* Available at:
    https://www.ies.ncsu.edu/blog/how-to-conduct-needs-assessment-part-1-what-is-it-and-why-do-it/

NATIONAL 4-H
C O U N C I L

Learn more about 4-H at www.4-H.org

National 4-H Council

7100 Connecticut Avenue, NW

Chevy Chase, MD 20815

301-961-2800