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NEXT STOP: **JOB!**

4-H

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*I pledge my head to clearer thinking,
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my hands to larger service, and my
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NEXT STOP: *JOB*

Welcome to Next Stop: Job!

Next Stop: Job is a multi-lesson program designed to teach youth, ages 14 and up, the skills necessary to obtain a job. Next Stop: Job was created because studies have found that, “there is widespread concern that youth lack the skills essential for job success and are entering the workplace unprepared” (Business-Higher Education Forum, 2001; Casner-Lotto & Barrington, 2006). As educators, we found there was a lack of cohesive materials to help teach youth these skills to address this need specifically.

Through videos and hands-on activities, youth learn essential job market skills, such as marketing, communication, writing skills, and financial literacy, to help them succeed in the workplace. Each lesson plan lists learner outcomes, success indicators, life skills, time needed, and a materials list, and aligns with Florida Common Core standards. This curriculum can be used in its entirety (for a total of six hours), or individual lessons can be used on their own. The lesson plans reference resources from educational institutes and curricula to be used in conjunction with Next Stop: Job. Some may be purchased and others can be found on the web.

The program includes pre and post surveys for youth to complete. Some are based on 4-H Common Measures, while others are entirely knowledge-based. Should you choose to complete the surveys, you may use the online surveys

and request the results be sent to you, or you may choose the paper-based surveys. If you complete the paper-based surveys, submit them to the University of Florida 4-H Youth Development Program and a report of the results will be provided to you.

We hope you find success in using these materials. In the pilot tests we performed, youth were receptive to the materials and found them to be helpful for their job searches. Knowledge gain was recorded in all of the areas.

Should have any questions about the materials you may reach out to the University of Florida 4-H Youth Development Program at any time and we would be happy to assist you. Enjoy the materials, and please share them where applicable.

Sincerely,

The Next Stop: Job Team
University of Florida 4-H Youth Development Program

Reference

- Casner-Lotto, J., & Barrington, L. (2006). Are they really ready to work? Employers' perspectives on the basic knowledge and applied skills of new entrants to the 21st century U.S. workforce. Retrieved from the Conference Board website: http://www.conference-board.org/pdf_free/BED-06-Workforce.pdf

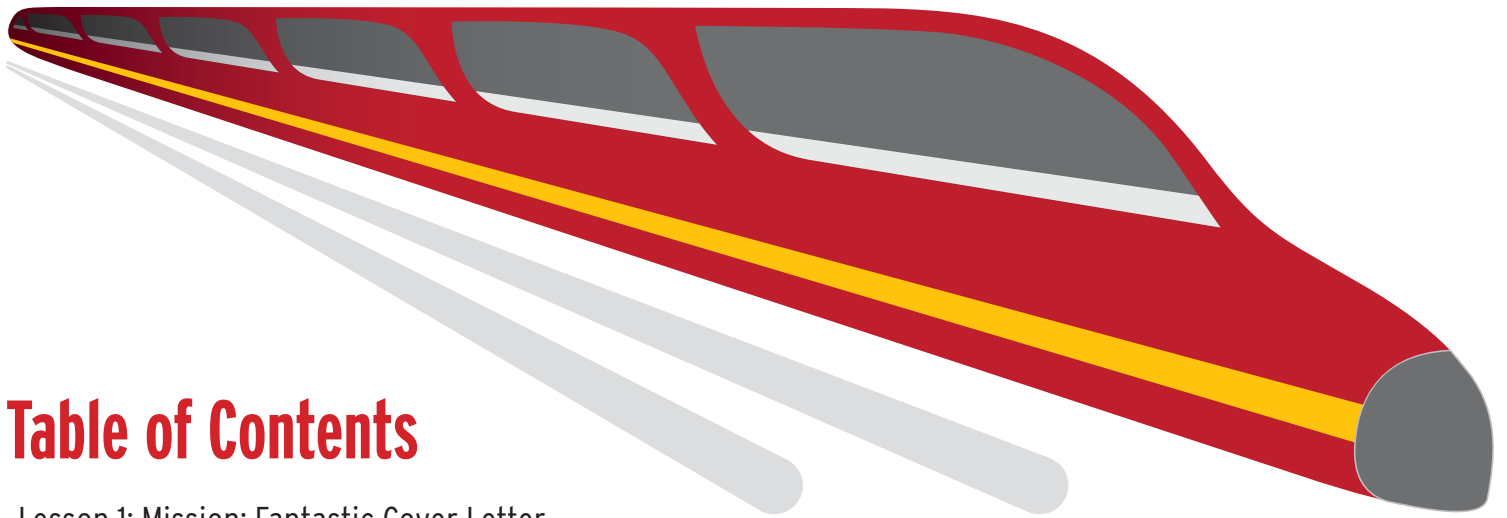


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**NEXT
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JOB!

4-H

UF/IFAS Extension

4-H Youth Development Workforce Preparation

MISSION: FANTASTIC COVER LETTER

Skill Level: Grades 9–12

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health to better living, for my club, my
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NEXT STOP: *JOB*

MISSION: FANTASTIC COVER LETTER

Skill Level: Grades 9–12

Learner Outcomes

1. Youth will be able to identify the parts of a cover letter.
2. Youth will be able to research job opportunities.
3. Youth will be able to plan out and write a cover letter.

Florida Common Core Standards

Florida New Generation Sunshine Standards

WL.K12.AL.4.6; WL.K12.AL.5.2; WL.K12.AM.9.1; WL.K12.IH.3.4;
LA.910.4.2.6; LA.1112.4.2.4; LAFS.910.WHST.2.5; LAFS.910; WHST.2.6

Success Indicators

- Youth will demonstrate an increase of knowledge between the pre- and post-test.
- Youth will satisfactorily complete classroom activities.
- Youth will navigate websites, complete research, and create technological products.
- Youth will evidence behavior change by producing a cover letter.

Life Skills (<http://edis.ifas.ufl.edu/4h242>)

- Marketable Skills
- Keeping Records
- Communication
- Social Skills
- Critical Thinking
- Decision Making

Introduction

According to Merriam-Webster, a cover letter is “a letter sent with something to explain the reason for it or to give more information about it.” The purpose of the cover letter is to refer the reader to the enclosed résumé that summarizes the applicant’s qualifications, training, and related experience. Cover letters are more personal and do not convey the exact information the reader will find in the résumé. This lesson teaches youth to compose well-written and effective cover letters using technology, classroom activities, and student workbooks.

Time Needed

1.5 - 6 Hours

Get Ready, Materials List

(http://florida4h.org/programs/_citizenship-and-leadership-program/career-development/next-stop-job/)

- Computers with Internet access and printers
- Pencils, notebooks, sticky notes
- Video: *Mission: Fantastic Cover Letter*
http://florida4h.org/programs/_citizenship-and-leadership-program/career-development/next-stop-job/
- National 4-H Curriculum: *Build Your Future: Choices, Connections, Careers, Facilitator Guide and a Career Journal* for each student <http://www.4-hmall.org/Category/buildyourfuture.aspx>
- *JobStart, Part 5: Writing the Cover Letter*, FY349, FCS5216
<http://edis.ifas.ufl.edu/fy349>

Tags

Writing a Cover Letter, Preparing a Cover Letter, Workforce or Career Preparation



Pre-Test

The youth will take a pre-test before they watch the video and complete the activities.

Background

Cover letters are one of the early parts of the job, scholarship, or college application process. Applicants must have researched the requirements for the organization or position to compose a cover letter. The letter precedes the résumé and is an introduction to it. Job applicants must customize their cover letters for specific job openings.

There is a standard format for cover letters that specifies how to address the letter, write the salutation, consider the topics for each paragraph, and how to close. Understanding the purpose of each part is essential to creating a fantastic cover letter.

Technology allows applicants many resources for writing cover letters. There are numerous websites with templates for cover letters that can be quite useful. One must always proofread for grammar, spelling, organization, and neatness. Potential employers consider these to be essential elements of the cover letter—the applicant is showcasing his or her abilities, talents, and experiences.

Do Activities

1. Activity: Open Discussion

- What do you think a cover letter is?
- Where would you look for current information about writing cover letters?
- What would make your cover letter more interesting to the employer?
- What steps should you take to make sure your cover letter is accurate and well-written?
- Have you written a cover letter before?
- What items do you think should be included in a cover letter?
- What skills do employers value?
- Are form letters or hand-written letters acceptable?

2. Activity: Watch the video *Mission: Fantastic Cover Letter*

- Periodically the video will be paused and youth will complete the “Your Mission” activities included in the video.
 - Create Your Address
 - Create a Company Address
 - Create a Cover Letter
 - Use slides 31–36 to illustrate common errors

3. Activity: *Build Your Future: Choices, Connections, Careers Book*

- *Skill...Choices...Careers*, Activity 1, pages 3–14
 - Youth will explore their personal interests, personality, and skills to help guide them toward a college major and career.
- *Making Career Connections*, Activity 2, pages 15–28
 - Youth will research careers by shadowing, interviewing, volunteering, and internships.
- *Build Your Future through Portfolios*, Activity 3, pages 29–32
 - Youth will investigate portfolios and create one of their own.

Post-Test

The youth will take a post-test after they have seen the video and completed the series of activities.

Optional Activities

1. Youth proofread each other’s cover letters and envelopes.
2. Research cover letters online and present samples.
3. Compose a cover letter for a fictional or historical character.
4. Use sticky notes for youth to share action verbs, salutations and closings, and possible writing errors.
5. Have a company representative speak to the youth about the importance of cover letters.
6. Create a booklet or video to share with others about composing cover letters.
7. Refer to pages 11, 21, 29, 34, 45, 57, 65, 70, 78 and 85 in *Build Your Future: Choices, Connections, and Careers*.

Reflect and Apply

1. **Share: Ask youth the following questions to help them reflect upon what they did.**
 - What did you do?
 - What were the easiest parts of the activities?
 - How did you feel when you completed the cover letter?
 - Did you observe your classmates having difficulty with the activities? Which, and why do you think they had trouble?
 - What happened?

2. Process: Allow youth to think about how the cover letter writing activities were conducted or how they were performed in order to process what they have learned.

- Did problems occur when you tried to write your cover letter?
- Have you had similar assignments? How did this compare?
- How did you decide what to include in the cover letter?
- Did you look online or in textbooks for assistance?
- What life skills did you use to complete the activities?

3. Generalize: Allow youth to discuss on a more personal level the experience of learning the cover letter writing process by asking the following questions.

- What did you learn about yourself?
- How do you view the career preparation process?
- How can you use the skills required to write a cover letter in real life?
- How likely are you to incorporate what you have learned in the future?
- Explain to another student why learning to write cover letters is important.

4. Apply: Ask the youth the following questions to help direct them towards what they have learned to apply to their own lives.

- How can you apply the skills you have learned to a new situation?
- Do you foresee changes for the job application process? What types of changes, or why not?
- Will you act differently during the job application process based on what you have learned?
- How can you practice what you learned?
- What tools are available to help you?

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**NEXT
STOP: *JOB!***

4-H

UF/IFAS Extension

4-H Youth Development Workforce Preparation

MISSION: HOW TO ACE AN INTERVIEW

Skill Level: Grades 9–12

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NEXT STOP: *JOB*

MISSION: HOW TO ACE AN INTERVIEW

Skill Level: Grades 9–12

Learner Outcomes

1. Youth will learn how to prepare for a job interview.
2. Youth will learn how to communicate effectively during a job interview.

Florida Common Core Standards

Florida New Generation Sunshine Standards

WL.K12.AL.4.1; WL.K12.IH.3.4; LAFS.112.L.3.6; LAFS.910.RI.1.3;
LAFS.910.L.3.6; WL.K12.AM.9.1; WL.K12.AM.9.2; WL.K12.IH.3.4;
WL.K12.SU.1.4; WL.K12.SU.3.5; DA.912.F.2.1

Success Indicators

- Youth will demonstrate an increase of knowledge between the pre- and post-test.
- Youth will satisfactorily complete classroom activities.
- Youth will evidence behavior change through completed classroom activities and follow-up interview success stories.

Life Skills (<http://edis.ifas.ufl.edu/4h242>)

- Communication & Social Skills
- Character
- Marketable Skills

Time Needed

1.5 Hours

Introduction

The interview process can be a nerve-racking experience, but preparation before the big day can ease the stress. By learning a few simple techniques, youth will be able to learn how to get ready, get excited, and ace the job interview.

Get Ready, Materials List

- Computers with Internet access and printers
- Pencils, notebooks
- Video: *How to Ace an Interview*. http://florida4h.org/programs/_citizenship-and-leadership-program/career-development/next-stop-job
- National 4-H Curriculum: *Build Your Future: Choices, Connections, Careers Facilitator Guide and Career Journal*. <http://www.4-hmall.org/Category/buildyourfuture.aspx>.
- Career Quizzes, Liptak, J.J.
- *5 Minute Career Activities*, Learning Zone Express.
- The Perfect Business Handshake Activity and Handout, <http://msue.anr.msu.edu/resources/interviews>
- Communications Toolkit, http://msue.anr.msu.edu/resources/communications_toolkit_fun_skill_building_activities_to_do_with_kids_4
- *Navigating Social Media Sites for Teenagers Factsheet*, <http://brevard.ifas.ufl.edu/4-H/PDF/fs6163.pdf>
- *Interviewing Tips Factsheet*, <http://brevard.ifas.ufl.edu/4-H/PDF/interviewtips.pdf>
- *Public Speaking Factsheet*, <http://brevard.ifas.ufl.edu/4-H/PDF/publicspeaking.pdf>

Tags

Interview, Workforce Preparation, Job Skills



Pre-Test

The youth will take a pre-test before they watch the video and complete the activities.

Background

The interview process is an important step to securing a job. Many times it is overlooked, and job seekers do not prepare themselves for an interview effectively. Employers have already screened applicants, and the face-to-face interview allows them to ask more questions while getting a better feel for the applicant's strengths and weaknesses. It is a time for the interviewee to shine and set himself or herself apart from other applicants. It also allows that "first impression" to be made, so employers remember them. At the same time the interviewee is being assessed on his or her qualifications, the applicant will also be able to decide if in fact the job is the right fit and worth pursuing.

Do Activities

1. Activity: Exploring Career Pathways: Getting to Know Yourself Worksheet

- *Build Your Future, Career Journal*, page 6
 - Youth will connect their extracurricular activities, experiences, interests, personality, etc. to career options and college majors.

2. Activity: Discover Your Skills and Interests

- *Career Quizzes, Liptak*, page 57
 - Youth will assess themselves and the connections between their interests and career and job alternatives.

3. Activity: Watch the video *How to Ace an Interview*.

- Periodically the video will be paused, and youth will complete the activities included in the video.
- *4-H Career Activity, The Perfect Business Handshake*
 - This activity will introduce youth to the different types of handshakes, the importance of a proper business handshake, and how to perfect the handshake. Youth will become more confident as they learn this skill.

• *5 Minute Career Activities Book*

- *Deciding on a Career, Role Model*, page 10
 - Youth will brainstorm what a role model is, whom they admire, and how those qualities translate to a career choice for them.
- *Finding a Job, Networking*, page 15
 - Youth will learn the importance of networking and think about potential opportunities that may be available to them.
- *Job Interviews, Writing a "Thank You" Note*, page 30
 - Youth will have the opportunity to learn the importance of follow-up and essential writing skills.
- *Job Interviews, Preparation Is Key*, page 31
 - Youth will evaluate what they know about the interview process in preparation for learning the process.
- *What's Wrong with This Picture?*
 - This activity will introduce youth to public speaking skills that can assist them during the interview. They will evaluate the skills they already know and use, learn how the skills can be fun, and practice them in a group.

Post-Test

The youth will take a post-test after they have seen the video and completed the series of activities.

Reflect and Apply

1. Share: Ask youth the following questions to help them reflect upon what they did.

- What part of the interview process do you find to be most intimidating?
- What part of the interview process do you feel you need to practice to feel more confident?
- What activity did you find the easiest and most comfortable to complete?
- What is one skill necessary for successfully interviewing that you never knew you would need?
- Name one skill you already possessed before you performed the activity.

2. Process: Allow youth to think about the interview experience. In the activities conducted, how did they perform? Discuss one or more of the activities the youth performed.

- What problems came up as they performed the activity, how did they deal with the problems, and did the activity work out the way they planned?
- Discuss the life skill (communication, goal setting, problem solving, etc.) that the activity applied to and why it was important for them to learn it.

3. Generalize: Allow youth to discuss, on a more personal level, the experience of learning the interview process by asking the following questions.

- What have you learned from this experience?
- What have you learned from the interview process that carries over into other areas or subjects that you have been learning?
- Have you used any of these skills in other experiences in your life to date (i.e. applied for a job before or gone on an interview, spoken with role models, written a thank you note, etc.)?
- Why do you need this skill (i.e., conducting a proper handshake, speaking about yourself during an interview, researching a job position, etc.)?
- After completing the “Career Needs Inventory” and the “Exploring Career Pathways: Getting to Know Yourself Worksheet,” did you find that you had the skills and interest for a job you had not previously considered? Did this make you think about your future career plans?

4. Apply: Ask the youth the following questions to help direct them towards what they have learned to apply to their lives.

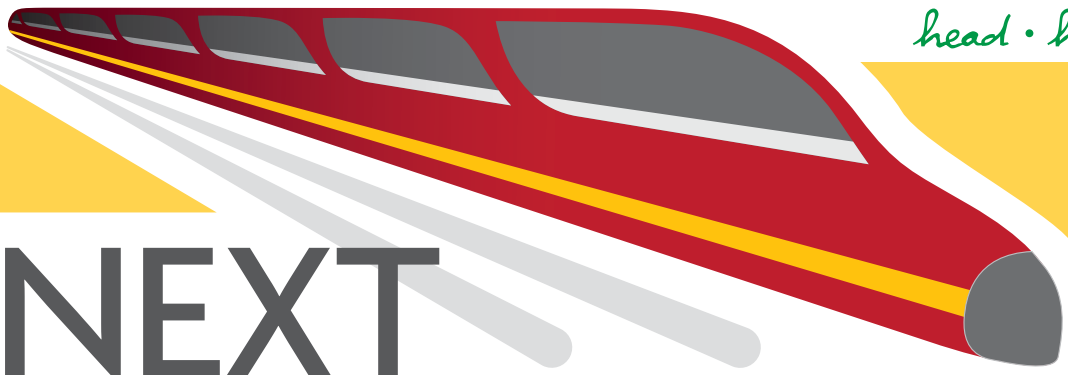
- Have you found a role model that you can meet with on a regular basis?
- Think about the activities or events you have planned in the next few months. Are there any where you can apply these skills (i.e., applying for a job, applying to colleges, meeting with a role model, speaking in public, or giving a presentation at school)?
- What other skills have you learned that you can directly apply to your life?

References

- Barrett, D., Cox, F., Duvall, B., Jamieson, K., Jaros, A., Keinath, S., Payk, M., Radloff, D., Rivetto, L., Suszek, S., Zerbe, J. (2013). *Build your future: Choices... Connections... Careers*. Michigan State University Extension. National 4-H Council.
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**NEXT
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4-H

UF/IFAS Extension

4-H Youth Development Workforce Preparation

MISSION: DRESSING FOR SUCCESS

Skill Level: Grades 9–12

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NEXT STOP: *JOB*

MISSION: DRESSING FOR SUCCESS

Skill Level: Grades 9–12

Learner Outcomes

1. Youth will learn how to dress appropriately for job interviews and the work environment.

Florida Common Core Standards

Florida New Generation Sunshine Standards

LAFS.112.L.3.6; WL.K12.AM.9.1 WL.K12.AM.9.2; DA.912.F.2.1

Success Indicators

- Youth will demonstrate an increase of knowledge between the pre- and post-test.
- Youth will satisfactorily complete classroom activities.
- Youth will evidence behavior change by providing a follow-up interview and/or success stories.

Life Skills (<http://edis.ifas.ufl.edu/4h242>)

- Marketable Skills
- Self-Responsibility
- Planning/Organizing

Time Needed

1.5 hours

Get Ready, Materials List

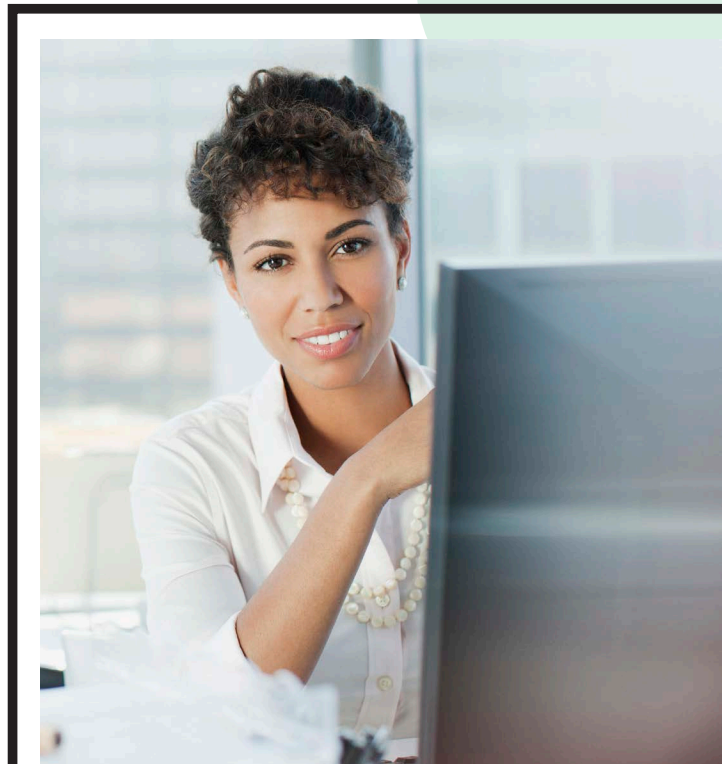
- Computers with Internet access and printers
- Paper, pencils, glue sticks or tape
- Video: *Dressing for Success*, <http://florida4h.org/programs/citizenship-and-leadership-program/career-development/next-stop-job/>
- Career Quizzes, Liptak. J.J.
- 5 Minute Career Activities, Learning Zone Express
- Dress to Impress <http://www.career.fsu.edu/content/download/292726/1993573/Dressing%20to%20Impress2015.pdf>

Tags

Interview, Workforce Preparation, Job Skills

Introduction

When interviewing, it is important to dress appropriately. First impressions occur during the first five minutes of meeting a potential employer. By dressing appropriately, a potential employer can focus on the skills and abilities of the applicant and not on the clothing. This lesson teaches about appropriate types of clothing for the workplace and helps youth identify the type of clothing that is most important for different work environments.



Pre-Test

The youth will take a pre-test before they watch the video and complete the activities.

Background

Dressing professionally is a key part of aceing an interview. Applicants need to research the dress style of a particular employer to choose how to dress most appropriately. Though most interviews will require business professional dress, there may be times when business casual dress is appropriate. Job applicants may wish to contact a potential employer if unsure of what is expected.

Dressing professionally does not stop at the clothes. Professional dress also includes attention to grooming, make-up, and accessories. It is important to remember that youth are in competition with other applicants, so you need to present a complete package. Understanding what is acceptable and what is not will help youth make appropriate choices in clothing and accessories.

Do Activities

1. Activity: Watch the video *Dressing for Success*

2. Activity: *5 Minute Career Activities Book*

- *Job Interviews, Grooming, and Dress*, page 33
- Youth will learn how to think about dressing for a job interview.

3. Activity: *Dress for Success Models*

- Using the Internet, students will learn how to pick out appropriate attire for different interview and job situations.
 - Youth will find articles of clothing based on what they have learned about professional dress.
 - Instruct youth to find different websites with images that represent different attire. Use the search terms: "Professional Dress," "Business Professional," "Business Casual," and "Dressing for an Interview."
 - Youth can create a document by cutting and pasting to help organize the different dress categories.

Post-Test

The youth will take a post-test after they have seen the video and performed the series of activities.

Reflect and Apply

1. Share: Ask youth questions to help them reflect upon what they did.

- Was it difficult to determine which clothing choices to make for a job interview?
- Were you aware that there are different types of professional dress?
- How do the two styles of professional dress, "Business Casual" and "Business Professional," differ?
- What activity did you find the easiest and the most comfortable to finish?
- What is one skill necessary for dressing for success that you never knew you would need?
- Name one skill you already possessed before you performed the activity.

2. Process: Allow youth to think about the "Dressing for Success" activities. Discuss one or more of the activities the youth performed.

- What problems came up as they performed the activity, how did they deal with the problems, and did the activity work out the way they planned?
- Discuss the life skill (communication, goal setting, problem solving, etc.) that the activity applied to and why it was important for them to learn it.

3. Generalize: Allow youth to discuss, on a more personal level, the experience of learning how to dress for a job interview by asking the following questions.

- What have you learned from this experience?
- What have you learned from the dressing for success activity that carries over into other areas or subjects that you have been learning?
- Have you used any of these skills in other experiences in your life to date (have you gone on an interview before)?
- Why do you need these skills (i.e. dressing professionally, choosing appropriate work attire)?

4. Apply: Ask youth the following questions to help direct them towards what they have learned to apply to their lives.

- Think about the activities or events you will be doing in the next few months. Which activities or events provide the opportunity for you to apply these skills (i.e., Are you applying for a job? Will you be applying to colleges? Are you meeting with a role model? Are you speaking in public or giving a presentation at school)?
- What other skills have you learned that you can directly apply to your life?

References

- Alfonso, B., & Michael, S. (2013). *Next stop: Job: Dressing for success [Video]*. Gainesville, FL: UF/IFAS Extension. Retrieved August 30, 2016, from http://florida4h.org/programs_/citizenship-and-leadership-program/career-development/next-stop-job/
- Learning Zone Xpress. (2015). *5-minute career activities*. Retrieved August 30, 2016, from <http://www.learningzonexpress.com/5-minute-career-activities.html>.
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head • heart • hands • health

**NEXT
STOP:**

JOB!

4-H

UF/IFAS Extension

4-H Youth Development Workforce Preparation

**MISSION: MONEY, MONEY, MONEY:
HOW TO MANAGE YOUR EARNINGS**

Skill Level: Grades 9-12

*I pledge my head to clearer thinking,
my heart to greater loyalty,
my hands to larger service, and my
health to better living, for my club, my
community, my country and my world.*

NEXT STOP: *JOB*

MISSION: MONEY, MONEY, MONEY: HOW TO MANAGE YOUR EARNINGS

Skill Level: Grades 9–12

Learner Outcomes

1. Youth will learn the components of a spending plan and how to write one.
2. Youth will increase awareness of types of accounts used to save money.

Florida Common Core Standards

Florida New Generation Sunshine Standards

MAFS.K12.MP.4.1; LAFS.910.WHST.2.6

Success Indicators

- Youth will demonstrate an increase of knowledge between the pre- and post-test.
- Youth will satisfactorily complete classroom activities.
- Youth will navigate websites, complete research and create technological products.
- Youth will evidence behavior change by understanding the concepts, performing the skills, or applying the concepts.

Life Skills (<http://edis.ifas.ufl.edu/4h242>)

- Keeping Records
- Wise Use of Resources
- Decision Making
- Critical Thinking

Introduction

When youth earn money, they must deal with choices as to what to do with that money. Effective money management is a skill that must be taught. This lesson teaches youth how to effectively manage their money through setting SMART goals, budgeting (comparing income and expenses), and saving.

Time Needed

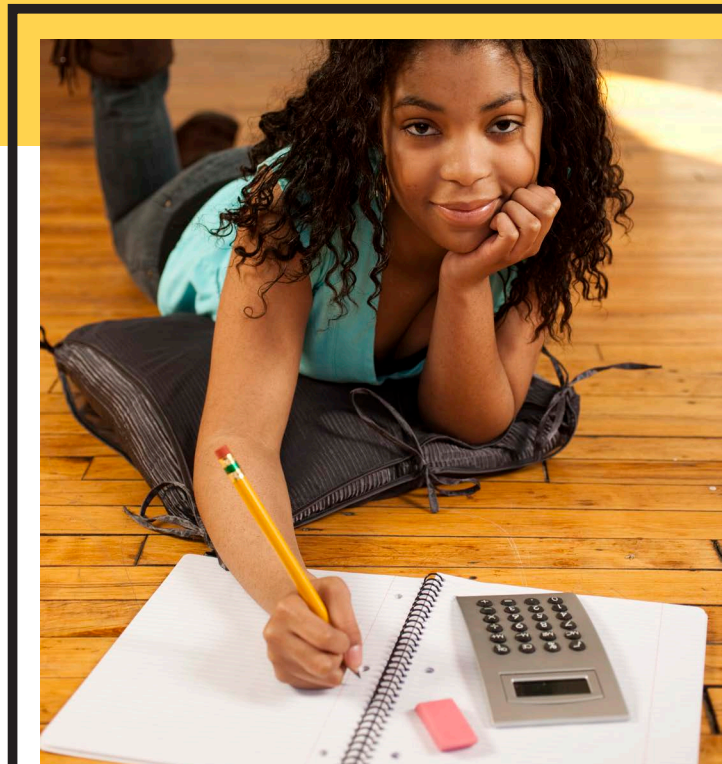
1.5–2 hours classroom time

Get Ready, Materials List

- Computers with Internet access and printers
- Pencils, calculators
- Video: *Money, Money, Money: How to Manage Your Earnings*. http://florida4h.org/programs/_citizenship-and-leadership-program/career-development/next-stop-job/
- http://florida4h.org/programs/_citizenship-and-leadership-program/career-development/next-stop-job/
 - Activity Sheet–How Do Teens Spend Their Money
 - Activity Sheet–Penny for Your Thoughts
 - Activity Sheet–My Spending
 - Activity Sheet–Building a Monthly Spending Plan
 - Activity Sheet–Saving & Investment Options

Tags

Teen Spending, Budgeting, Saving, Workforce or Career Preparation



Pre-Test

The youth will take a pre-test before they begin the video and series of activities.

Background

Today's youth are inundated daily with advertisements vying for their dollars. Once youth begin to have their own money, they learn how quickly their wallets can go from full to empty. By teaching youth to set goals for their money, properly track their income and expenses, and save, you can help youth learn to make decisions to make their dollars go further. By learning good financial management practices at an early age, youth will gain skills to help better manage their money as adults.

Do Activities

1. Activity: Watch the video *Money, Money, Money: How to Manage Your Earnings*.

- Periodically the video will be paused and youth will complete activities included in the video:
 - *How Do Teens Spend Their Money?*
 - Youth will be given the opportunity to assess how their money is spent.
 - *My SMART Financial Goals*
 - Youth will learn what SMART goals are.
 - *Penny for Your Thoughts*
 - Youth will learn how compound interest works.

2. Activity: *Building a Monthly Spending Plan*

- Youth will prepare a monthly spending plan (budget) based upon information presented in a scenario.

3. Activity: *Saving and Investment Options*

- Youth will research savings and investment options.

4. Activity: *My Spending*

- Youth will work independently to track their spending (This activity is to be a homework assignment for a week up to a month. Discussion can take place at the end of the week/month).

Post-Test

The youth will take a post-test after they have seen the video and completed the series of activities.

Optional Activities

The following are optional post-activity opportunities based on how long you have and how involved you wish to be with money management.

Additional resources are available from the UF/IFAS Department of Family, Youth and Community Sciences. Youth can be encouraged to find publications on different topics of money management and to report on what they learned through writing activities, presentations, or other appropriate activities. Resources are available at <http://edis.ifas.ufl.edu/topics/families/money.html>.

More resources are available through the 4-H National Headquarters. *My Financial Future*, a financial literacy curriculum, is available for purchase at <http://www.4-h.org/resource-library/curriculum/money/>. Online activities and videos are also available at no cost on this site.

A Living On My Own Simulation is also available in Florida. This activity takes youth through an exercise in which they have a job, earn money, and must balance all of their expenses with the money they earn. For more information on participating in a simulation, contact your local UF/IFAS Extension office.

Reflect and Apply

1. Share: Ask youth the following questions to reflect upon what they did.

- What part of managing money do you find to be most intimidating?
- What part of managing money do you feel you need to practice to feel more confident?
- What activity did you find the easiest and the most comfortable to finish?
- What is one skill necessary for successfully managing money that you never knew you would need?
- Name one skill you already possessed before you performed the activity.

2. Process: Allow youth to think about the money management activities. How did they process what they have learned?

- What problems came up as they performed the activities, how did they deal with the problems, did the activities work out the way they planned?
- Discuss the life skill (keeping records, wise use of resources, decision-making, etc.) that the activities applied to and why it was important for them to learn it.

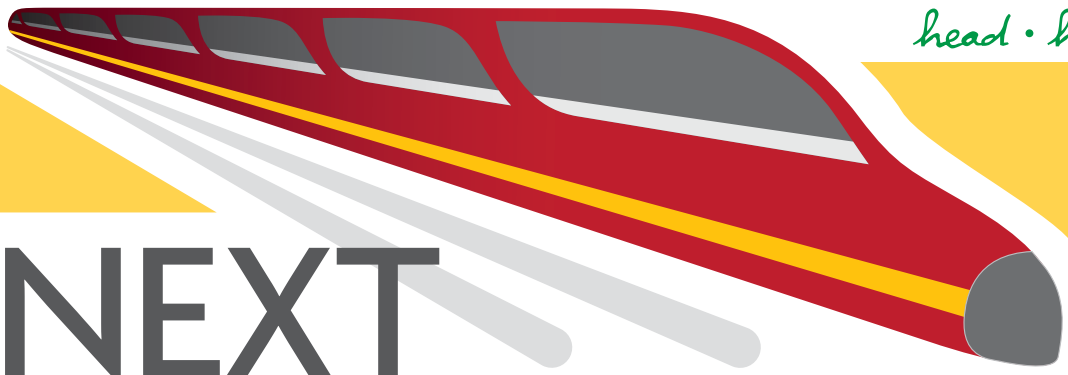
3. **Generalize: Allow youth to discuss, on a more personal level, the experience of learning about money management by asking the following questions.**
- What have you learned from this experience?
 - What have you learned from money management that carries over into other areas or subjects that you have been learning about?
 - Have you used any of these skills in other experiences in your life to date (have you budgeted money before, have you tracked your spending before, have you saved money, etc.)?
 - Why do you need this skill (i.e., tracking income and expenses, keeping a spending plan, saving, etc.)?
4. **Apply: Ask the youth the following questions to help direct them towards applying what they have learned to their lives.**
- What have you learned that you can directly apply to your life?
 - Think about the activities or events you have planned in the next few months. Are there any to which you can apply these skills (are you earning and/or spending money, are you saving money for a specific purpose, etc.)?

References

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**NEXT
STOP: *JOB!***

4-H

UF/IFAS Extension

4-H Youth Development Workforce Preparation

MISSION: DESIGNING AN AWESOME RÉSUMÉ

Skill Level: Grades 9–12

*I pledge my head to clearer thinking,
my heart to greater loyalty,
my hands to larger service, and my
health to better living, for my club, my
community, my country and my world.*

NEXT STOP: **JOB**

MISSION: DESIGNING AN AWESOME RÉSUMÉ

Skill Level: Grades 9–12

Learner Outcomes

1. Youth will be able to identify the parts of a résumé.
2. Youth will be able to research job opportunities.
3. Youth will be able to plan out and construct a résumé.

Florida Common Core Standards

Florida New Generation Sunshine Standards

WL.K12.AL.4.6; WL.K12.AL.5.2; WL.K12.AM.9.1; WL.K12.IH.3.4;
LA.910.4.2.6; LA.1112.4.2.4; LAFS.910.WHST.2.5; LAFS.910.WHST.2.6

Success Indicators

- Youth will demonstrate an increase of knowledge between the pre- and post-test.
- Youth will satisfactorily complete classroom activities.
- Youth will navigate websites, complete research, and create technological products.
- Youth will evidence behavior change by producing a résumé.

Life Skills (<http://edis.ifas.ufl.edu/4h242>)

- Marketable Skills
- Keeping Records
- Self-Motivation
- Critical Thinking
- Problem Solving
- Goal Setting

Introduction

According to Merriam-Webster, a résumé, or curriculum vitae, is "a short document describing your education, work history, etc., that you give an employer when you are applying for a job; a list of achievements; or a short description of things that have happened." Résumés introduce a person to potential employers and, hopefully, secure an interview. This lesson teaches youth to compose well-written and effective résumés using technology, classroom activities, and student workbooks.

Time Needed

1.5 - 6 hours

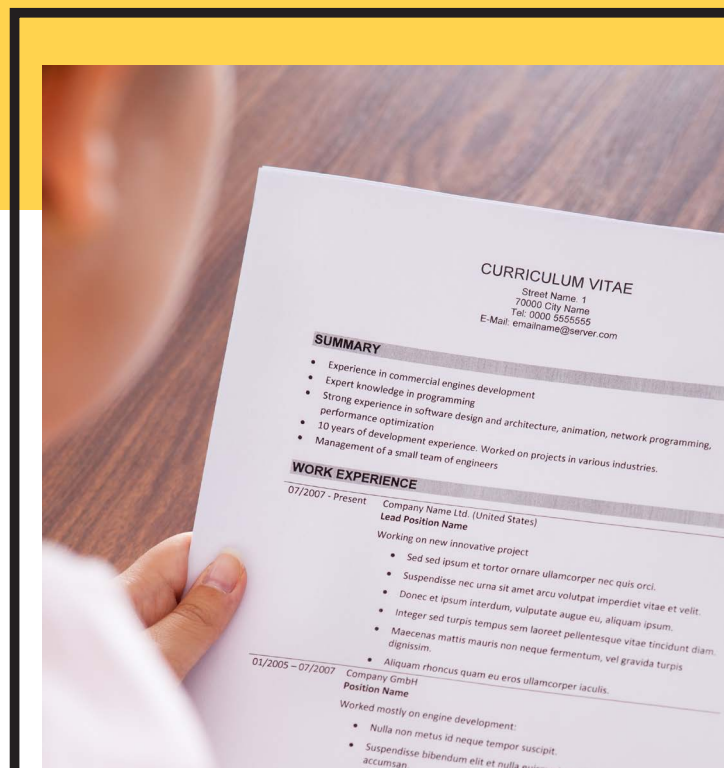
Get Ready, Materials List

(http://florida4h.org/programs/_citizenship-and-leadership-program/career-development/next-stop-job/)

- Computers with Internet access and printers
- Pencils, notebooks, construction paper, scissors, markers, poster board
- Video: *Designing an Awesome Résumé*
http://florida4h.org/programs/_citizenship-and-leadership-program/career-development/next-stop-job
- National 4-H Curriculum: *Build Your Future: Choices, Connections, Careers Facilitator Guide and a Career Journal for each student* <http://www.4-hmall.org/Category/buildyourfuture.aspx>
- *JobStart, Part 4: Preparing Your Résumé* FY348,
<http://edis.ifas.ufl.edu/fy348>

Tags

Writing a Résumé, Preparing a Résumé, Workforce or Career Preparation



Pre-Test

The youth will take a pre-test before they watch the video and complete the activities.

Background

Résumés are an integral part of the job, scholarship, or college application process. Youth need to be able to research the history of the institution, its mission statement, and vision. Furthermore, it is essential for applicants to know how to find the resources necessary to find and apply for these opportunities, how to compose a résumé, and how to market themselves. It is important to stress communication skills, problem solving skills, and technical skills when writing résumés, since these skills, along with teamwork, are highly valued. Job applicants must also learn to customize their résumés for specific job openings.

People make many mistakes when they write résumés, such as crowding information on the page, using fonts that are difficult to read, and choosing an incorrect layout. Becoming familiar with the pieces and parts of a résumé and the purpose of each is essential to creating an awesome résumé.

In today's job market, job applications are increasingly submitted online, along with the résumé, cover letter, and references. Therefore, having experience with multiple technologies is as necessary as possessing strong writing skills.

Do Activities

1. Activity: Open Discussion

- What do you think a résumé is?
- Where would you look for current information about writing résumés?
- What would make your résumé more interesting to the employer?
- What steps should you take to make sure your résumé is accurate and well-written?
- Have you written a résumé before?
- What items do you think should be included in a résumé?
- What skills do employers value?
- Can you think of at least twenty different careers?
- What type of education do those careers require?

2. Activity: Watch the video *Designing an Awesome Résumé*.

- Periodically, the video will be paused, and youth will complete the *To the Drawing Board* activities included in the video:
 - Headings
 - Goal Statement
 - Education
 - Job/Volunteer Experience
 - Résumé

3. Activity: Research careers online using links included in the video and provided in the Appendix.

4. Activity: Use technology to market skills. For example:

- Creating a website or newsletter
- Creating a Pinterest or LinkedIn site
- Creating a business card

5. Activity: *Build Your Future: Choices, Connections, Careers Book*

- *Pounding the Pavement: Fill-In Résumé Worksheet*, Activity 7, pages 56–58
 - Youth will learn how to complete job applications and write résumés and cover letters.

Post-Test

The youth will take a post-test after they have seen the video and completed the series of activities.

Optional Activities

1. Create a linked *Skills Chain* out of construction paper.
2. Create a *Careers Bulletin Board* or *Scrapbook* to showcase the projects.
3. Complete a self-assessment and make a timeline.
4. Take a field trip to an employment agency.
5. Write a résumé for a fictional or historical character.
6. Refer to pages 11, 21, 29, 34, 45, 57, 65, 70, 78, and 85 in *Build Your Future: Choices, Connections, Career.s*

Reflect and Apply

1. Share: Ask youth the following questions to help youth reflect upon what they did.

- What career(s) did you research and where did you go to research your career?
- What were the easiest and most difficult parts of writing your résumé?
- What type of training or education was required for your career choice?
- How did you choose which items to put in your résumé?
- Share your Pinterest page, LinkedIn page, newsletter, website, and business card with the group.

2. Process: Allow youth to think about the résumé writing activities. How did the activities assist them in processing what they learned?

- How would you decide what type of verbs you would use to describe your abilities?
- What questions regarding the résumé writing process do you have after viewing the video?
- What challenges did you face while researching the education and training required for your career?
- Why is important for you to learn the process of how to write effective résumés and market yourself?
- Why should you have several people review your résumé?

3. Generalize: Allow youth to discuss, on a more personal level, the experience of learning the résumé writing process by asking the following questions.

- Can the process of learning how to write résumés benefit you elsewhere?
- What areas do you need to expand upon to make your résumé more complete?
- What did you learn about yourself by doing the activities?
- How can creating personal connections through volunteering and school support your career plans?
- How can you incorporate the technology you used in this lesson for school or other activities?

4. Apply: Ask the youth the following questions to help direct them towards applying what they have learned to their lives.

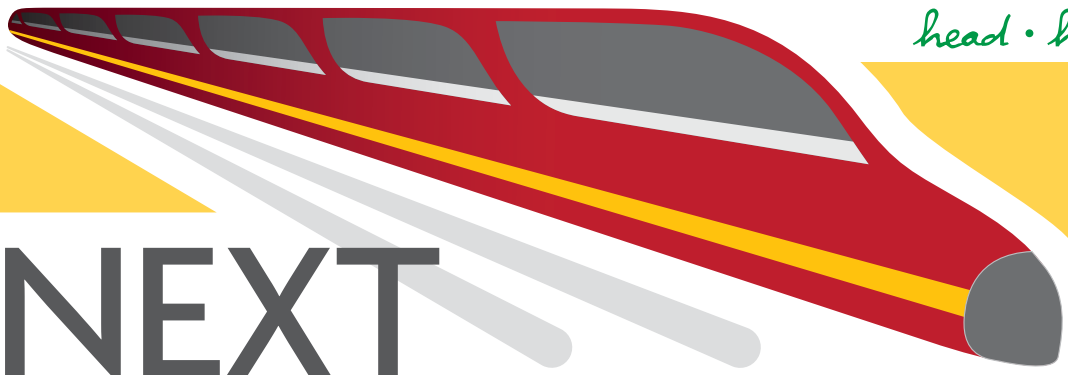
- How can you use the skills needed for your marketing activities in other ways?
- Submit your résumé to prospective class participants and receive feedback.
- Create another résumé for another position.
- Research résumé formats and samples online.
- What advice would you give someone else about writing a résumé?

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**NEXT
STOP: *JOB!***

4-H

Job Common Measures Survey

*I pledge my head to clearer thinking,
my heart to greater loyalty,
my hands to larger service, and my
health to better living, for my club, my
community, my country and my world.*

NEXT STOP: *JOB*

JOB COMMON MEASURES SURVEY

Dear Participant:

We would like to invite you to answer some questions about what you learned in this 4-H program.

If you do not want to fill out the survey, this is okay. If you want to skip questions, that is all right as well. If you decide to participate in this survey, you can stop at any time. We hope you will complete it.

It will take you about 15 minutes to complete the survey. If you have questions at any time, please ask one of your leaders.

Thank you for your help.

Which county in Florida do you live in (if you don't live in Florida, select other)?

- | | | | | |
|------------------------------------|------------------------------------|---------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> Alachua | <input type="checkbox"/> Dixie | <input type="checkbox"/> Hillsborough | <input type="checkbox"/> Marion | <input type="checkbox"/> Seminole |
| <input type="checkbox"/> Baker | <input type="checkbox"/> Duval | <input type="checkbox"/> Holmes | <input type="checkbox"/> Miami-Dade | <input type="checkbox"/> Seminole Tribe |
| <input type="checkbox"/> Bay | <input type="checkbox"/> Escambia | <input type="checkbox"/> Indian River | <input type="checkbox"/> Nassau | <input type="checkbox"/> St. Johns |
| <input type="checkbox"/> Bradford | <input type="checkbox"/> Flagler | <input type="checkbox"/> Jackson | <input type="checkbox"/> Okaloosa | <input type="checkbox"/> Sumter |
| <input type="checkbox"/> Brevard | <input type="checkbox"/> Franklin | <input type="checkbox"/> Jefferson | <input type="checkbox"/> Orange | <input type="checkbox"/> Suwannee |
| <input type="checkbox"/> Broward | <input type="checkbox"/> Gadsden | <input type="checkbox"/> Lafayette | <input type="checkbox"/> Osceola | <input type="checkbox"/> Taylor |
| <input type="checkbox"/> Calhoun | <input type="checkbox"/> Gilchrist | <input type="checkbox"/> Lake | <input type="checkbox"/> Palm Beach | <input type="checkbox"/> Union |
| <input type="checkbox"/> Charlotte | <input type="checkbox"/> Glades | <input type="checkbox"/> Lee | <input type="checkbox"/> Pasco | <input type="checkbox"/> Volusia |
| <input type="checkbox"/> Citrus | <input type="checkbox"/> Gulf | <input type="checkbox"/> Leon | <input type="checkbox"/> Pinellas | <input type="checkbox"/> Wakulla |
| <input type="checkbox"/> Clay | <input type="checkbox"/> Hamilton | <input type="checkbox"/> Levy | <input type="checkbox"/> Polk | <input type="checkbox"/> Walton |
| <input type="checkbox"/> Collier | <input type="checkbox"/> Hendry | <input type="checkbox"/> Liberty | <input type="checkbox"/> Putnam | <input type="checkbox"/> Washington |
| <input type="checkbox"/> Columbia | <input type="checkbox"/> Hernando | <input type="checkbox"/> Madison | <input type="checkbox"/> Santa Rosa | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> DeSoto | <input type="checkbox"/> Highlands | <input type="checkbox"/> Manatee | <input type="checkbox"/> Sarasota | |

I participated in a 4-H... (you may choose more than one)

- School Enrichment (during class) program
- After school Club
- Community Club
- SPIN Club (Please list your Special Interest Project) _____
- In-school club
- Project Club (Please list your project) _____
- Other _____

You know that you are a 4-H member.

- Yes
- No
- Not sure

How many years have you been a part of 4-H?

- My first year
- 1-3 years
- 4-6 years
- 7-9 years
- 10 years or more

Do you want to participate in other 4-H programs?

- Yes
- No
- Don't know

What types of 4-H activities do you believe you are most likely to participate in?

- 4-H overnight camp
- 4-H day camp
- 4-H fair
- A 4-H SPIN or project club
- A 4-H field trip
- 4-H Community Club
- 4-H Contests (robotics, ag judging, consumer choices, etc.)
- County or District Council
- County or District Events
- 4-H University
- Other _____
- None

Please select your gender:

- Female
- Male

How old are you on September 1 of this year?

- Under 14
- 15
- 16
- 17
- 18
- Over 18

Which of the following best describes your ethnicity?

- I am Hispanic/Latino(a)
- I am not Hispanic/Latino(a)

Which of the following racial groups describes you? (Please select all that apply to you)

- White
- Black or African American
- Asian or Asian American
- American Indian or Alaska Native
- Native Hawaiian or Other Pacific Islander
- Other _____

