

DOCUMENT RESUME

ED 355 050

RC 018 986

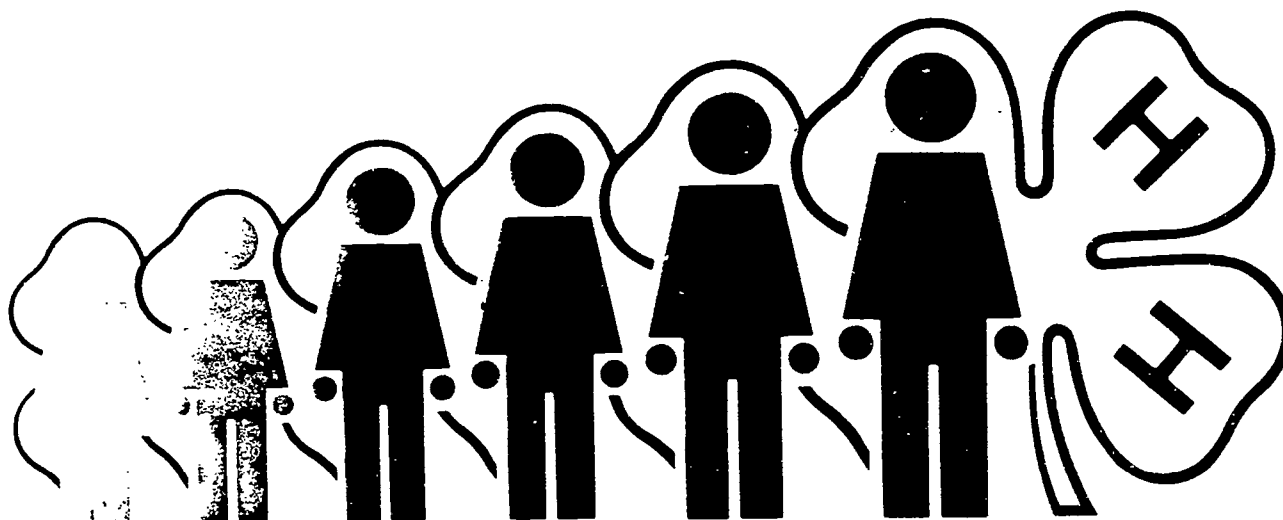
AUTHOR Munson, Mary K.; Zwilling, Al
 TITLE Leadership Skills You Never Outgrow: Leader's Guide.
 INSTITUTION Illinois Univ., Urbana. Cooperative Extension Service.
 PUB DATE Aug 86
 NOTE 63p.; For all five booklets in this set, see RC 018 986-990. A two page "Helper's Guide" (LC-0630) has been appended to each volume.
 AVAILABLE FROM Illinois State 4-H Office, University of Illinois, 302 E. John Street, Suite 1901, Champaign, IL 61820 (LC0631, \$1.30).
 PUB TYPE Guides - Non-Classroom Use (055)
 EDRS PRICE MF01/PC03 Plus Postage.
 DESCRIPTORS Elementary Secondary Education; *Experiential Learning; Extension Agents; Interpersonal Competence; *Leaders Guides; *Leadership; *Leadership Training; Outdoor Education; Program Descriptions; Program Implementation; Youth Clubs; *Youth Leaders
 IDENTIFIERS 4 H Clubs

ABSTRACT

This guide was developed to assist 4-H club leaders in implementing a youth leadership skills project. Leadership skills are categorized into three levels: personal skills, skills working within groups, and skills leading groups. The first chapter discusses leadership and the value of teaching leadership skills to youth. The leadership life skill areas emphasized in the project include: (1) understanding self; (2) communicating; (3) getting along with others; (4) learning to learn; (5) making decisions; (6) managing; and (7) working with groups. A chart is provided that relates the specifics of these skill areas to four related leadership project books developed for youth. The second chapter describes the leadership skills project including objectives, curriculum, and roles of leaders. Chapter 3 outlines characteristics of children ages 9-11, 12-14, and 15-18 and implications for learning. The last chapter gives the following information: (1) roles of project helpers and helping youth locate helpers; (2) helping members develop a leadership plan and assess personal leadership skills; (3) helping members with learning activities and applying leadership skills to life situations; (4) assisting members in evaluating and documenting leadership learning; and (5) helping members in group situations. Appendices include sample lesson plans for introducing the seven leadership life skill areas during club meetings and a sample leadership program for older youth. (LP)

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Leadership

Skills You Never Outgrow

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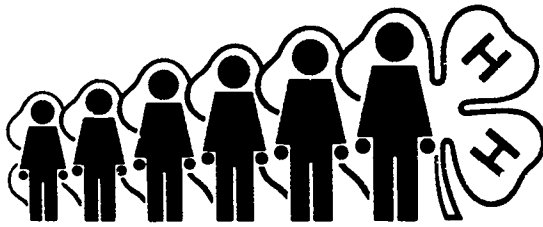
Leader's Guide

Cooperative Extension Service
College of Agriculture
University of Illinois at Urbana-Champaign

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Leadership

Skills You Never Outgrow

Dear Project Leader:

Welcome to the Illinois 4-H Project, Leadership: Skills You Never Outgrow. You have just become involved with one of the newest 4-H projects in the State of Illinois.

Leadership: Skills You Never Outgrow will offer you and your members unlimited opportunities and valued benefits. You will develop your own leadership skills; you will become more comfortable with communication and people skills; you will see young people grow in leadership; you will develop a competency in leadership subject matter, and you will aid the club in organization management.

This leader guide is designed for you. It will serve as a source of information on leadership, a guide for helping members with leadership learning activities, and a resource for quick reference for work with youth taking the leadership project. This book is organized into chapters to help fill specific needs you may have as a project leader. It isn't necessary to read this guide from beginning to end. The table of contents will help you find the sections that meet your current needs.

You may be asking yourself, "What is my role as a project leader?" To start, you can encourage members to take the project. You will also help members set goals, make their project plans and answer questions about the project. You will work with 4-H members either as individuals or in project groups to help them do learning activities, evaluate and record their learning. You can expose the other leaders in the club to this fine opportunity with leadership. You can help other leaders involve 4-H'ers in leadership opportunities in the normal operation of the club.

You have a very important role in helping young people and adults grow in their leadership abilities.

We have strong confidence in you as a project leader and wish you much success as a project leader in Leadership: Skills You Never Outgrow.

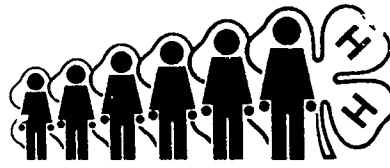
Sincerely,

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Leadership

Skills You Never Outgrow

What is Leadership?

Why Teach Leadership?

To live happy and contributing lives in our society, people need to be able to help themselves (and often others) to achieve their goals. The skills needed to take responsibility for personal action and to work with other people in achieving goals are embodied in what we call leadership skills.

How do we develop our leadership skills? We learn them by observing and listening to others and by experimenting and practicing leadership behaviors. Leadership behaviors are the actions used by leaders. Learning experiences can be designed to provide us with opportunities to observe and practice leadership behaviors. At first we concentrate on performing these actions in specific situations. Later as we become comfortable with these behaviors, they will become natural to us and part of the leadership skills we use throughout our lives.

It is very difficult for anyone to develop leadership skills unless he or she has a chance to try the behaviors needed for leadership first. Children, especially, have few opportunities for experiences in formal group leadership.

Young people need to learn about themselves and others first. Then they need to develop the skills for working individually with other people. When they have mastered personal and interpersonal skills, then they can expand to the more advanced skills of working with and finally giving guidance to groups of people.

In 4-H clubs, 4-H members can learn and practice leadership in a comfortable environment. Young people can develop high levels of leadership skills if they are first given the opportunity to experience and practice basic skills with guidance from 4-H leaders and parents. They can move on to do more complex activities when the basic skills have been mastered.

By continuing to help 4-H members try new levels of leadership throughout their 4-H careers, you will keep them interested in 4-H and at the same time help them develop to their fullest potentials. You can help them learn to apply their new-found knowledge and skills in solving their own personal problems and in helping other club members reach personal and club goals.

Leadership skills are valuable to preteens as well as teenagers. These skills will be useful to 4-H members in carrying out their other 4-H projects, in participating in 4-H group activity and in serving in formal club leadership roles as officers and committee chairmen.

They also use leadership skills outside 4-H as they work with people at school, in other youth groups and in their families. Each of these experiences will increase the member's personal competence and confidence. Development of the various leadership skills can help youth feel good about themselves and help them make difficult decisions about their own lives while they are still young. 4-H members who have the opportunity to learn about and practice leadership will enter adulthood more capable of giving leadership to their communities.

What are Life Skills?

The learned abilities that are useful throughout life are called life skills. They involve the use of knowledge and experience to meet everyday needs in a variety of situations.

When an individual learns specific information or techniques for completing a task, that learning may be useful only in that situation. When he or she has discovered the basic principles, techniques and attitudes that will apply in other situations, the person has developed a life skill.

Here is an example of the difference between a skill and a life skill. When Jimmy learns to apply nitrogen in the right amount to produce big cabbages in a gardening project, he has learned a skill. On the other hand, when he understands that living things need to take in specific levels of nutrients to thrive and knows how to find out what a specific plant or animal needs, he has learned a life skill.

The purpose of the 4-H program is to help youth and adults develop these skills for living. 4-H projects provide youth with a setting to acquire knowledge, doing and feeling skills. 4-H members, with the help from their leaders and parents are encouraged to apply what they learn in their 4-H projects to other parts of their lives.

Leadership Life Skills

Life skills that relate to leadership are called leadership life skills. Developing lifetime skills related to leadership is the focus of Leadership: Skills You Never Outgrow. Research conducted for 4-H at Oklahoma State University identified seven leadership skills. They are understanding self, communicating, getting along with others, learning to learn, making decisions, managing, and working with groups.

This 4-H leadership project will help young people gain leadership skills through experience and learning in each of the seven leadership life skill areas. An important part of the project involves applying the skills in real life situations.

The seven leadership life skill areas are defined as follows:

Understanding Self--Understanding and developing a positive attitude about who I am. Identifying what I like, don't like and what I want to become.

Communicating--Exchanging information with others effectively.

Getting Along With Others--Interacting with other persons in a positive way. Accepting and appreciating differences in others.

Learning To Learn--Developing positive attitudes toward learning and a variety of skills helpful in acquiring knowledge and information.

Making Decisions--Learning steps and approaches to setting goals, solving problems and taking action by individuals or groups.

Managing--Using things you have or can use to reach goals. Identifying resources and using them effectively.

Working With Groups--Bringing about or supporting the common action by groups of people.

To better understand the present concepts of leadership, we will now explore leadership concepts from the past.

Leadership: A Historical Perspective

Through the years civilizations have held different theories about what makes a leader. From the time people first congregated in groups, the leadership was established by power. The person with the greatest size and strength and who could rally the support of others became the leader. Soon mastery of weapons added to the power of some.

It was not long before leaders found formal ways to pass on leadership positions to those they chose, often their children. One way to justify this process was to establish the belief that some

people are born to be leaders. It became accepted that the children of chiefs, kings or emperors were the unquestioned natural choices to succeed them as leaders of the people. Since children of leaders were in a good position to observe and practice leadership behaviors first hand, they often were able to carry on family dynasties.

In time the theory that leaders are made not born replaced the hereditary theory, probably when an outstanding leader rose through the ranks. Under this approach those who held positions of leadership attempted to develop future leaders in their own image by teaching them to walk, talk and act as the leaders did. This method has not always been successful because the leadership styles used by one leader are not always effective for someone else, and often new circumstances require new approaches.

Another method of securing new leadership was to find a person who exhibited leadership attributes in one situation and designate him or her as the leader for other purposes. The great military officer was made the head of government. History has shown this method of leadership identification is not often successful either.

Democratic societies like the United States require many people to be leaders. Free universal education was intended to provide knowledge about moral values, governing systems and people. It was believed that people who have this knowledge would become effective leaders.

A number of leadership experts today believe that the same people are not leaders all of the time. Nor are all leaders effective using the same style or approach to all situations. In this adaptive, "situational leadership", leadership roles must change as the situation changes.

The best leaders recognize when directive, take-charge leadership is needed and when they should allow others to hold the formal leading roles. They recognize that there is more than one way to accomplish a goal and allow those they are leading to find effective ways for the situation. These complex approaches to leadership require strong self esteem; ability to communicate with and relate to

others; skills in learning methods, decision making and management as well as group leadership techniques.

But young people living in the rapid, complex societies of today have few opportunities to analyze, try out and practice leadership behaviors. Many organizations and communities lack adequate leadership for the times. The rise of alcoholism, drug abuse, teen pregnancies and suicides reflects the lack of individual leadership skills.

What We Believe About Leadership

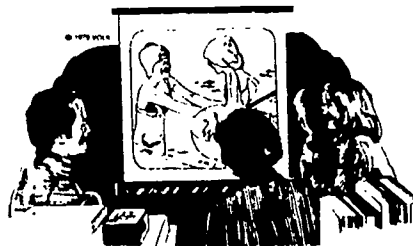
This is what we believe about developing leadership skills.

Leadership skills are needed by everyone. We need leadership skills to lead ourselves as well as to lead other people. We need leadership skills as much to be an effective member of a group as to direct the activity of the group. No one is a formal leader at all times.

Leadership can be learned, through experience and practice just like other skills. It is not only behaviors or qualities we have to know, but also what to do with what we know that will determine success.

Leadership is a relationship between people. It is the way we interact with others and our sensitivity to what others need. The skills a leader has are only important when they are used well with people. We can learn leadership skills best by practicing leadership behaviors with other people.

Appropriate leadership is determined by the situation. Different people lead at different times. The combination of the leader, the group and the goals of the group determine what style of leadership we should use. The group members must work with the leader to achieve desired results.





Leadership

Skills You Never Outgrow

The 4-H Project, Leadership: Skills You Never Outgrow

Objectives of the Leadership: Skills You Never Outgrow Project

Youth who participate in this leadership project will:

- * Discover that leadership skills can be learned.
- * Gain experience in each of the seven leadership skill areas:
 - Understanding self
 - Communicating
 - Getting along with others
 - Learning to learn
 - Making decisions
 - Managing
 - Working with groups
- * Find ways to increase their leadership life skills by practicing leading behaviors in learning experiences.
- * Enhance leadership skills and attitudes by working with and receiving support from a helper.
- * Learn to interpret leadership experiences and apply the principles discovered in other situations.
- * Apply leadership skills in appropriate roles in their daily lives.
- * Build leadership skills through three levels from personal skills, to skills working within groups, to skills leading groups.



Design of the Project Curriculum

We have discussed leadership and how 4-H'ers can develop leadership skills. Now it is time to explain this project. Leadership: Skills You Never Outgrow is different than most other projects in that it is a thinking and feeling as well as a doing project. It can be used in a variety of ways by the individual member, club and county. We will discuss these uses later in further detail.

First let's examine how the project is organized. The leadership project is designed to be a progressive, sequential project. This means that as members progress in the project they build on the knowledge and experiences they have already gained. The leadership project is divided into three levels.

The chart that follows shows the project units and the seven leadership skills each is designed to help members learn. Listed under each leadership project book are the subskills included in the unit.

Leadership : Skills You Never Outgrow

	Book I (9-11)	Book II (12-19)	Book III (12-19)	Book IV (12-19)
LEADERSHIP SKILLS	Skill Level 1 Individual Skills	Skill Level 1 Individual Skills	Skill Level 2 Skills Working Within Groups	Skill Level 3 Skills Leading Groups
UNDERSTANDING SELF Understanding and developing a positive attitude about self.	Understanding self (general) Values Self Concept Feelings	Feedback Values Goals Disclosure Behavior	Feelings Values Goals Disclosure Feedback Stress Management	Disclosure Values Others-Feedback Stress Goals
COMMUNICATING Effective two-way sharing of information through writing, listening, speaking and body language.	Listening Nonverbal Verbal Writing Speaking	Communicating Nonverbal Listening Writing Verbal	Verbal Nonverbal Listening Writing Communicating	Communicating Listening Nonverbal Verbal Writing
GETTING ALONG WITH OTHERS Developing an understanding of how I relate to other people.	Caring Trusting Meeting/Accepting Management Sharing	Caring Trusting Meeting/Accepting Management	Caring Trusting Meeting/Accepting Management	Caring Trusting Meeting/Accepting Management Teamwork
LEARNING TO LEARN Understanding the skills and methods for learning.	Creativity Information Sources Organizing Information Questioning Experimenting Teaching	Creativity Techniques Resources Learning Teaching	Techniques Environment Creativity Blocks Teaching Learning	Learning Creativity Learning Teaching
MAKING DECISIONS Learning steps and approaches for making decisions.	Decision Making Process Resource Identification Goal Setting	Decision Making Process Resources Gathering Information Deciding	Decision Making Process Weighing Alternatives Goals Resources Gathering Information	Decision Making Process Defining Problem Gathering Listing Weighing Alternatives
MANAGING Using what you have to reach goals.	Time Management Organizing Discovering Resources Planning	Goals Planning Evaluating	Goals Planning Evaluating Resources	Goals Time Management Resources Planning Mobilization Acting
WORKING WITH GROUPS Learning how groups work together.	Working With Groups (general) Decision Making Cooperation	Working With Groups Member Behavior Decision Making Cooperation	Working With Groups Member Needs Decision Making Cooperation Group Environment Motivation	Cooperation Group Environment Member Needs Group Decision Making Styles Motivation

Figure 1

Individual Skills—Units I and II

The first level is for the 4-H member getting started with the leadership project. It focuses on leadership skills any individual needs just to direct his or her own life. Books I and II focus on this skill level.

Book I is designed and written for the 4-H member from the ages of 9 to 11. The 8-year-old 4-H member would be involved in the Welcome to 4-H project. Book II covers the same skill level, but it is designed and written for grade 7 (age 13) and beyond.

At this level members begin their experience with each of the seven leadership skill areas by developing awareness of how the skills affect their lives. Members who have spent several years in the project as preteens may be ready to move into unit III when they are 13 or 14. After you've had experience with the project units, you'll be able to assist them in deciding when they are ready to advance to the next level.

Skills For Working Within Groups—Unit III

Unit III helps 4-H'ers learn to function in groups. They build on awareness developed in units I and II. They will be involved in observing, being a part of a group and improving their leadership skills in groups. Members are encouraged to try more advanced leadership roles in their 4-H clubs, county 4-H programs and communities.

This level of the project assumes individual skills covered in books I and II are mastered. Members should be at least seventh graders before beginning this level. You can expect youth at this level to be able to lead other 4-H'ers in club activities.

Skills Leading Groups—Unit IV

4-H'ers who master the skills in books I-III may advance to book IV, where they will gain experience in organizing groups and perform high level leadership roles in groups. This is the highest level of leadership skills.

Not all 4-H'ers will be interested in this advanced level of leadership. Those

who are wouldn't be expected to reach this skill level until at least tenth grade. When they have reached this skill level, teens should be able to organize an activity or project group in the club, start a new 4-H club or lead county level activities.

Adult leaders have an important guiding role for youth leaders at this level to help them select experiences that provide new challenges and growth opportunities. You will find most of the activities in this unit are equally appropriate and useful in your work with adult leaders.

Using the Leadership Project

Book I

Members ages 9-11 should be encouraged to get started with leadership by enrolling in the first unit of Leadership: Skills You Never Outgrow. They will receive Book I of the member publication series and the Helper Guide.

Project materials suggest that first year members each select helpers to help them choose one activity from each of the seven skill areas, complete their project plans, do the activities and write about what they have learned in the project. The helper should be given the Helper Guide to assist with these responsibilities.

The member remains in the same book until he or she reaches seventh grade. To progress members follow suggested guidelines for years two and three. They are to develop a plan which includes selecting at least one activity from each of the seven skill areas and 2 or 3 more activities from at least one area that they would like to learn more about. Then they complete the activities and write about what they have learned.

Book I contains more than enough activities to keep 4-H members interested for three years. Encourage them to fully explore this book and repeat some of the activities before advancing to Book II. Members will find their experiences with the same learning activities change as their ideas change and they gain new perspectives even within the same year.

Some of the activities involve members in ongoing leadership roles in the club.

Book II

Like Book I, Book II helps members build their individual leadership skills, so the things members do are very similar. This unit is recommended for members in their teens who have not enrolled in the leadership project before. The activities included were selected to be more appropriate for junior and senior high aged youth, and the book's design and reading level is planned for that age group.

Members are encouraged to secure a helper, develop a plan for completing one activity in each leadership skill area and at least three additional activities in life skill areas they want to explore in more depth, do the activities and record their accomplishments.

The Helper Guide is provided for the helper's use in assisting with the member using Book II. Helpers encourage members to try new experiences that will expand their skills. The Personal Skill Assessment Guide included in the member's book may help members decide in which skill areas may need more work.

Members beginning Book II at age 12 can use the book for three years or more. Older teens may wish to devote quite a bit of time to the project and master the individual skill level in a year or so. Then they can move on to unit III. As you work with members who wish to develop skills more quickly, help them identify areas where they have less-developed skills so that they can concentrate efforts on them.

Book III

In Book III the orientation is more toward groups. Many learning activities should be experienced in a group setting. It's a good idea for unit III members to have a personal helper in addition to working with other group members in helping roles.

The member decides the leadership skills he or she wants to explore or develop; and writes his or her plan using at least one activity from each leadership skill area, and two to three in a special

areas of emphasis. Unit III members should do one or more things that provide leadership to their own clubs or communities. A review of the Practical Application List may help members identify things they can do in their own real life settings that will allow them to apply what they've learned.

When they have completed the activities and practical leadership experiences, they evaluate their experience and record what they have accomplished.

Book IV

Book IV has activities which the member carries out with other people. This book puts greatest emphasis on skills needed to lead a group. Most activities included involve rather sophisticated leadership skills.

Members should gain experience in coordinating groups in doing activities as well as participating in groups doing activities. Members can be involved in leading a group of members interested in learning advanced leadership skills as they do activities suggested for this level. This will let them try out their skills in helping others develop leadership skills. They may work with older members of their own club, or they may lead a county or area wide group of youth leaders.

They can also gain experience in leading younger members by using Books I-III as their source of activities. They can lead specific activities in club meetings to help introduce leadership to members or they can work with a separate leadership project group.

Practicing leadership skills by using them in real life roles, which they started in the other skill levels, becomes really important in this unit. Encourage members to find opportunities to organize their own groups and plan learning experiences on their own.

Members in this book will choose a helper or work with their project leaders as their helpers. They should develop a project plan which will allow them to work with groups in various settings. They will be a participant in groups to learn high level leadership skills in addition to leading others.

A review of the Personal Skill Assessment Guide may still be helpful in evaluating where experience is needed. Their plans will include experiences which will give them opportunities to do activities and serve in leadership roles that will expand their skills. Members in this unit should be responsible for their own learning and recording their progress. The helper or leader can be very helpful by observing the member while he or she leads group activities and helps him or her analyze effectiveness of his or her leadership behaviors.

Ways to Involve Youth in the Leadership Project in 4-H Club

The leadership project was designed to be an individual project for 4-H members. Project materials should also be easy to use when leadership project members meet together in project groups. In project meetings you can help members individually as they plan what to do.

Then you can lead them in doing learning activities together. Your guidance will be especially helpful when they think about how the activities relate to leadership skills and how what they have learned applies in their lives. Encourage them to record what they have done in their planning sheets while they're at the meeting.

Besides use by members enrolled in the project, the project can be adapted for use in club meetings. You as a leader play a vital role in guiding the club members as they plan meetings for the year and in guiding the group in leadership learning activities.

Help the members learn that leadership activities can be fun and helpful in developing new skills. By allotting time for leadership activities in the meeting, all club members can gain some basic leadership learning and become aware of the possibilities offered by the project.

Appendix A contains ideas and lesson plans for introducing leadership in club meetings. One set of plans suggests group activities for younger members selected from Book I. An additional set are suggested from Book II in case your club has mostly older members. You may find

many other activities adaptable to groups in these two books. Be very careful in using activities from Books III and IV with inexperienced members.

You can provide guidance for the group doing the activity by leading the group yourself or by helping a member lead. Allow time for members to work together as pairs and help one another. Some clubs have found it works best if older members help younger members. Others find peers can be effective helping one another. Try the method of finding helpers that seems right for your group. Don't be afraid to try another approach as the year progresses.

The activities can also be beneficial as a family project. Doing activities together gives the family practice in communicating and discussing topics that help members grow and learn. Parents find they learn about their children in the process.

The activities are useful for 4-H Federations and older youth groups, councils, and for groups outside of the 4-H program. Their possibilities are unlimited.

Appendix B provides an example of a plan for monthly meetings of an older youth group developed around leadership skills. A sample meeting plan shows what was done at one of the meetings.

Roles of Leaders Working With 4-H Projects

The 4-H program in Illinois has a number of roles for volunteers in clubs and at the county level. Each of these different roles is important in helping members maximize learning in 4-H. In this section we will now explore the different club and county leadership roles and how they can be involved in the project Leadership: Skills You Never Outgrow.



In 4-H clubs organization and project leaders direct member learning activities.

Project leaders work with members in a specific project to help them learn the subject matter. As a leadership project leader you explain the project and encourage members to enroll in it. You also help members set goals and make their project plans, answer questions about the project, help members with the project throughout the year and help them evaluate and record their experiences when they complete the project.

You can work separately with groups of members who are interested in leadership in project meetings. You can expose the whole 4-H club to some leadership skills by introducing leadership activities at club meetings.

Project leaders for other projects can provide many opportunities for 4-H'ers to practice leadership skills by helping experienced members teach project skills to other members and by letting them organize learning activities. They will find the learning activities from this leadership project useful in their project groups. You can help them become familiar with the project materials and encourage them to provide leadership experiences.

Organization leaders guide the overall organization of the club. They help it function smoothly and maintain contact between the members and the Extension office. They recruit other leaders and coordinate their efforts and those of members. They can help make leaders and members aware of the leadership project, encourage inclusion of leadership activities in meetings when they work with program planning and help provide leadership opportunities for members in club meetings and group activities.

Youth leaders are members who also assume leadership responsibilities in the club. They help adult leaders with the club and assist other members with projects and activities. Youth leaders can assist

with any of the leader roles described here.

At the county or area level key leaders help club project and activity leaders.

Leadership key leaders help train club leaders in the project.

Leadership: Skills You Never Outgrow. They build enthusiasm for the project by conducting individual and county training for club project and organization leaders, offering assistance and providing ideas on use of the project by individuals and club groups.

Organizational key leaders help recruit and train new leaders and give organizational assistance to leaders of new and existing 4-H clubs. Their primary role is to help expand and maintain the 4-H program. They can expose leaders to the new project, help them involve leadership project leaders, encourage them to provide leadership opportunities for 4-H'ers and build enthusiasm for the project.

Your county or club may not have all of the leader roles listed above. Your club might have just one leader. In this instance the leader may perform the functions of all the club level leaders above. If your club or county haven't yet developed some of leader roles fully, you can involve other volunteers with your own club and promote expanded roles to support club leaders with county programmers.





Leadership

Skills You Never Outgrow

Understanding Youth

As you know, young people act differently at various ages and stages of their lives. Think about some young people you know. Can you think of the characteristics of 10 year olds? Would those characteristics be different from 16 year olds? Your answer is probably Yes!

The sections that follow outline some of the characteristics of 9-11 year olds, 12-14 year olds, and 15-18 year olds. Beside each characteristic is something to think about when you help that age group in the leadership project. Not all young people will act in the manner described, but most will most of the time.

9 to 11 Year Olds

Characteristics

Implications For Learning

- | | |
|---|---|
| 1. Learn best when physically active. | 1. Allow members to participate in activities where they can use physical energy. Center activities around active participation. |
| 2. Special attachment to older youth. | 2. Have members choose an older youth to be their helper and serve as a role model. |
| 3. Easily motivated. | 3. Use encouragement to keep them motivated. |
| 4. Reading becomes an individual experience. | 4. Allow time for member to do own reading and thinking of activities before working with others. |
| 5. Attention span is about 30 minutes. | 5. Use varied and interesting activities. Change types of activities. |
| 6. Acceptance by peer group is an important reward. | 6. Use the peer group to give recognition for good work. Have group give applause for completed activities. Avoid put-downs. |
| 7. Interests expand from home to neighborhood to community. | 7. When you talk to members, talk to them about their friends, their neighbors and what goes on in their community, as well as their family. Involve them in community service. |
| 8. Enjoy both cooperation and competition. | 8. Plan activities so that at times members work together and at other times groups compete with one another. |

- | | |
|--|---|
| <p>9. Independence is shown by disobedience, back-talk and rebelliousness.</p> | <p>9. When you notice these characteristics, allow members to show independence. Ask them which activities they would like to talk about. Then talk with them and participate in those activities. Give individual attention.</p> |
| <p>10. Feelings of competence enhance self concept.</p> | <p>10. Provide activities which will let members succeed. Recognize them for their accomplishments. Let them feel good about themselves.</p> |
| <p>11. Loyalty to own sex, and antagonism toward opposite sex.</p> | <p>11. Let members choose helpers and partners for activities. This will let them begin in a comfortable environment, without hostility. Do not force them to have partners of the opposite sex for activities.</p> |

12 to 14 Year Olds

Characteristics

Implications For Learning

- | | |
|---|---|
| <p>1. Can take responsibility in planning and evaluating their own work.</p> | <p>1. Allow members to plan activities. Expect follow through. Assist them with evaluating the outcome. Let members have responsibility for group activity.</p> |
| <p>2. Can plan their own social and recreational activity.</p> | <p>2. Form planning committees to plan parties and other social activities. Give experience in working in groups.</p> |
| <p>3. Can discuss current events, international affairs, and social issues with some help.</p> | <p>3. When talking with members individually or citing examples for a group use current events and international affairs. Use activities and games that encourage awareness.</p> |
| <p>4. Avoid difficult tasks.</p> | <p>4. Help members choose tasks in which they can succeed. Encourage members to participate in all tasks. Assist them in eliminating their fears. Help them to succeed in solving and participating in difficult tasks.</p> |
| <p>5. Youth still depend on parental guidelines.</p> | <p>5. Establish guidelines for group. Give parameters for youth to follow. Involve members in deciding on own group rules.</p> |
| <p>6. Gain skills in social relations with peers and adults.</p> | <p>6. Provide opportunities for interaction, with peers and adults. Provide activities which would foster to social interaction.</p> |
| <p>7. Peer pressure mounts, first from same sex, then from opposite sex.</p> | <p>7. Use peer pressure as a positive influence. Use group to influence nonparticipation. Have group give encouragement to individuals.</p> |
| <p>8. Infatuation is common. Interest in opposite sex is often shown in contrary behavior - pushing, hair pulling, etc.</p> | <p>8. Allow for interaction of sexes. Let individuals decide on which partner they would like to be with.</p> |

- | | |
|--|--|
| <p>9. Enjoy doing things valued by peer group that lead to personal satisfaction and self improvement.</p> | <p>9. Provide activities and experiences valued by group. Let members express their views on social issues. Let them discuss ways that they can help themselves.</p> |
| <p>10. Strong emotional attachment to older youth and adults.</p> | <p>10. Allow members to participate with older youth and adults. Plan some activities which include these groups.</p> |
| <p>11. Choices are often unrealistic.</p> | <p>11. Assist members in making realistic choices. Question their plans, show alternatives, and help them weigh aspects before making decisions.</p> |

15 to 18 Year Olds

Characteristics

Implications For Learning

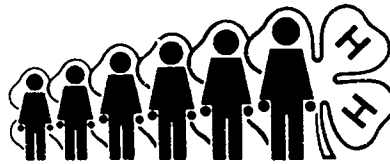
- | | |
|---|--|
| <p>1. Personal philosophy begins to emerge.</p> | <p>1. Allow time for members to explore and express their own philosophies. Use activities which have members search for experiences which will allow them to identify their philosophies.</p> |
| <p>2. Enjoy discussing the world situation as well as their activities.</p> | <p>2. Allow time for members to discuss world situations and how they feel about current events.</p> |
| <p>3. Abstract thinking and problem solving reaches a high level. Can choose purposes, make plans, carry them out and evaluate the results.</p> | <p>3. Put members into real life problem solving situations. Allow them to discover fully ideas, make decisions and evaluate the outcome.</p> |
| <p>4. Strong desire for status in peer group.</p> | <p>4. Make sure members are encouraged by peers. Assist in making a climate which is conducive to encouragement.</p> |
| <p>5. High interest in social activity.</p> | <p>5. Arrange for social interaction in activities. Allow them to plan and carry out own social activities.</p> |
| <p>6. Need freedom from parental control to make decisions.</p> | <p>6. Make members aware that in these situations they are making decisions for themselves or a group like themselves.</p> |
| <p>7. Widespread feelings of inferiority and inadequacy.</p> | <p>7. Counter the feelings of inferiority and inadequacy, be encouraging, and helping member to see their positive worth.</p> |

It is important that you think about these characteristics, so that you can plan learning experiences to fit the age group of young people with which you will be working. You may want to share this information with the members' helpers.

In order to practice the use of this section, let's do an example. Assume you have a group of 9 year olds. Characteristics of this group tell you

that they learn best when physically active. In order to adapt to their preferred learning style, you'd need to choose an activity that allows them to move about, instead of just sitting in their chairs. Look at Book I and see which activities could involve members in physical activity. Don't be afraid to modify instructions to accommodate group activity in your project meetings with this age group.





Leadership

Skills You Never Outgrow

Helps for Leaders Introducing and Using Leadership: Skills You Never Outgrow

Roles of Helpers

What is a helper? A helper is a very special person chosen by the member to assist him or her with the project. The member should choose a person with whom he or she feels comfortable sharing experiences.

What does the helper do? Helpers assist the members in understanding themselves, others and group organization. They help members by doing activities with them; help them set goals, and help members think about application of what they learned during the experiences. The most important thing they do is listen and show interest in the 4-H'er they help.

Who may serve as helpers? Helpers may be more experienced members, parents, friends, or family members. The helper is a more experienced person the member has confidence in and with whom he or she can interact on a regular basis.

You as a leader cannot serve as a helper to a large number of leadership project members, but you can help your 4-H'ers locate helpers. The next section will help you in this task.

Helping Youth Locate Helpers

Your role as the project leader is to assist the member in selecting a helper. You may be asking yourself, "What process should I use?"

One method is to talk to the members. Ask what they like to do. Ask what they like to do things with. Ask

about who they choose as friends. Ask about family members they like to talk with? From this conversation you may be able to help them pick out a few names of people whom they enjoy being or working with.

Think for a moment. If you were choosing someone to confide with and to give you help in thinking through situations, who would you choose? Why would you choose that person. Think of the reasons. These same reasons could be used in aiding the member in finding a helper.

Remember the helper will also grow and develop in this process. Most people are flattered and want to help. You can help them learn how to be successful helpers.

Helping Helpers

The people who agree to help the members may not know much about the leadership project or the important role they will play. They may be young people just a few years older than the 4-H'ers they're helping.

You need to make them aware of their role. You can do this by going over the Helper Guide. A copy is supplied for each member the first time he or she enrolls in one of the project units.

The role of the helper as a learning facilitator is important. It is that of an encourager and prober. Helpers assist the member in understanding and doing the activities. They can help the member think more deeply about what the

experience means to him or her. Encourage helpers to ask questions beyond those suggested in the project book.

In addition to understanding and getting started in their roles, helpers may need assistance in questioning techniques, encouraging members, and dealing with difficult situations. Be sure helpers understand that they are listeners not counselors.

If a peer-aged helper thinks the member he or she is helping has a serious problem, the helper should not try to solve it himself. The helper should encourage the member to seek help from a parent, school counselor or other adult who can provide guidance. Offer your assistance in finding help.

Emphasize the importance of confidentiality to the helper role. Trust is essential to the helping relationship.

If you assist members well in selecting good helpers and help the helpers function well, the amount of time you'll need to devote to members could be lessened. Remember that both the member and the helper benefit from being involved in Leadership: Skills You Never Outgrow.

Helping Youth Develop a Leadership Plan

One of your most important roles you have helping youth with the leadership project comes at the beginning. It's guiding the member in making a plan of what to do in the project.

For some members developing a project plan will be easy. They're the ones who always plan ahead. They set goals for themselves, decide how they'll go about doing them, find help they need and get on with the task. Don't assume that's typical of members' behavior. Many youth (and adults too) need to be taught how to plan.

A good place to start the planning process in a group or individual session is to help the 4-H'ers understand that there are a number of skills that contribute to leadership. We have them categorized into the seven skill areas. So that they develop all aspects of leadership, it's a good idea to plan to do at least one learning experience from each

skill area. These could be done in a project or group meeting or on their own with a helper. If you already have plans to use specific activities in group sessions, tell the members about them so that they can include them in their plans.

The first time members enroll in the leadership project, it may be helpful for you to page through their project books with them. Read the information in the box in the upper left corner of each activity. It will give you some idea of the activity's purpose and what will be done. This should be helpful to the member in choosing which activities to do in the project. You can help explain what might be done and relate the activity to the member's interests, experience and needs.

When members have chosen one activity per skill area, that is a good starting point. They may choose additional activities to do at the beginning of the project or add some to their plans as the year progresses.

After the first year, encourage members to select one or more skill areas in which they need development and do several additional activities. See the next section on helping members assess their leadership skills. It should help you help members decide where to concentrate their extra efforts.

Once learning activities have been chosen have members write the names of them in the first section of their 4-H project forms, Plan for My Project Adventure (ages 8-11) R90311, 4-H Project Plan and Summary (ages 12-14) R90312 or Project Goal Setting and Evaluation (ages 15-19) R90313.

Older members will also be selecting practical experiences as additional learning experiences. (A later section gives you some more information on helping them with this part of the plan.)

Next, members will complete the rest of their plan forms by listing who will help them with each learning experience. They'll also fill in target dates for doing the activities on their project forms. Help them think about when they have time, help available and how to pace themselves to finish all their planned activities by the end of the project.

Examples of planning sections of the project planning forms follow in Figures 2 and 3. They'll give you an idea of how members might complete them for the leadership project at the first two age levels.

Helping Youth Assess Personal Leadership Skills

Members may encounter some difficulty in assessing where they are in terms of leadership abilities. For that reason an instrument has been included in Books II-IV which will help you help members in assessing their leadership abilities. This instrument is called the "Personal Assessment Guide." The Personal Assessment Guide is an evaluation tool, so that members can use it to assist in identifying their leadership strengths and weaknesses.

Statements included help them think about their skills in each of the seven skill areas. Once skill areas with lower average scores have been identified, members should try to incorporate work on them into their plans.

The assessment guide can also be used as a tool to see how the members are progressing in their leadership development. They should not be surprised if their scores actually go down as they become familiar with all there is to learn in a skill area, however.

Let's take a look at how the Assessment Guide works. First the member completes the guide by circling a 1, 2 or 3 to rate their own abilities for each statement.

Once all of the statements have been evaluated, then the member completes the scoring section. You may note that each statement refers to a specific skill area. The scoring process helps members determine an average score for each skill area. Higher scores indicate the member has rated his abilities higher on the statements that relate to that skill. This is how the specific strengths and weaknesses can be determined.

The Personal Assessment Guide will also emphasize the importance or need to stay in a particular project book for more

than one year. Why not try the personal assessment guide yourself?

Helping Youth Do Learning Activities

This project relies on member involvement and discovery for learning to occur. Learning activities allow members to learn from their own experience. The project books provide suggestions and instructions for activities members can do to help them develop specific skills.

In previous sections we discussed how to help members identify their learning needs. We have also dealt with other preparatory steps prior to the member's doing the activities. Now we want to explore how you can help make learning experiences more effective.

In most cases members and their helpers will be able to follow the instructions provided in the project books. Be available to answer questions, but encourage them to go ahead and do the activities they have selected.

Most of the activities require the member to think about things in their own lives. At the end of each activity are questions to help "process" the experience. These are labeled "Looking Back" in Book I and "Interpreting" in Books II-IV. Much of the important learning takes place in this review period when members and helpers think about what has happened while doing the activity. They explore what meaning it may have in other situations.

Encourage them to spend ample time to gain full benefit from the experience. If you are present when members are doing the activities, this is a good time to ask additional questions and discuss conclusions drawn from the learning activities. The more members can internalize the experience the more they will learn from it.

Helping Youth Apply and Learn Leadership Skills in Life Situations

Leadership is learned. Leadership is an interaction with other people. Leadership must be shared. These statements refer to basic beliefs about

PLAN FOR MY PROJECT ADVENTURE

(ages 8-11)

	WHAT WILL I DO? List things planned for the project. (Ideas for things to do can be found in your 4-H project book or by talking to parents, project leader and friends). Add changes or new plans during the year.	WHO WILL HELP ME? (Parent, project leader, helper, and others)	WHEN WILL I DO IT?	COMPLETION STICKER
P. 5	Make a notebook (all about Me)	helper	Oct	✓
P. 15	Watch J.V. with the sound off.	Mom	Nov	✓
P. 22	rewrite the scrambled sentences	helper	"	
P. 19	do they are in the right order. I think of roll call topic and ideas.	"	"	
P. 25	Practice giving positive feedback	"	Jan	
P. 28	Take a trust walk.	Friend	"	✓
P. 47	Things "to do list"	Mom	Feb	✓
P. 48	list groups that you belong to.	helper	Mar	✓

Figure 2

Name: _____ 4-H Club: _____ County: _____

4-H PROJECT PLAN AND SUMMARY

(ages 12-14)

Project Name & Unit: _____ Years in This Project: _____

Planning Your Project

Use the blanks below to plan your project for the year. See your 4-H Project book for things to do and discuss your ideas with your parents and your project leader or helper. Consider how you might assist others in your 4-H club and in your community through this project. If you add to or change your plans during the year add them at the end.

<u>THINGS I AM GOING TO DO IN THIS PROJECT</u>	<u>TARGET DATES</u>	<u>WHO WILL ASSIST ME</u>
✓ Choose a helper	Sept. 18	Parents
Complete the following activities		
✓ Ways People Communicate	Oct. 1	Helper
✓ Ten Things I love	Nov. 24	Helper
✓ Introductions	Dec. 15	Project Leader, Family
✓ Idea Book	Jan. 3	Family
✓ Plan a Day	Jan. 17	Family
✓ Greeting Card Pick	Feb. 10	Helper
✓ Groups to which I belong	April 3	Family
✓ Complete Records	Aug. 1	Helper, Project Leader

Check (✓) those things completed.

This plan was developed with and agreed upon by:

Project Leader or Helper Signature _____ Date _____ Parent Signature _____ Date _____ Member Sig. _____ Date _____

Figure 3

24

leadership. In order for leadership learning to occur and become a life skill it must be practiced with people in real situations in their lives. Once the skills have been acquired, they must be used frequently in order for them to become part of the members' life skills.

You, the project leader, have an important role in making sure that this will occur for the member. You will need to help the members identify ways in which they may practice their leadership. Lists in the project books for older members will aid you in helping the members identify some practical applications of their leadership learning.

These lists give members suggestions of leadership opportunities in a number of settings. Experienced members should include one or more experiences similar to these in their annual leadership plans. Some activities included in Book I are real life applications.

You may need to make other leaders in your club aware that members need these opportunities to develop their abilities in leadership. Help the other leaders understand the importance of letting the members have leadership experiences. Encourage them to let members work through some situations, without interruption. Members can learn when things don't go well. It is important that they process and acknowledge everything that is going on around them. If you believe that leadership can be learned, then you must have confidence in the members as they grow in leadership. Allow them to enjoy successes and learn from mistakes.

Helping Youth Evaluate and Document Leadership Learning

Leadership is growing and learning. How do you help the member evaluate and record what has happened in the leadership project? Evaluating may sound complicated, but the process is one you do every day without thinking. You can help members think through it just by asking some questions. Have them think about the learning activities they did and what they remember about them. That should help them remember what they learned from the experience.

Then they are ready to write their

thoughts on their planning sheets. Members should have started their leadership planning sheets when you helped them make their plans for the year. As the year progresses the members should be completing the activities for which they set goals. As they complete them, they should record that information on the planning sheet.

At the end of the project year they write any additional accomplishments on their planning sheets and describe their learning. Their experiences may be such things as doing a specific activity in the project book, giving a talk at the club or county contest or chairing a committee. Look at examples from planning sheets completed by 9-11 and 12-14 year old members in Figures 4 and 5. Note that member forms have a separate place for recording things done to share information about the project.

Recognizing Accomplishment in the Leadership Project

A basic belief in 4-H is that accomplishments of all 4-H'ers deserve recognition. This recognition is an effective motivating factor when it is given soon after learning takes place or a goal is achieved. Furthermore, young people find recognition by "significant adults" -- 4-H leaders, parents and community leaders, for example, to be particularly meaningful.

You will find many opportunities to recognize 4-H members as they participate in the leadership project. This recognition can begin when the member chooses to participate in the new experiences included in the project. It can continue as the member completes the exercises he or she chooses. Your words of encouragement and counsel will mean a great deal as the member progresses in the project.

As a member completes his or her goals for the year you can help the member assess progress made and give appropriate recognition. This should be done both privately with the member and publicly with other group members and parents.

Sometimes special awards are available to members who make progress in their project. These award recipients are

SUMMARY OF MY 4-H PROJECT ADVENTURE

Member: What did I learn? I learned that people that doesn't have one of the senses can still do other things as well as you or even better than you. I did not know people think about me as they do.

A list of exhibits, talks and demonstrations I did about this project:

I made a Yarn Doll.

Things I might do in this project next year:

Parent: What did your child gain from this project? She learned to be more observant and expressive of her ideas.

Project Leader

or Helper: What did this member gain from this project?

Figure 4

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MY 4-H PROJECT SUMMARY

FINANCIAL SUMMARY (complete only if appropriate to your project)
 You may want to attach additional pages to this record

DATE	ITEM	EXPENSE	INCOME
	TOTALS:		

EXHIBITS/TALKS/DEMONSTRATIONS/RECOGNITIONS RECEIVED RELATED TO THIS PROJECT

(List date, place and rating if given)

How to properly introduce guests. Local Club Talk.

County Exhibit.

A rating

July 21

KNOWLEDGE AND SKILLS GAINED

Briefly summarize the major things you learned and skills you acquired in this project. Include things related to your plan on page 1. You might list things where you improved yourself as well as your interaction with other individuals and larger groups.

I learned how to properly introduce people to one another and to groups.

I learned how I make decisions, and how that will help me plan for the future.

I am more comfortable talking before groups of people.

Figure 5

selected by you and the awards supplement other kinds of recognition you give. Also experienced members may compete with other members for awards by filling out the Illinois 4-H Award Application form. Additional information about awards is available and procedures to follow are provided by your County Extension Office.

Another way you can provide recognition is by helping the member assume leadership roles in the club or community. By offering a new role you recognize past growth and your confidence in the member's ability to do more. This will give the member opportunities to practice the leadership skills he or she is developing. As the member grows in age and experience, the increased opportunity for practicing leadership is in itself one of the greatest forms of recognition.

Helping With Youth in Groups

There are many benefits from working with leadership project members as a group. Members can work with and help one another learn as peers. Research with youth shows they prefer to learn in this kind of setting. They can share ideas, encourage and motivate each other. They can learn social responsibility. Group work makes learning more fun and more relevant for youth.

During project meetings you as a leader can guide all the members in conducting their projects. You can help them develop their individual plans. When common goals are identified, group learning activities can be planned. This gives you an opportunity to provide guidance, encouragement, and help. You'll be able to monitor progress serve as a role model. As goals are completed, you can assist with evaluating and completing reports of learning.

Group work is especially important in the leadership project because of its emphasis on human relations skills. All learning activities should be completed with one or more persons. To learn to work in and with groups, the group setting is essential. For this reason units III and IV include activities designed for group work. Most of the activities included in all four books can be conducted in a group setting, however.

The lesson plans in Appendix A suggest how you might work with a group to do a short overview of leadership. Appendix B provides an example of plans for 1 1/2 hour programs devoted to learning leadership skills. This section gives you help as you plan similar meetings for your leadership project members.

As a project leader you serve as the group facilitator. You help the group work together to achieve group goals. You help with planning what the group will do together, doing the learning experiences and evaluating what has been done. Often you'll be teaching through example how one works with a group.

As the members gain experience, they'll be able to facilitate these processes on their own, and you'll function more as a "coach" from the sidelines. Begin this process by having 4-H'ers serve as facilitators for learning activities at project meetings.

As you work with your project group there are five steps that you should include in developing each group learning experience:

1. Preparation: This step is the most important in any group learning experience, but the larger the group, the more attention that must be devoted to it.

First, identify group interests and needs, then set objectives for the meeting. Next, select learning activities that will help you reach the objectives. Consider both content and level appropriate for the group (readiness and sophistication).

Prepare and assemble the needed materials and supplies and arrange for an adequate place to conduct the activities.

Develop a logical sequence for the activities to move the group through a logical thought process. Plan to introduce the topic and set the stage, build the learning experience using a variety of techniques, then summarize ideas presented.

Finally, review each activity and the methods you will use.

This section was adapted from the facilitator section of Group Dynamite, a handbook developed by Paulette Pitrak and Leah Hoopfer, 4-H Older Youth Program, Cooperative Extension Service, Michigan State University, pp. 4-5.

2. Introduction: This step introduces what you plan to do by explaining the overall purpose of the learning activity and give instructions for doing it. If participants try to question or evaluate the proposed activity, ask them to try it and evaluate later.

There are two important considerations in giving instructions. First, instruction giving should be done in a directive leadership style (directed by the facilitator) not a democratic style that seeks group input before making decisions. (Democratic style is appropriate for later stages in the learning experience.) Second, don't use too much detail in describing what is to be done.

3. Activity: In conducting the activity you guide the group through the steps required. Observe the group members and note what is happening for use when processing afterward. Avoid becoming involved in the doing of the activity even when the group members try to draw you in.

4. Processing: After the steps of the activity are completed, involve the group reviewing what the activity caused them to think about or learn. The questions provided at the end of each activity in the projects books will help get the discussion started. Both you and group members can contribute observations.

5. Summary: In this step you tie what the group has observed to accepted theory and research and make generalizations to apply in their own situations.

Note: To maximize learning the time devoted to steps 4 and 5 should be at least equal to steps 2 and 3.

Getting Help As a Leadership Project Leader

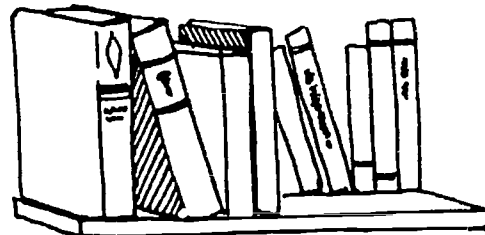
This leader guide includes background information and explanation of how you can assist members in learning leadership skills. You'll find helping young people learn requires the same leadership processes that the members are learning. Don't be afraid to learn about and try something new yourself. You and the members will have fun together and learn from the experience.

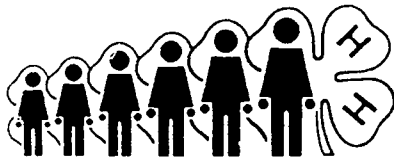
On the other hand, help is available. You can find a mentor or helper for yourself. Think about other 4-H leaders in your area who've had a lot of experience with leading young people. Perhaps you know a scout leader, religious educator or Y volunteer who has ideas on teaching leadership or working with youth that you can use. Don't be afraid to ask how he or she works with youth groups. What activities have worked well? What techniques encourage learning?

Attend 4-H leader training. A variety of topics are offered at county, regional, state, multi-state and national workshops. You'll gain many ideas from the trainers and from the other leaders who attend. Extension staff are available to consult and provide resources between formal training too. Both salaried and volunteer 4-H staff can help you understand leadership development and how to work with youth

Resources

There are a number of Cooperative Extension publications and other resources that you may find useful in helping youth and adults develop leadership skills. A list of the references used in each of the member books is found at its end. These are excellent resources for further study.





Leadership

Skills You Never Outgrow

SUGGESTED OUTLINE FOR INTRODUCING LEADERSHIP PROJECT I

IN 4-H CLUB MEETINGS¹

MEETING I. - UNDERSTANDING SELF

- SUPPLIES NEEDED:
1. Large paper, newsprint pad or roll (newspaper offices will give or sell the end rolls of newsprint).
 2. Markers or chalk.
 3. Pencils or markers for all 4-H members.
 4. Seven boxes to illustrate the leadership skill areas (shoe boxes would be a good size).
 5. Duplicate the activity sheet for each of your members
 6. 3 x 5 cards or pieces of paper.
 7. Duplicate the family activity sheet and family information sheet (staple together).

1. After the pledges and any other club business, you may want to play a game, to get acquainted, to pair up or to form small groups for the leadership activity. This first activity is best done in pairs.

As the leader, you may want to use your older members or parents as "Helpers" for your activities at each meeting.

If you decide to play a game one could be "Numbers Change":

Players are seated in a circle with "It" in the center. All are numbered consecutively. Each newcomer is given the next higher number. "It" calls out two or more numbers, such as three, nine, seventeen. Players whose numbers have been called must instantly jump up and exchange seats, during which "It" tries to take one of the seats. Player left without a seat is "It" and calls out other numbers.

This game should mix up the group so that no one is left seated with the same members as before. Start with one person and have them pair up all around the circle.

2. Introduce session by saying that "Our club has the chance to be one of the first 4-H groups in the state to be involved in a new 4-H project. This project will help us all learn leadership. What do you think leadership or being a leader of a group is?" (Use a big piece of paper, newsprint pad or blackboard to write the ideas members say that relate to the definition below.

Summarize by pulling the ideas together in a definition something like:
"Leadership is helping someone or a group accomplish what they want to."

"Since leadership involves working with other people, we have to learn how to be a leader with other people. That's why we played the game, so everyone would have a partner for our activity tonight."

¹The lesson plans included in Appendix A were developed by Joan McEachern, 4-H Volunteer Leader, Kendall County, for Illinois' 1985 Salute to Excellence Project, sponsored by R. J. Reynolds, Inc.

"Leadership skills are not developed over night. This project will help you start at the beginning by building your personal skills. We learn to be leaders by learning and practicing the different parts and then putting the parts together. It's like building a wall. Each part is important to hold up. Tonight we are going to work on skills in just one of the leadership blocks, UNDERSTANDING SELF. In 6 more meetings this year we'll have the chance to work on the other blocks. When you have put together all the skills and learned them, you will be able to lead groups with more confidence."

A set of seven cardboard boxes (shoe box size) with the leadership life skills on them might be used to illustrate this. Stack them to show that the other skills relate.

"All together there are seven leadership skills:"

	Working With Groups	
Learning	Decision-making	Management
Communications	Self	Others

3. "You can learn leadership skills through practicing them. We are going to do an activity that will give us practice with the leadership skill UNDERSTANDING SELF - by learning about yourself and how to like yourself."

4. Activity: "YOUR COAT OF ARMS" Leadership Skill: UNDERSTANDING SELF

"This activity will help you decide what you are doing and what is important to you. Answer each of the questions by drawing in the area on the coat of arms a picture, design or symbol. Talk to your partner, share ideas and help each other. Discuss the "Looking Back" questions with partner."

5. The leader and/or other helpers should walk around the room to answer questions and check on progress.

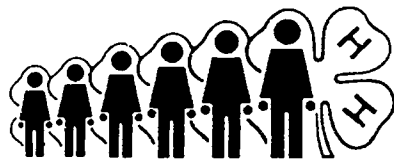
6. When the exercise is completed or time is up, ask the member some questions to help with your evaluation of this activity:

- a. How did you feel doing this activity? (good, creative, bored)
- b. What new things did you learn about yourself?
- c. Did you have trouble filling in all the spaces?
- d. What ways have the things you put on your coat of arms changed you?

7. Another reinforcement of the Leadership Skill would be to have the members suggest words or phrases to explain the concept. Write these (or have them write) on 3 x 5 cards or on pieces of paper and insert into the skill box. These slips of paper can be used in future meetings to review the skill area.

Examples for UNDERSTANDING SELF: What do I like or don't like?
 Things I am good at...
 I would like to become...
 Who am I?

8. "To help you with this same leadership skill, we have an activity to take home and do with your family. It is called, 'All About Me' . Ask someone in your family to be your helper."



Leadership

Skills You Never Outgrow

SUGGESTED OUTLINE FOR INTRODUCING LEADERSHIP PROJECT I

IN 4-H CLUB MEETINGS

MEETING 2 - COMMUNICATIONS

- SUPPLIES NEEDED:
1. The seven Leadership skill boxes (or other visual aid)
 2. Duplicate Family Acitivity
 3. 3 X 5 Cards or pieces of paper

1. After the pledges and any other club business, you may want to play a game to get acquainted, to pair up, or to form small groups for the leadership activity. This activity can be done in one or more groups depending on the size of your club.
2. Introduce session by reminding them about the leadership project. If you used the boxes at the first meeting, use them again so they can see all the seven leadership skill areas. Ask if they have started the "All About Me" notebook at home.
3. "Tonight we will be doing an activity on COMMUNICATING. Communicating is not just talking to someone--we also communicate, giving and receiving messages, through writing, listening and giving messages through face and body movement."
4. ACTIVITY: "WHISPER GAME" LEADERSHIP SKILL: LISTENING
 - a. Prepare a written message of about 10-15 words.
 - b. Form small groups, either in a straight line or in a circle.
 - c. Whisper the message to the first person in each group.
 - d. The first person should whisper the message to the next person so no one can see or hear the message.
 - e. Each person repeats the message to the person next to them.
 - f. The last person should repeat the message out loud.
5. Some discussion questions to help with your evaluation:
 - a. What did the message change?
 - b. What do you think caused the message to change?
 - c. Do you think this happens in everyday life?
 - d. Can you think of times when messages get changed in daily life?
6. Another reinforcement of the Leadership Skill would be to have the members suggest words or phrases to explain the concept. Write these (or have them write) on 3 X 5 cards or on pieces of paper and insert into the skill box. These slips of paper can be used in future meetings to review the skill area.
7. "To help with this same Leadership Skill, we have an activity to take home and do with your family. It is called: "Why I Like 4-H?" I'd like you to think about why you joined 4-H and what you like about it. After you write down your answers, discuss it with your family.



Leadership

Skills You Never Outgrow

SUGGESTED OUTLINE FOR INTRODUCING LEADERSHIP PROJECT I IN 4-H CLUB MEETINGS

MEETING 3: - GETTING ALONG WITH OTHERS

- SUPPLIES NEEDED:
1. Scarves or kitchen towels to use as blindfolds for 1/2 of club members.
 2. 3X5 cards or small pieces of paper.
 3. Duplicate Family Activity

1. After the pledges and any other club business, you may want to play a game to prepare the group for the activity. This activity is done in pairs. You may decide to have them pair up with a friend or someone new. A pairing-up game prevents someone from being "left out".

(Partner selection is really important in a trust activity. You may want to use your older members as Helpers).

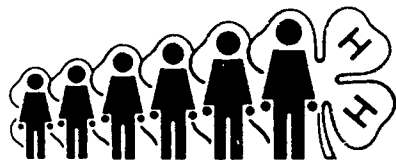
2. Remind them about the leadership project, mentioning the activities you had at the first 2 sessions. Use the boxes, if you used them at the first meeting - or you can introduce them now as a way to show them all the seven leadership skill areas covered in this project.
3. "The activity tonight will be on the third leadership skill area, GETTING ALONG WITH OTHERS. This is an important skill as you will be meeting all types of people in your life and it is necessary to accept and appreciate differences in others. Another skill is learning to trust."

4. Activity: "TRUST WALK" Leadership Skill: TRUSTING OTHERS

- a. Have each person find a partner to work with. Blindfold one person, then lead the blindfolded person on a walk. Help him or her feel different things.
- b. There is to be no talking. Now have them exchange places and do the same thing again.
- c. The leaders should walk around and observe the group. Watch out for horseplay. Someone could get hurt while blindfolded if his Helper does not feel responsible for him or her.

5. Discuss the activity with the group.
 - a. Did they trust the other person? Why or why not?
 - b. How do we get other people to trust us?
 - c. Describe their feelings when they were blindfolded?
 - d. Describe their feelings when they were leading their partner.
 - e. How do you know if you can trust a person?
 - f. How do people know if they can trust you?
6. Suggest that trust would be a good topic to discuss with their family.

7. Another reinforcement of the Leadership Skill would be to have the members suggest words or phrases to explain the concept. Write these (or have them write) on 3 x 5 cards or on pieces of paper and insert into the skill box. These slips of paper can be used in future meetings to review the skill area.
8. We have another activity that will help you with the leadership skill of interacting with others. You can do this with a member of your family — the activity is "Interview of Friend"



Leadership

Skills You Never Outgrow

SUGGESTED OUTLINE FOR INTRODUCING LEADERSHIP PROJECT I

IN 4-H CLUB MEETINGS

MEETING 4: LEARNING

- SUPPLIES NEEDED:
1. Seven Leadership Skill boxes.
 2. Pencils or markers.
 3. Newsprint or large pieces of paper for each group.
 4. Ideas for Brainstorming topics.
 5. 3 x 5 cards or small pieces of paper.
 6. Duplicate Family Activity.

1. After the pledges and any other club business, you may decide to have a game to set the mood before you move on to the leadership activity. Tonight's activity is best done in small groups of 4-6 people.

2. Introduce the session by going over the leadership skills they have learned so far: UNDERSTANDING SELF, COMMUNICATING AND GETTING ALONG WITH OTHERS. Use the boxes again if you wish - or some other method so they can visualize what you are talking about.

3. "The activity tonight will be on the fourth leadership skill area: LEARNING. You might be thinking, "What does this have to do with Leadership? Leaders have to be able to learn new things during their whole lives. They have to help other people learn too. We need to learn the correct way to ask for and find information and how we can learn from others."

4. Activity: "BRAINSTORMING" Leadership Skill: CREATIVE THINKING

a. The purpose of brainstorming is to learn how to think of new ideas. There are four rules of brainstorming:

1. Any idea is good--the wilder the better.
2. Piggy-back your ideas with other people's ideas.
3. No discussion of ideas until after the brainstorming is completed.
4. All ideas are good ideas--no criticism of ideas. An impractical idea might help somebody else think of a great idea.

b. Tell them the topic or topics to discuss. (Decide ahead of time some topics that would be important to your club. Some examples are a community service project, share-the-fun skit, or a fun activity.)

c. Have them brainstorm possible ideas making sure they follow the rules above. Give encouragement to think of different things if they "run down". Sometimes the best ideas come after the usuals are out. As the ideas are called out, someone in the group should write them down on the large pieces of paper or blackboard so everyone in the group can see them.

d. After about 5 minutes, call time. Discuss the Brainstorming activity with the group. Have a member from each group report the ideas and collect the papers so you can use the ideas in your club.

1. What are other uses for this activity? (Where could you use it?)
2. What ideas did you get from other people in your group?
3. Why do we wait to discuss ideas until after brainstorming?
4. Why do you think brainstorming in a group brings up more ideas than one person could think of?
- 5.

5. Another reinforcement of the Leadership Skill would be to have the members suggest words or phrases to explain the concept. Write these (or have them write) on 3 x 5 cards or on pieces of paper and insert into the skill box. These slips of paper can be used in future meetings to review the skill area.

6. "We have another family activity that will help you with the LEARNING Leadership Skill. It is called 'Learning From Others'. You will be making a list of the things you want to learn in one of your 4-H projects. Beside each goal try to think of people who could help you or where you could go to learn about that idea. Your family can help you think of people who can help."



Leadership

Skills You Never Outgrow

SUGGESTED OUTLINE FOR INTRODUCING LEADERSHIP PROJECT I

IN 4-H CLUB MEETINGS

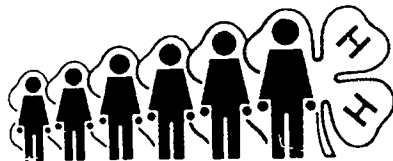
MEETING 5: MAKING DECISIONS

- SUPPLIES NEEDED:
1. Seven Leadership Skill boxes.
 2. Paper and pencils for each member.
 3. Ideas for resource list (specific examples of a decision that resources would help in making).
 4. 3 x 5 cards or small pieces of paper.
 5. Duplicate Family Activity.

1. After the pledges and any other club business you may want to play a game before starting the Leadership activity for this meeting. This activity can be done in pairs or small groups. Are your members comfortable with each other now? Or do they still need to be separated into groups by a game. Sometimes this is still the best method, even if the club members know each other already very well.
2. Introduce the session by going over the past meetings briefly and name the activities from each of the skill areas already covered: UNDERSTANDING SELF; YOUR PERSONAL COAT OF ARMS; COMMUNICATIONS; WHISPER GAME; GETTING ALONG WITH OTHERS; TRUST WALK; LEARNING; BRAINSTORMING. Perhaps you could put the names of the activities on the "skill boxes".
3. Sometimes the hardest part of leadership is MAKING DECISIONS: what is the best solution? Will it make everybody happy? What if some members get mad? We can make better decisions by learning to look at a situation and the possible ways for solving it. By being confident of choosing the best one, and taking action on a solution. To make a good decision we should have all the information we need before deciding. We will be making a list of resources that can be used to help you make decisions.
4. Activity: "RESOURCE LIST" Leadership Skill: IDENTIFYING RESOURCES

Working in small groups, have the members make a list of 10 to 15 resources in their neighborhood or community that can be used to help them make decisions. Give them specific reasons for why they need a resource list: A club community Service Project; a new club meeting place; etc. Resources can be people, money or things. People resources might include your sports coach, helper or parent. Money resources might include the money they earn from a paper route or the money in their saving account. "Resource things could be a tool, a toy, information, or a bicycle. Each member of the group should make out his or her own list, but members can help each other come up with ideas and list them under People, Money or Things." Walk around between the groups and when they seem to be losing interest or running out of ideas, stop the activity.

5. When the exercise is completed ask for reports back from each group.
 - a. What are the different types of resources in the community?
 - b. Where can you find resources in your community? Room? School? Home?
6. Another reinforcement of the Leadership Skill would be to have the members suggest words or phrases to explain the concept. Write these (or have them write) on 3 x 5 cards or on pieces of paper and insert into the skill box. These slips of paper can be used in future meetings to review the skill area.
7. Has your family been enjoying doing the activities at home? Ask for any comments from the members. "This time we have an activity to do at home on GOAL STATEMENTS that will help you with setting goals. Have a member of your family help you with this activity." (Use the activity sheet to explain the activity further.)



Leadership

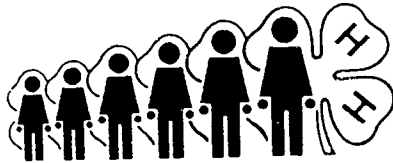
Skills You Never Outgrow

SUGGESTED OUTLINE FOR INTRODUCING LEADERSHIP PROJECT I IN 4-H CLUB MEETINGS

MEETING 6: MANAGING

- SUPPLIES NEEDED:
1. Seven Leadership Skill boxes (or other visual aid).
 2. Duplicate the activity sheet for each member.
 3. Pencils or markers.
 4. 3 x 5 cards or small pieces of paper.
 5. Duplicate Family Activity.

1. After the pledges and any other club business, you may want to play a game to make a break between the regular club meeting and the LEADERSHIP: SKILLS YOU NEVER OUTGROW activity for this meeting.
2. Introduce the session by going over the past meetings briefly and naming the activities from each of the skill areas already covered: UNDERSTANDING SELF: Your Personal Coat of Arms; COMMUNICATIONS: Whisper Game; GETTING ALONG WITH OTHERS: Trust Walk; LEARNING: Brainstorming; DECISION MAKING: Resource List. Can they see how the skill areas are related to each other? Use the boxes again to illustrate.
3. "By using the MANAGING skill we learn to use the things we have or can use to reach goals. Planning before we act will save time and energy when we're trying to get something accomplished."
4. Activity: DESIGN YOUR OWN CLOVER Leadership Skill: MANAGING-PLANNING
You may want to work in pairs or small groups for this activity. Have them work on the clover alone first, then discuss it with their partner or group.
5. Walk around to observe and give guidance.
6. Stop the activity when you can tell that most of them are done. Some questions you could ask:
 1. Would this kind of planning help you with your 4-H projects?
 2. What other questions could you put on the clover?
 3. What ideas from our member's clovers might be fun for our club to do together?
7. Another reinforcement of the Leadership Skill would be to have the members suggest words or phrases to explain the concept. Write these (or have them write) on 3 x 5 cards or on pieces of paper and insert into the skill box. These slips of paper can be used in future meetings to review the skill area.
8. "We have an activity to take home to do with your family which will help you learn to manage your time. It's called 'Things To Do' . It will help you plan so that you get the most important things done on time." Briefly explain activity.



Leadership

Skills You Never Outgrow

SUGGESTED OUTLINE FOR INTRODUCING LEADERSHIP PROJECT I

IN 4-H CLUB MEETINGS

MEETING 7: WORKING WITH GROUPS

- SUPPLIES NEEDED:
1. Seven Leadership Skill boxes or other visual aid.
 2. 3 x 5 cards or small pieces of paper.
 3. Duplicate Family Activity.

1. After the pledges and any other club business, you may want to play a game to get acquainted, to pair up or to form small groups for the leadership activity on WORKING WITH GROUPS.
2. Introduce the session by discussing the importance of the LEADERSHIP: SKILLS YOU NEVER OUTGROW project. (Use boxes or some other method to illustrate the different skill areas.) "When we started this new Leadership project six meetings ago, we started with a discussion of what we thought leadership was. After participating in the activities at each of these meetings and completing the family activities at home, I'd like to know how your views of what makes a good leader has changed." (or a better understanding.) Use a big piece of paper, newsprint pad or blackboard to write the ideas they say. Encourage them by taking the boxes one at a time and talking about the concepts that were covered in that skill area: (The cards in the boxes will help.)
 - a. UNDERSTANDING SELF by learning about yourself and how to like yourself.
 - b. COMMUNICATING by writing, listening, speaking and giving/receiving messages through face and body movements.
 - c. GETTING ALONG WITH OTHERS by meeting and accepting people, even those who are different than you are.
 - d. LEARNING ways to learn by asking questions, by finding correct information and by learning from others.
 - e. MAKING DECISIONS by looking at a situation and possible ways for solving it, choosing the best one, and taking action on a solution.
 - f. MANAGING by choosing and using the things you have to accomplish something.
3. Ask them how all of these relate to each other in the last skill area, WORKING WITH GROUPS. People need to learn about themselves and others first. Then they need to develop the skills for working individually with other people. When they have mastered personal and interpersonal skills, then they can expand to the more advanced skills of working with and giving guidance to groups of people.

"Many of the things you do each day are done in a group. You play a game with a group of friends. You are part of a classroom group at school. Your 4-H club is a group, too."

"People can do many things when they work together as a group that they can't do alone. People work together to reach goals. Groups that work well together work as a team and members cooperate with each other. You need to know how to be an active part of a group. The activity we have tonight will let you practice working in a group."

4. Activity: MAKING A MACHINE Leadership Skill: WORKING WITH GROUPS-COOPERATING

Divide them into small groups of 3 or 4. Each group is to make a machine, with each member becoming a moving part. They may want to have the parts, complete with sound. Give them some examples: lawn mower, vacuum cleaner, or record player. After the groups have planned what their machine will be, have each perform and the other groups can guess what the machine does.

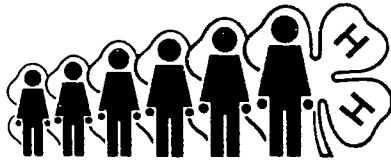
5. After all the groups have finished, ask them some questions about the experience: (You may want to ask direct questions to some members.)

- a. How did they feel being part of a group that made a machine?
- b. Describe how the machine would work if their part was missing.
- c. What is similar to a machine when a group you're in does a job together?
- d. What happens when one member of a group does not do his or her job?
- e. How can what we've learned in the leadership project help us when there is a problem with our 4-H club (or another group)?

6. "We've now covered all the skill areas of the LEADERSHIP: SKILLS YOU NEVER OUTGROW project, but you don't have to stop here. Next year you can sign up for the Leadership project in the Illinois Clover and continue with more of the activities in Unit I. When you are in junior and senior high, you will be able to take the Unit II Leadership project--it is something you can continue with every year you are in 4-H and learn more about working in and leading groups."

7. "It is very hard to learn leadership completely by yourself. It is also very hard to be a leader without having more than one person involved. Next year in this project you will want to select someone to help you in each of the activities as a Helper when you're not working on a group activity. You will want to spend a few minutes thinking about people you feel can help you, people whom you can talk with and share about yourself. Your Helper can be a friend, an older teen or 4-H member, an adult or your parent."

8. "We have one more activity that we would like you to take home to do with your families, it is called 'Groups I Belong To' ."



Leadership

Skills You Never Outgrow

SUGGESTED OUTLINE FOR INTRODUCING LEADERSHIP PROJECT UNIT II IN 4-H CLUB MEETINGS

MEETING I. - UNDERSTANDING SELF

- SUPPLIES NEEDED:
1. Large paper, newsprint pad or roll (newspaper offices will give or sell the end rolls of newsprint).
 2. Markers or chalk.
 3. Pencils or markers for all 4-H members.
 4. Seven boxes to illustrate the leadership skill areas (shoe boxes would be a good size).
 5. Duplicate the activity sheet for each of your members.
 6. 3 X 5 cards or pieces of paper.
 7. Duplicate the family activity sheet and family information sheet (staple together).

1. After the pledges and any other club business, you may want to play a game, to get acquainted, to pair up or to form small groups, for the leadership activity. This first activity is best done in pairs. One suggested game would be "Numbers Change":

Players are seated in a circle with "IT" in the center. All are numbered consecutively. Each newcomer is given the next higher number. "It" calls out two or more numbers, such as three, nine, seventeen. Players whose numbers have been called must instantly jump up and exchange seats, during which "It" tries to take one of the seats. Player left without a seat is "It" and calls out other numbers.

This game should mix up the group so that no one is left seated with the same members as before. Start with one person and have them pair up all around the circle.

If you have some older 4-H'ers you may want to pair them up with the younger members, and use them as Helpers for most of your activities for the seven meetings. (You may also use parents)

2. Introduce session by saying that "our club has the chance to be one of the first 4-H groups in the state to be involved in a new 4-H project. This project will help you build your leadership skills. It will let you do activities which can help you learn skills that will last for your whole life. It also will allow you to work with a Helper (someone you choose) or in a group to learn more about yourself, your family, and the groups in which you participate."

"LEADERSHIP: SKILLS YOU NEVER OUTGROW is a different kind of project than you have ever taken before. This is a thinking and talking project. There are not right answers to all the activities. Many activities have answers which are correct based in what you have done."

3. WHAT IS LEADERSHIP: "What do you think leadership or being a leader of a group is?" (Use a big piece of paper, newsprint pad, or blackboard to write the ideas they say that relate to the definition below.)

Summarize by pulling the ideas together in a definition something like:
"Leadership is helping someone or a group accomplish what they want to."

4. "The most important thing to remember as a leader is that there will be no bright flashing lights announcing that a situation requiring your leadership has occurred. In fact, there will be different types of responses called for almost every time a leader is with the people he or she is leading. Good leadership eliminates a large number of problems which might occur otherwise. The key lies in assessing the situation, identifying the goals of the group, and finding ways to help the group accomplish those goals."
5. You may want to use some of the statements in the "Belief About Leadership" section of the introduction to Book II.
6. Explain what a Helper is pertaining to your group or club:
"A Helper is a person chosen by a member who assists the member in the making of a personal leadership development plan, the carrying out of the planned activities, and in evaluating of accomplishments. (He or she may be an older friend, teen, or family member.)"
7. History of Leadership: If you wish, you may want to tell them something about the historical perspective.
"From earliest times leadership was established by power. The person with the most size and strength who could rally the support of others was the leader. Soon, leaders found more formal ways to pass on leadership positions to those they chose, often their children. They justified this by establishing the belief that some people are born to be leaders."

Another theory was that leaders are made, not born to be leaders. Leaders attempted to develop future leaders in their own image by teaching them to walk, talk and act as the leaders did. This method was not always successful because the leadership styles by one leader are not always effective for someone else, and often new circumstance required new approaches.

A number of leaders today believe that the same people are not leaders all of the time. Nor are leaders effective using the same style or approach in all situations. The best leaders recognize when directive, take-charge leadership is needed and when they should allow others to hold the formal leading roles. They recognize that there is more than one way to accomplish a goal and allow those they are leading to find effective ways for the situation.

8. "Leadership can be learned, just like other skills. Everyone has the potential to learn and use leadership skills. Leadership skills are not developed over night. This project will help you start at the beginning by building your personal skills. We learn to be leaders by learning and practicing the different parts and then putting the parts together. It's like building a wall. Each part is important to hold up. Tonight we are going to work on skills in just one of the leadership blocks, UNDERSTANDING SELF. In 6 more meetings this year we'll have the chance to work on the other blocks. When you have put together all the skills and learned them, you will be able to lead groups with more confidence."

A set of seven cardboard boxes (shoe box size) with the leadership life skills on them might be used to illustrate this. Stack them to show that the other skills relate.

WORKING WITH GROUPS		
LEARNING	DECISION-MAKING	MANAGEMENT
COMMUNICATIONS	SELF	OTHERS

Meeting 1, Unit II

UNDERSTANDING SELF - understanding and developing a positive attitude about who you are, what you like and don't like, and what you want to be.

COMMUNICATING - Effective sharing of information through written, spoken, non-spoken, and listening methods.

GETTING ALONG WITH OTHERS - developing an understanding of how you are when you are with other people (one-to-one or with a group) and how you accept and appreciate the differences between others and yourself.

LEARNING TO LEARN - understanding the skills and methods in which learning takes place and how you can be positive about your own learning opportunities.

MAKING DECISIONS - learning steps and approaches to setting goals, solving problems and how action is taken by individuals or groups.

MANAGING - using things to get the things you want (to reach the goals set).

This involves identifying resources and using those resources effectively.

WORKING WITH GROUPS - helping groups to accomplish their goals.

9. ACTIVITY - "T V INTERVIEW" LEADERSHIP SKILL: UNDERSTANDING SELF

After the members are in pairs, give them a copy of the "TV Interview" activity. Give them a time limit of 5 to 10 minutes each before the other person becomes the interviewer.

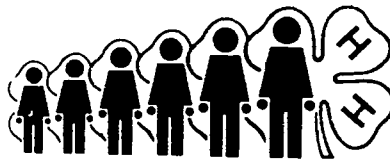
10. When the exercise is completed or time is up, ask some questions to help with your evaluation of this activity:

- a. How were you honest about your answers?
- b. In what way were the questions about values harder to answer?
- c. How do you think answering value questions will help people later?
- d. How can we show that people's opinions are important?
- e. Did you feel comfortable being interviewed?
- f. Did the other person seem interested?

11. Another reinforcement of the Leadership Skill would be to have the members suggest words or phrases to explain the concept. Write these (or have them write) on 3 x 5 cards or on pieces of paper and insert into the skill box. These slips of paper can be used in future meetings to review the skill area.

12. To help with this same leadership skill, we have an activity to take home and do with your family. It is called "Finish the Sentence".

Alternative Activities; "Family and Friends", "Irish Sweepsteak", "Megaphone"



Leadership

Skills You Never Outgrow

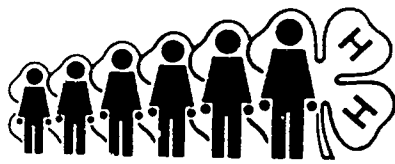
SUGGESTED OUTLINE FOR INTRODUCING LEADERSHIP PROJECT II IN 4-H CLUB MEETINGS

MEETING 2: COMMUNICATIONS

- SUPPLIES NEEDED:
1. Seven Leadership Skill boxes or other visual aid.
 2. Make 5-7 cards with a different feeling word on each one.
 3. 3 x 5 cards or small pieces of paper.
 4. Duplicate Family Activity sheet for each member.
1. After the pledges and any other club business, you may want to play a game to pair up or to form small groups for the leadership activity. This activity can be done both ways, depending on the size of your club.
 2. Introduce the session by reminding them about the leadership project. If you used the boxes at the first meeting, use them again so they can see all the seven leadership skill areas again.
 3. "Tonight we will be doing an activity on COMMUNICATING. Communicating is not just talking or writing--we also communicate with people through listening and giving and receiving messages through face and body movements."
 4. Activity: BEHAVIOR CHARADES Leadership Skill: NON-VERBAL COMMUNICATION
 - a. Make 5-7 cards which have words that are feeling words: Love, happy, lonely, frustrated, impatient, afraid, worried, etc. Choose words that the members will understand. (Members can make their own cards.)
 - b. Have a member of each group (or pair) select one card and plan a skit or play. They can use one member, two people or the whole group to present their skit.
 - c. Everyone will want to use gestures, looks, body stances, and changes in voices (non-verbal communications).
 - d. Everyone can use the same message or you may choose several messages for them to act out. This could be an example: "I'm glad you're here. We've got a lot to talk about."
 - e. Decide on a time limit for each presentation.
 5. Some discussion questions to help with your evaluation:
 - a. What different meanings can we have from the same words?
 - b. Were some of the statements very strong?
 - c. How important is it to have what you say match how you say it?
 6. Another reinforcement of the Leadership Skill would be to have the members suggest words or phrases to explain the concept. Write these (or have them write) on 3 x 5 cards or on pieces of paper and insert into the skill box. These slips of paper can be used in future meetings to review the skill area.

7. "To help you with this same leadership skill, we have an activity to take home and do with your family. It is called: 'Expressing Feelings'.

Alternative group activities: "Family and Friends", "Irish Sweepstakes",
"Megaphone"



Leadership

Skills You Never Outgrow

OUTLINE FOR INTRODUCING LEADERSHIP PROJECT UNIT II IN 4-H CLUB MEETING

MEETING 3: GETTING ALONG WITH OTHERS

- SUPPLIES NEEDED:
1. Seven Leadership Skill Boxes or Visual Aid.
 2. Pencils and/or markers for all the members.
 3. Duplicate the wanted poster (choose the one you want or make your own) for all the members.
 4. Make a sample of a "Wanted Poster" (Your Own or fictitious 4-H'ers)
 5. Straight pins
 6. 3 X 5 Cards or small pieces of paper.
 7. Duplicate the Family Activity for each member.

1. After the pledges and any other club business, you may want to play a game to prepare the group for the activity. This activity can be done alone or with a helper.
2. Remind them about the leadership project, mentioning them activities you had at the first 2 sessions. Use the boxes, if you used at the first meeting - or you can introduce them now as a way to show them all the seven leadership skill areas covered in this project.
3. "The activity tonight will be the third leadership skill area, GETTING ALONG WITH OTHERS. This is an important skill as you will be meeting all types of people in your life and it is necessary to accept and appreciate differences in others, and to interact with others in a positive way."
4. Activity: "WANTED POSTERS" LEADERSHIP SKILL: GETTING ALONG
 - a. Explain that all members will be introducing themselves through Wanted Posters that they create about themselves.
 - b. Tell them what a "Wanted Poster" is.
 - c. You could pin up an example for kids to copy.
 - d. Give each participant a straight pin, a pencil or marker, and a copy of the blank Wanted Poster. The participants are given five minutes in which to complete the posters and pin them to their backs.
 - c. Tell the group members to stand and then mill around the room, reading each other's Wanted Posters and sharing their own posters with others.
 - d. Set a time limit then reassemble the group.
5. Ask some questions to help you with your evaluation:
 - a. What was the hardest part of your poster?
 - b. What did you learn about others?
 - c. What things were alike on both poster and other peoples?
6. Another reinforcement of the Leadership Skill would be to have the members suggest words or phrases to explain the concept. Write these (or have them write) on 3 x 5 cards or on pieces of paper and insert into the skill box. These slips of paper can be used in future meetings to review the skill area.
7. We have another activity that will help you with this leadership skill and interacting with others. We would like you to take this home and do it with a member of your family. It is called "BRAG SESSION". (Explain the activity). Please have them make comments on the bottom of the page and then bring it back to the next meeting (or send to you)."



8. Send home BRAG SESSION from "Getting Along With Others", as a Family Activity.

Alternative group activities: "Slogans and Bumper Stickers", "What is it:",
"A Gift For You", "Work Exploration", "Stems", "Person to Person."

42

WANTED

Name _____

Occupation _____

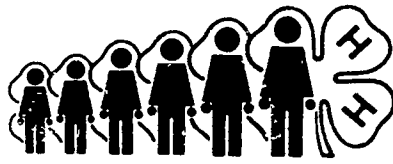
For

Always being _____

Having strong needs for _____

Greatly valuing _____

Living by the slogan _____



Leadership

Skills You Never Outgrow

OUTLINE FOR INTRODUCING LEADERSHIP PROJECT UNIT II IN 4-H CLUB MEETING

MEETING 4: LEARNING TO LEARN

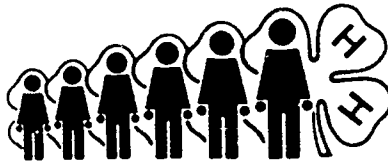
- SUPPLIES NEEDED:
1. Seven Leadership Skill Boxes or visual aid.
 2. Large paper bags.
 3. Items that can be used for quick demonstrations (see below).
 4. Paper and pencils for all members.
 5. 3 x 5 cards or small pieces of paper.
 6. Duplicate Family Activity for all the members.

1. After the pledges and any other club business, you may decide to have a game to set the mood before you move on to the leadership activity. Tonight's activity can be done alone, in pairs or small groups, depending on your club.
2. Introduce the session by going over the leadership skills they have learned so far: Understanding self, communicating and getting along with others. Use the boxes again if you wish --or some other method so they visualize what you are talking about.
3. "The activity tonight will be on the fourth Leadership Skill area: LEARNING TO LEARN: Developing positive attitudes toward learning and acquiring a variety of skills helpful in acquiring knowledge and information. Leaders have to be able to learn new things during their whole lives. They have to help other people learn too. We need to learn the correct way to ask for and find information and how we can learn from others."
4. Activity: "DEMONSTRATION GRAB BAG" LEADERSHIP SKILL: TEACHING
 - a. Collect the following items: paper bags filled with items that could be used for a simple demonstration --such as egg beater; hole puncher and paper; shoe and lace; stapler and 2 pieces of paper; hammer, nail, piece of wood; bolt and nut; needle and thread, material; picture and picture frame; notebook paper and notebook; paper and pencils.
 - b. Each member is to reach into the bag and select an item or group of items that are together (you may have the items separated into different bags). They will have 2-5 minutes to plan what they want to show and tell the group what they know about the item(s) and how to use it.
 - c. They may have paper to write down what they want to say. After the preparation time, each member or group will give his or her demonstration. As demonstrations are given, encourage group members to give positive comments.
 - d. If time permits, allow members to select a partner and give another demonstration together. This encourages teamwork and cooperation and it pools the knowledge of two people.

"Demonstrations are a way of sharing what we know. Also by giving demonstrations, we gain poise and confidence in ourselves when we speak before groups."

5. To help with your evaluation, discuss the activity with the group:
 - a. Did the members have sufficient information and time to prepare their demonstrations:
 - b. How are these demonstrations different from those given by other speakers or those on television?
 - c. What other things could be added to make these presentations better?
6. Another reinforcement of the Leadership Skill would be to have the members suggest words or phrases to explain the concept. Write these (or have them write) on 3 X 5 cards or on pieces of paper and insert into the skill box. These slips of paper can be used in future meetings to review the skill area.
7. We have another family activity that will help you with the LEARNING TO LEARN LEADERSHIP skill. It is called "Checking Your Style". Explain the activity).

Alternative group activities: "Recycling", "Mental Blocks", "The Numbers Game", "Brainstorming", "Teaching-Learning".



Leadership

Skills You Never Outgrow

OUTLINE FOR INTRODUCING LEADERSHIP PROJECT UNIT II IN 4-H CLUB MEETING

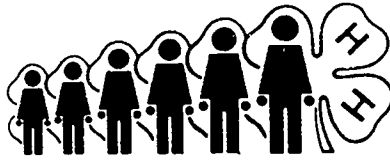
MEETING 5 - MAKING DECISIONS

- SUPPLIES NEEDED:
1. Seven Leadership Skill boxes or other visual aid.
 2. Pencil and paper for all the members.
 3. Black board or large paper.
 4. Chalk or marking pens
 5. 3 X 5 cards or small pieces of paper.
 6. Duplicate Family Activity

1. After the pledges and any other club business you may want to play a game before starting the Leadership activity for this meeting. This activity is best done in small groups. Are your members comfortable with each other now? Or do they still need to be separated into groups by a game. Sometimes this is still the best method, even if the club members know each other very well already.
2. Introduce the session by going over the past meetings briefly and naming the activities from each of the skill areas already covered. UNDERSTANDING SELF: T V INTERVIEW: COMMUNICATIONS: BEHAVIOR CHARADES: GETTING ALONG WITH OTHERS: Wanted posters: LEARNING TO LEARN: Demonstrations Grab Bag: Perhaps you could put the names of the activities on the "skill boxes".
3. "Sometimes the hardest part of leadership is MAKING DECISIONS: What is the best solution? Will it make everybody happy? What if some members get mad? We can make better decisions by learning the steps and approaches to setting goals, solving problems and taking action by individuals or groups. We are influenced by many things when we made decisions - an important one is each persons values."
4. Activity: INFLUENCE OF VALUES LEADERSHIP SKILL: DECISION MAKING
 - a. Tell the group members to imagine that they have been given a sum of money. Think briefly about what their reactions would be and what they would do.
 - b. Have them write down how they would spend a gift of \$100.00, along with reason for the decision. Do this without talking to others.
 - c. Next, form small groups and ask members to imagine that they are representatives of a club which has just been given a gift of \$100.00 Decide how to spend the money, and record your reasons.
 - d. List the decisions on the board from each group. Also from the individuals.
5. Ask these questions:
 - a. What differences are there in the way individuals would use the money?
 - b. What do they think caused these differences?
 - c. What differences are there in the way groups would use the money?
 - d. What do you think caused these differences?
 - e. Emphasize the steps in "Decision Making"
6. Another reinforcement of the Leadership Skill would be to have the members suggest words or phrases to explain the concept. Write these (or have them write) on 3 X 5 cards or on piece of paper and insert into the skill box. These slips of paper can be used in future meetings to review the skill area.

7. Has your family been enjoying the activities at home? Ask for any comments from the members. We have an activity to do at home on WRITING GOALS THAT WILL HELP WITH SETTING GOALS. Have a member of your family help you with this activity.

Alternative group activities: "Resource Hunt", "Decision Stand," Understanding Decision Making," Bean Jar Exercise."



Leadership

Skills You Never Outgrow

OUTLINE FOR INTRODUCING LEADERSHIP PROJECT UNIT II IN 4-H CLUB MEETING

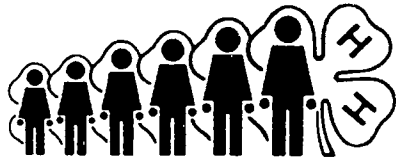
MEETING 6 - MANAGING

- SUPPLIES NEEDED:
1. Seven Leadership Skill boxes or other visual aid
 2. Newspapers
 3. Paper, pencils and markers for each group.
 4. Blackboard or blank newsprint.
 5. Chalk or marker.
 6. 3 X 5 cards or small pieces of paper.
 7. Duplicate Family activity for all members.

1. After the pledges and any other club business, you may want to play a game to make a break between the regular club meeting and the LEADERSHIP: Skills You Never Outgrow activity for this evening. (It will be best done in small groups).
2. Introduce the session by going over the past meetings briefly and naming the activities from each of the skill areas already covered: UNDERSTANDING SELF: "T V INTERVIEWS: COMMUNICATIONS: Behavior Charades: GETTING ALONG WITH OTHERS: "Wanted Posters: LEARNING TO LEARN: "Demonstrate Grab Bag:"DECISION MAKING: "Influence of Values". Can you see how the skill areas are related to each other?" Use the blocks again to illustrate.
3. By using the MANAGING skill we learn to use the things we have or can use to reach goals. It will help to identify resources available to you and learn to use them effectively.
4. Activity: NEWSPAPER GOALS LEADERSHIP SKILL: GOAL SETTING
Have you ever thought about things you want or would like to do? You can probably name several. When you decide you are willing to work to get or to do something, you set a goal.
A goal can be a need or a want. Some goals are needs because they are things you must have to live, such as food to eat. Other goals are wants because they are things you would like to have but are not always necessary, such as a new pair of jeans with special stitching.
 - a. In your group, read a newspaper. List the different goals that you find groups or individuals may have for their group, city, or agency.
 - b. See if you can identify goals based on the articles.
 - c. Identify which goals are based on "wants", or which ones are based on "needs".
 - d. Discuss what those goals would be.
 - e. Set a time limit.
 - f. Have them share goals with the entire group. Use newsprint or blackboard to write the different types of goals under "wants" and "needs."
5. Some questions you could ask:
 - a. Were most of the goals wants or needs?
 - b. What goals do you have that are wants (or needs)? (goals as a club?)
 - c. How do people get others to accept their goals and work toward them?

6. Another reinforcement of the Leadership Skill would be to have the members suggest words or phrases to explain the concept. Write these (or have them write) on 3 X 5 cards or on pieces of paper and insert into the skill box. These slips of paper can be used in future meetings to review the skill area.
7. We have an activity to take home to do with your family which will help you know what resources you have to set goals for your own life. You will be making a poster, and we would like you to bring it to the next meeting. Introduce IDEAS FOR MANAGEMENT.
8. After the meeting fill out the evaluation form attached to this meeting outline and send it to the Leadership Key Leader:

Alternative group activities: "Other's Goals", "What are Your Plans,"
"Origami Practice in Developing Goal Statements."



Leadership

Skills You Never Outgrow

SUGGESTED OUTLINE FOR INTRODUCING LEADERSHIP PROJECT II IN 4-H CLUB MEETINGS

MEETING 7: WORKING WITH GROUPS

- SUPPLIES NEEDED:
1. Seven Leadership Skills boxes or other visual aid.
 2. Blackboard, large paper or newsprint paper.
 3. Chalk or marker.
 4. Pencil and paper for each group.
 5. Prepare an example of the activity. (write it on the newsprint or blackboard.)
 6. Duplicate the Family Activity for every member.
1. After the pledges and any other club business, you may want to play a game to get acquainted, to pair up or to form small groups for the Leadership activity on WORKING WITH GROUPS.
 2. Introduce the session by discussing the importance of the LEADERSHIP: Skills You Never Outgrow Project. (Use boxes or some other method to illustrate the different skill areas.) When we started this new Leadership project six meetings ago, we started with a discussion of what we thought Leadership was. After participating in the activities at each of these meetings and completing the family activities at home, we'd like to know how your views of what makes a good leader have changed. (or have a better understanding.) Use a big piece of paper, newsprint pad, or blackboard to write the ideas they say. Encourage them by taking the boxes one at a time and talking about the concepts that were covered in that skill area: (the cards in the boxes will help.)
 - a. UNDERSTANDING SELF--Understanding and developing a positive attitude about who they are. Identifying what they like, don't like and what they want to become--developing their own values.
 - b. COMMUNICATING--Exchanging information with others effectively.
 - c. GETTING ALONG WITH OTHERS--Interacting with other persons in a positive way. Accepting and appreciating differences in others.
 - d. LEARNING TO LEARN--Developing positive attitudes toward learning and acquiring a variety of skills helpful in acquiring knowledge and information.
 - e. MAKING DECISIONS--Learning steps and approaches to setting goals, solving problems and taking action by individuals or groups.
 - f. MANAGING--Using things you have or can use to reach goals. Identifying resources and using them effectively.
 - g. WORKING WITH GROUPS--Bringing about or supporting the common action by groups of people.
 3. Ask them how all of these relate to each other in the last skill area, WORKING WITH GROUPS. People need to learn about themselves and others first. Then they need to develop the skills for working individually with other people. When they have mastered personal and interpersonal skills, then they can expand to the more advanced skills of working with and giving guidance to groups of people!

"Many of the things you do each day are done in a group. You play a game with a group of friends. You are part of a classroom group or a team at school. Your 4-H club is a group too."

"People can do many things when they work together as a group that they can't do alone. People work together to reach goals. Groups that work well together work as a team and members cooperate with each other. You need to know how to be an active part of a group. The activity we have tonight will let you practice working in a group."

4. Activity: ALL THINGS WRONG Leadership Skill: COOPERATION
- a. Form small groups and select a member to be recorder of ideas.
 - b. Have each recorder get a sheet of paper and pencil and divide the paper into 2 columns.
 - c. Take 5 minutes to generate a list of as many things wrong with a bathtub as possible. (Other items: swing, bottle, plane, desk, candle, etc.) Show them an example of one of the items.
 - d. After 5 minutes, stop and spend the next 5 minutes generating a list of all the things right with a bathtub.
5. After all the groups have finished ask them some questions about the experience:
- a. Was it easier to be positive or negative? Why?
 - b. How does this apply to good working groups?
6. "We've now covered all the skill areas of the LEADERSHIP: SKILLS YOU NEVER OUTGROW Project, but you don't have to stop here. Next year you can sign up for the Leadership project in the Illinois Clover and continue with more of the activities in Unit II. It is something you can continue with every year you are in 4-H--keep learning more about working in the leading groups."
7. "It is very hard to learn leadership completely by yourself. It is also very hard to be a leader without having more than one person involved. Next year in this project you will want to select someone to help you in each of the activities as a Helper when you're not working on a group activity. You will want to spend a few minutes thinking about people you feel can help you, people whom you can talk with and share about yourself. Your Helper can be a friend, an older teen or 4-H member, an adult or your parent."
8. "We have one more activity that we would like you to take home to do with your family. It is called 'Truly You'. You can have fun with your family as you find out how you feel about things." Explain the activity and perhaps do an example.

Alternative group activities: "Ways of Acting," "Environmental, Labels,

Appendix B Example of Older Youth Group Program¹
TAZEWELL COUNTY TEEN AMBASSADOR/DIPLOMAT TRAINING MEETINGS

- September 26 (4th Monday) Ambassador/Diplomat
Extravaganza - try out a skill, booths, door prizes, sign up and commitment time, planning a p.r. campaign, intro speakers bureau, writing resolutions, short speech, pretest
- October 24 (4th Monday) Ambassador/Diplomat
Communication skills - listening, statue building, non-verbal communication, not listening, one-way and two-way experiments listening triads.
- November 28 (4th Monday) Ambassador/Diplomat
Decision-making-role playing, case studies, bean jar exercise, word-letter: a problem solving activity, relationship wheel
- January 23 (4th Monday) Ambassador/Diplomat
Getting along with others - meaningful relationships, trust building, sound off, public interview, walk a mile in another's shoes.
- February 27 (4th Monday) Ambassador/Diplomat
Learning - the Joe Doodlebug Problem, learning techniques evaluation, idea book, the cone of experience, case studies.
- March 26 (4th Monday) Ambassador/Diplomat
Management goal statements, generating creative ideas for programs, idea charting, skill inventory lifetime goals.
- April 23 (4th Monday) Ambassador/Diplomat
Understanding yourself - graphics, self disclosure, dangling sentences, ten things I love to do.
- May 29 (4th Tuesday) Ambassador/Diplomat
Working with groups - group problem solving, circle in the square, things I dislike and things I do poorly in groups, designing an ideal group.
- June 25 (4th Monday) Ambassador/Diplomat
Cooperation and competition - do you agree or disagree, my re-elections, 4-H Rock Throw Contest
- July 23 (4th Monday) Ambassador/Diplomat
Working with others - the magic wand, broken squares
- August 27 (4th Monday) Ambassador/Diplomat
Looking at you again - growing, experiences, post test assessment of growth.

All sessions will be held at the Tremont Community Building, 7:30 to 9:00 p.m. (South Sampson)

¹The materials in this appendix were developed by Marilyn Norman, Extension Adviser, Youth, Tazewell County.

TYPICAL GROUP MEETING PLAN

(meet with team members beforehand to plan)

MIXER--individual activity
(subject relates to topic for the meeting)

BASIC PREMISES AND LEADERSHIP CONCEPTS

INTRODUCTIONS--team members

MIXER PROCESSING--talk with another group member about the mixer
share ideas and feelings

REPORT BACK--pairs to whole group

SERIES OF ACTIVITIES RELATED TO THE SUBJECT
several active activities
groupings in two or three
discussions and report back
group processing

INVOLVEMENT IN PRESENTATION
(short demo, etc.)

REFRESHMENTS

FINISH UP ACTIVITIES AND CHALLENGE
Evaluations and challenge

CLEAN UP

PERSONAL GOODBYS

This leader guide was written by:

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4-H/Youth

and

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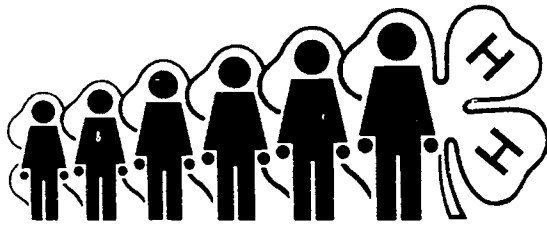
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Related 4-H Publications:

Book I	MC0630	Leadership Skills You Never Outgrow
Book II	MC0632	Leadership Skills You Never Outgrow
Book III	MC0634	Leadership Skills You Never Outgrow
Book IV	MC0636	Leadership Skills You Never Outgrow
Helper Guide	LC0630	Leadership Skills You Never Outgrow



Leadership

Skills You Never Outgrow

Helper's Guide

Welcome to helpership in the 4-H leadership project! You are a very special person. Your assistance was requested as a helper by a 4-H member enrolled in *Leadership: Skills You Never Outgrow*. By working with the 4-H'er in this project, you will begin to form a relationship that can help each of you grow and develop.

Each young person who enrolls in the first level of the leadership project is expected to secure someone with more experience to be a personal helper in doing the project. Members in more advanced levels are involved with groups for some of their leadership learning activities, but they are encouraged to do some with a helper too.

This guide is designed to help you as you accept this new responsibility. You will be assisting one or more members individually as they grow in understanding themselves, other individuals, and groups.

How the Project Works

Leadership: Skills You Never Outgrow is like many other 4-H projects in that it helps 4-H'ers learn things they can use the rest of their lives. Leadership skills help people help themselves and others achieve their goals. The project is designed to help the member get experience with the skills he or she needs to lead. Ask the member to share the project book with you and read the introduction section. It will help you gain an understanding of the project.

Members select which learning activities they wish to do to help them learn. Project guidelines suggest they choose at least one activity from each of the leadership skill areas in the book. There are numerous activities to choose from.

Once activities are selected, the member will work through the activities one at a time with your help. He or she will be involved in doing, thinking or talking about things leaders need to be able to do. After doing the actual activity the members are urged to think about what they have been doing and how it might relate to other situations.

What You Will Do

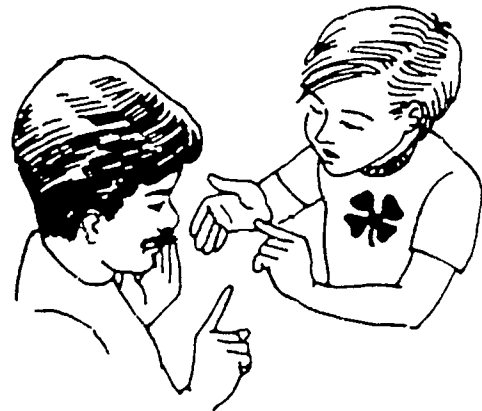
As a helper you will help the member decide what to do in the project. Encourage him or her to choose activities that will be challenging and give experience with new skills.

You will also help him or her understand and work through the activities. At the end your task is to ask questions and be a good listener. Help the member think beyond the activity just completed. Try to identify what can be learned from it.

You shouldn't try to give advice except to share your own experiences. If something comes up in your discussions that makes you think the member may need help, ask an adult you respect to suggest someone who can give the help needed.

Be available, willing to participate and enthusiastic about helping when you meet with the member. You have an important assignment. It is an honor to be respected enough by another person to be asked for help. Take pride in your work and both of you will enjoy the new challenges in the project.

Being a helper for a friend is a position of trust. Your 4-H member will trust you with some of his or her personal thoughts and feelings. It is very important to return this trust by keeping this information between you unless the 4-H'er says it's o. k. to share it with others. You can also share some of your personal thoughts too. This will reinforce the trust between you.



01

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Understanding the Young Member

Young people vary greatly in age, character, maturity and experience. Some are very quiet and shy while others are active and outgoing. You may be working with a member who is beginning in the leadership project or one with several years experience. Members can start the project at any age, but the majority are ages 9-11 when they begin the leadership project.

Members this age have lots of enthusiasm and enjoy doing new things. They like activities, but many don't enjoy doing the same thing for a long time.

You will enjoy helping the younger member develop a sense of responsibility and learn to cooperate with others. Always set a good example yourself, since boys and girls of this age tend to idolize older youth and adults.

Young members need guidance and encouragement, especially during their first years in a project. The first skill level, covered by Books I and II, involves "looking in". This level is designed to help members learn more about themselves and to learn personal leadership skills. Some of the learning activities will involve them in thinking of things they have never thought about before, and they will think it's hard. Encourage them to try because that's how to grow.



Activities of the Helper

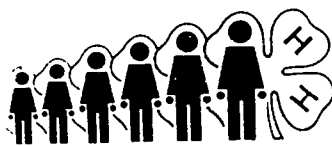
Here are some of the things you can do to be a good helper:

- * Assist your member during his or her entire year in the leadership project. It is the member's responsibility to schedule times to get together.

- * Encourage and praise your member.
- * Start the project by helping your member plan which activities to do in the leadership project. The project book gives help with project planning. Write the plans on paper, so each of you can have a copy. Members should record their plans on their planning sheets.
- * Help the member complete the activities chosen. Remember the 4-H motto: "Learn By Doing." Encourage your member and help find other help and resources, if needed, but don't do the work for him or her. You may be able to do a couple of activities together when you meet, but don't rush through.
- * At the end of each activity, take plenty of time to do the "Looking back" or "Interpreting" questions to help the member think about what he or she has done. This is a good time to help apply these ideas to other situations that are similar. Be creative, talk about anything that you think will help the member learn and think about new ideas.
- * If the member decides to try more activities in addition to those in his or her plan during the year, that's o.k. Changes should be recorded on the planning sheet anytime.
- * Work with the leadership 4-H project leader in assisting your member and others with group activities.
- * Send your member a card for his or her birthday, at Christmas or Valentine's Day. Do other things to show your special interest.
- * Be a friend to your member in and out of 4-H activities. Be available to talk and say "Hi" wherever you see him or her.
- * At the end of the year meet with the member and discuss what he or she liked most about the project. What would he or she do differently next time? Help the member complete his or her record for the leadership project. Encourage your member to re-enroll in a leadership 4-H project for another year.

Thanks. You have helped someone who looks up to you learn and grow. This is one of the most important roles a person can have in a lifetime. If you put yourself fully into the helper role, no doubt you gained personally too.

This Helper's Guide was prepared by Barbara Geiger, Eric Fugate, 4-Her's; and Mary K. Munson, Fred Haegle, Extension Specialists, 4-H/Youth, with counsel and assistance from other members of the Illinois State 4-H Leadership Development Committee.



Leadership

Skills You Never Outgrow

Grateful appreciation is expressed to the Illinois 4-H Foundation, Inc. for assistance in helping make possible this educational material.

Urbana, Illinois

LC0631

August 1986

Issued in furtherance of Cooperative Extension Work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. WILLIAM R. OSCHWALD, Director, Cooperative Extension Service, University of Illinois at Urbana-Champaign. The Illinois Cooperative Extension Service provides equal opportunities in programs and employment.