



AM I READY FOR WORK?

NAME

AGE (AS OF JANUARY 1 OF THE CURRENT PROGRAM YEAR)

CLUB NAME

ADVISOR NAME

COUNTY



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES





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NOTE TO THE PROJECT HELPER

Congratulations! A 4-H member has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another individual important in the 4-H member's life. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Member Project Guide. This is followed by helping the youth focus on each activity, providing support and feedback, and determining what was done well, what could have been done differently, and where to go next.

As a project helper, it is up to you to encourage, guide, and assist the 4-H member. How you choose to be involved helps to shape the 4-H member's life skills and preparation for the workplace.

Your Role as Project Helper

Your contributions are critical to delivery of the 4-H program. It is essential that your interactions support positive youth development within the framework of these Eight Key Elements:

1. Positive relationship with a caring adult
2. Safe environment, emotional and physical
3. Opportunity for mastery
4. Opportunity for value and practice service
5. Opportunity for self-determination
6. Welcoming environment
7. To be an active participant in the future
8. Engagement in learning



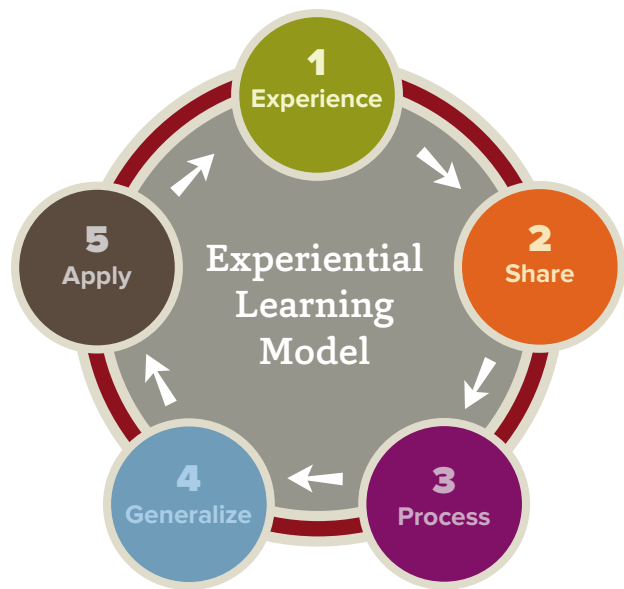
For more information on the Eight Key Elements, please refer to the Advisor Handbook available online at ohio4h.org. In addition, on a practical level, your role as a project helper means you will . . .

- Guide the youth and provide support in setting goals and completing this project.
- Encourage the youth to apply knowledge from this project book.
- Serve as a resource person.
- Encourage the youth to go beyond the scope of this 4-H project book to learn more about skills needed in the workplace today.



What You Should Know About Experiential Learning

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, youth are introduced to a particular practice, idea, or piece of information through an opening (1) experience. The results of the activity are then recorded in the accompanying pages. Youth then take the opportunity to (2) **share** what they did with their project helper, (3) **process** the experience through a series of questions that allow the learner to (4) **generalize** and (5) **apply** the new knowledge and skill.



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
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What You Can Do

- Review the learner outcomes (project skill, life skill, educational standard, and success indicator) for each activity to understand the learning taking place. See the inside back cover for a summary of the learning outcomes.
- Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand.
- Begin the project by helping the learner establish a plan for the project. This is

- accomplished by reviewing the Member Project Guide.
- After each activity, conduct a debriefing session that allows the learner to answer the review questions and share results. This important step improves understanding from an experiential learning perspective.
- Help the learner celebrate what was done well and to see what could be done differently. Allow the learner to become better at assessing his or her own work.

- In the Member Project Guide, date and initial the activities that have been completed.



MEMBER PROJECT GUIDE

Thank you for taking the *Am I Ready for Work?* project! You are about to learn everything you need to prepare yourself for a first, regular job, including applying, getting references, making a résumé, and interviewing. The world of work can be an exciting one and, with the right preparation, you can make sure it is an exciting one for you.

Am I Ready for Work? is an intermediate-level project intended for youth who are interested in learning more about getting paid jobs. It is most appropriate for youth who are eligible—or who will be eligible soon—to be employed. (In Ohio, minors who work must be at least 14 years old.) Young employees who already have jobs also will benefit if they haven't had the opportunity to learn these basics.

Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.

PROJECT GUIDELINES

STEP 1:

Complete **all nine** activities and the Talking It Over questions.

STEP 2:

Take part in **at least two** learning experiences.

STEP 3:

Become involved in **at least two** leadership/citizenship activities.

STEP 4:

Complete a project review.



STEP 1: Project Activities

Complete **all nine** activities and the Talking it Over questions. The More Challenges activities are optional. When you finish an activity, review your work with your project helper. Then ask your project helper to initial and date your accomplishment.

Activity	Date Completed	Project Helper Initials
Project Area: The Employer's Point of View		
1. First Impressions		
2. What Do Employers Want?		
Talking It Over		
Project Area: Not Just Paperwork		
3. Applications Make Impressions Too		
4. I Need a Reference, But Who?		
5. A Snapshot of Your Experience		
Talking It Over		
Project Area: People Skills		
6. Put Your Best Foot Forward		
7. Good Manners DO Matter		
Talking It Over		
Project Area: Risks and Rewards		
8. Social Media—Make or Break a Job		
9. Preparing to Manage Your Money		
Talking It Over		



STEP 2: Learning Experiences

Learning experiences are meant to complement the project activities in Step 1, providing the opportunity for you to do more in subject areas that interest you. What are some learning experiences you could do to show the interesting things you are learning about? Here are some ideas:

- Attend a clinic, workshop, demonstration or speech related to finding employment, completing applications, writing résumés, or other related topic.
- Participate in county judging.
- Help organize a club meeting based on this project.
- Prepare your own demonstration, illustrated talk, or project exhibit.
- Go on a related field trip or tour.
- Create your own learning activity.



Complete **at least two** learning experiences. Describe them in the table below. As each one is completed, ask your project helper to initial and date your accomplishment.

Plan to Do	What I Did	Date Completed	Project Helper Initials
<i>Demonstration</i>	<i>Showed club members how to complete sample blank job applications.</i>	<i>5/5/YR</i>	<i>G.S.</i>



STEP 3: Leadership and Citizenship Activities

Choose **at least two** leadership/citizenship activities from the list below (or create your own) and write them in the table below. Record your progress by asking your project helper to initial next to the date each one is completed. You may add to or change these activities at any time. Here are some examples of leadership/citizenship activities:

- Teach someone about finding and applying for work.
 - Help another member prepare for his or her project judging.
 - Organize a club field trip to a local employer who is willing to talk
- about what he looks for in his employees.
 - Organize a summer jobs event in your area.
 - Encourage someone to enroll in Am I Ready for Work?
- Arrange for a career counselor speaker to visit your club.
 - Plan your own leadership/citizenship activity.



Leadership/Citizenship Activity	Date Completed	Project Helper Initials
<i>Arranged special meeting for club members interested in finding summer jobs.</i>	5/5/YR	G.S.





FIRST IMPRESSIONS

Think of someone you met in the last year or so. What was your first impression? Have you found it to be accurate? Just like with everyone you meet for the first time, you have one, and only one, opportunity to make a first impression. Why not make it a good one?

What to Do

Visit a mall or another place where you can observe people for a long time, anywhere from thirty minutes to an hour. What are some of the things you notice? Are some people making a better first impression on you than others? Can you determine why?

Use this space to comment on how each of these things contributes to a first impression. Where possible, give examples.

Words in **bold** throughout this book are defined in the glossary.

LEARNING OUTCOMES

Project skill: Understanding first impressions

Life skill: Critical thinking

Educational standard: P21, Critical Thinking and Problem Solving, Make Judgments and Decisions: Reflect critically on learning experiences and processes

Success indicator: Records first impressions based on appearance, dress, and demeanor

<p>General appearance</p>	<p><i>What is the person's demeanor? Does he or she seem happy or sad, friendly or dangerous? What, exactly, makes you think so?</i></p>
<p>Clothing and shoes</p>	<p><i>What condition is the person's clothing in? Do they fit? Are they appropriate?</i></p>
<p>Attention to personal hygiene</p>	<p><i>Is the person well groomed? Does he or she need a haircut?</i></p>
<p>General behavior</p>	<p><i>Is the person's behavior appropriate? Does the way he or she is standing, walking, or talking tell you anything about them?</i></p>



Background

We all view things from our own perspective. The **first impression** we have of someone determines if and how we choose to interact. But how do we make that determination? And how can we make our own good first impression?

Some of the things that play into first impressions are hygiene, personal appearance, dress, facial expressions, body language, and speech. Eventually, impressions are based on our experiences with or views of an individual.

Sometimes our impression might even be based on our experiences with other similar individuals. For example, *I had a bad experience with Joe and you look just like him. Therefore, I can expect a bad experience with you too.*

Giving thought to how impressions are made helps you determine how to make your own good first impression. The better impression you make, the easier it is to fit into groups, make a friend, and get a job.



MORE CHALLENGES

Interview two employers to find out what they look for in the first impression potential employees make.



DID YOU KNOW?

Do you have any bad habits you need to break? Bad habits, like nail biting or fidgeting, are hard to break and are likely to surface as part of the first impression you make.

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