

# LEARNING TO LEAD

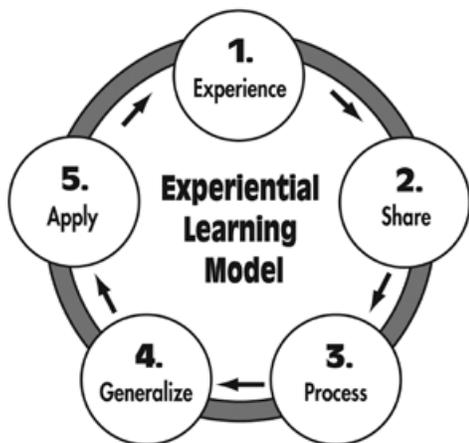
Leadership Level I



## Note to 4-H Members ▶

Congratulations! By signing up for the Learning to Lead—Leadership Level I project, you’ve taken a huge step towards learning about leadership, developing skills, and helping others along the way! You will find several fun and exciting activities that will help you further develop your leadership skills while increasing your knowledge related to practicing leadership in the 4-H program. Leadership is a process, not a product. It takes time, dedication, and practice to enhance your leadership abilities. An important aspect of leading is sharing what you know and what you have learned with others. Throughout this project, you will have opportunities to gain knowledge, tell others about your project, and practice leading activities for others. Are you ready to make difference in your club, your community, your country, and your world? Then start right now as you have fun “learning to lead”!

## Experiential Learning Model



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## Acknowledgements

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4-H Teen Leadership, The Ohio State University Extension

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## Introduction ▶

Leadership does not have one solid definition. Leadership is described in as many different ways as there are people who study leadership. Being a leader or “leadership” is a general idea that includes knowledge, attitude, skills and goals.

Individuals have attempted over time to observe, study, define, and develop models to explain the concept of leadership. While no one definition or theory is universal, over time key concepts have developed. In general terms, leadership focuses on three concepts: action (process), influence, and relationships.

Leadership is a process and is developed over time. The concept that leadership can be learned and taught is the general consensus of modern leadership scholars. Leadership can be learned and leaders improve their skills and abilities through action and practice.

Leadership involves influence. A leader’s ability to succeed rests solidly on their ability to utilize influence in a positive manner. A leader helps others grow and develop while engaging in positive change.

Leadership is about relationships. These relationships take shape as both leaders and followers interact with each other. Developing skills in relationship building is paramount to the success of leaders. Interpersonal interactions and relationships are fundamental components of the concept of leadership.

## Here is What You Do

“Learning to Lead” is an opportunity to develop leadership skills and give of yourself to help others. This project is designed to help you to be a better leader through educational experiences, service, and practice. This curriculum is designed for individuals who are ready to learn about leadership and begin to put this knowledge into action. It targets middle-school aged youth and individuals beginning to enhance their leadership skills.

Chapters one through six focus on specific leadership skills and chapter seven focuses on setting goals and planning, implementing and evaluating a plan of action. In each of the six leadership skills chapters there are three activities and a “Do-It-Yourself” opportunity. Each activity is designed so that you can complete it on your own. However, some of the activities may be better suited for a group such as your local 4-H club, youth council, or a group outside of 4-H. Leading a group activity for other youth is an excellent opportunity to learn and enhance your leadership skills. Work with your project leader to determine what works best for you!

Yearly project completion consists of selecting and completing one activity from each of the leadership skills chapters (1-6) and planning, implementing, and evaluating a plan of action (chapter 7). For each year you participate in this project, place a check mark by the activity you completed in each leadership skills chapter and place a check mark in each box as you plan, implement, and evaluate your early plan of action. The chart below will help you keep track of your progress!

Chapter	Activity	Year 1	Year 2	Year 3
Leadership	Define “Your” Leadership			
	Interview a Leader			
	Leadership Assessment			
	D.I.Y. Activity			
Knowing Self	Who are You?			
	What Kind of Shoe are You?			
	Acrostic Poem			
	D.I.Y. Activity			
Decision Making	Good Choices, Rotten Choices			
	Decisions, Decisions			
	Who is Affected?			
	D.I.Y. Activity			
Communication	The Bug			
	Journal			
	Minute in the Elevator			
	D.I.Y. Activity			
Teamwork	Conflict Resolution			
	Diversity			
	Good Teams, Bad Teams			
	D.I.Y. Activity			
Service	Are You a Good Citizen?			
	Take a Look Around			
	Look for Ideas			
	D.I.Y. Activity			
Plan of Action	Planning			
	Implementing			
	Evaluating			

# Chapter 1 ▶ Leadership

Being a leader in your club, home town or county is a choice that you or any 4-H member gets to make. Anyone who is willing to learn, accept responsibility, cooperate, share knowledge, and keep positive relationships with others can be a leader. People have many different ideas of what makes a leader effective. While there are many different “recipes” for what others think leadership is, there is not one perfect recipe. The cool thing about leadership is **each** person gets to choose and define leadership for him or herself.

There are certain aspects of leadership that are extremely important when becoming an effective leader in your home, 4-H Club or community. These aspects will be covered in the chapters of this book and include: *knowing who you are, good decision making skills, effective communication skills, the ability to work with a team, understanding service learning, and having goals and a plan to attain those goals.* Other important traits may include but are not limited to:

- **Encouraging Others-** Being a friend, being responsive to others, and giving others recognition for a job well done.
- **Expressing Group Feelings-** Being aware of others moods and relationships, sharing your feelings with others in the group.
- **Harmonizing-** Helping to resolve conflict and relieve group tension.
- **Compromising-** Admitting when you are wrong, keeping an open mind and accepting others ideas.
- **Facilitating-** Keeping a positive communication circle in the group and involving others in activities.

There are certain beliefs about leadership that are important to keep in mind while working through this book and serving in leadership roles:

- **Everyone has leadership skills-** Although no one is a leader all of the time, we all possess skills that allow us to be a leader when the need arises. We all have knowledge, ideas, and skills that make us a leader in some situation.
- **Leadership is learned through experience and practice-** Everything that we go through in life is an experience. Experiences, especially learning experiences where we learn from the situation, help us all to develop skills that encourage us to be a leader.
- **Leadership is a relationship between people-** The way that we interact with others such as our family, friends and others in the community is a huge part of leadership. When we work together with others we must be sensitive to their needs and feelings. A leaders’ skills are most effective when used well with others.
- **The right kind of leadership is determined by the situation-** Different people lead at different times, and not every person can lead all the time. Depending on the situation at hand, others with different knowledge and background may need to step forward.

## Activity 1 | Define “Your” Leadership ▶ ▶

### Overview:

As mentioned in the introduction, leadership is unique from person to person. This means that there are many different ways to be a leader. Depending on your special talents and personality, the way that you lead and view leadership will be different from your friends and family members. The cool thing about leadership is that because it is so different from person to person anyone can take the concept of leadership along with their talents, knowledge, and abilities to make their own definition of leadership.

### Do the Activity:

Now take time to think about what leadership is to you. Think about what it means to lead others. Think about what you are willing to learn, how much responsibility you can accept, how you will cooperate with others, and what knowledge you can share.

Brainstorm your ideas here:



BRAINSTORM ▶

Now think about what a definition of leadership is to you. Write the definition below.

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After completing your definition of leadership, look at the following leadership quotes. Read each one carefully. Then pick one and describe on the lines provided below, why that quote fits you and your own definition of leadership.

*Do not follow where the path may lead. Go instead where there is no path and leave a trail.*  
~Ralph Waldo Emerson

*Good plans shape good decisions. That's why good planning helps to make elusive dreams come true.*  
~Lester R. Bittel

*To be able to lead others, a man must be willing to go forward alone.*  
~Harry Truman

*If your actions inspire others to dream more, learn more, do more and become more, you are a leader.*  
~John Quincy Adams

*Leadership is action, not position.*  
~Donald H. McGannon

*Leadership is influence.*  
~John C. Maxwell

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**Reflect:**

What did you learn about your own personal definition of leadership? \_\_\_\_\_

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Was it easy for you to define leadership? Why or Why not? \_\_\_\_\_

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What information did the quotes provide you about the differences of leadership? \_\_\_\_\_

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**Take it Further:**

To take it further simply means that you will be learning more about the subject that we have just covered by exploring it on your own. For this section, find two more leadership quotes that are similar to your definition and share them with a friend or other 4-H member and ask them to define leadership as well. If you wish you can record their response here!

Quote:

Response:

Quote:

Response:

**Activity 2 | Interview A Leader ▶ ▶**

**Overview:**

As part of defining your own beliefs about leadership it may be helpful to interview a leader in your community. Knowing how a current leader defines and practices leadership on a daily basis will be a great example for you to learn and develop leadership for yourself. There are many current leaders in your community. These people include school teachers, school principals, coaches, youth group leaders, 4-H Leaders, Extension Agents, elected officials, those in charge of other service groups, clubs, and organizations, etc...

**Do the Activity:**

The first step in this activity is think about who you may want to interview. Brainstorming a list of possible leaders is a great way to start the thinking process. You may want to ask your parent/guardian, or 4-H Leader to help you think of people you may want to interview. Next carefully select the person that you wish to interview. After deciding who you are going to interview, contact that person, explain what you are doing, and ask them for a date and time that fits their schedule. Also discuss with them and decide on a good place to have the interview; try to pick a public place like the extension office, the library, or a restaurant. Make sure to check with your parents/guardians in case you need a ride to and from

the interview. Also make sure that you have no other conflicting activities that day. After setting a date, start compiling questions to ask them in the interview. The questions can be about their job, their activities, and their definition of leadership. They can also be about how they became a leader, what they enjoy about being a leader etc... Brainstorm and write your questions below. There are also sample questions to help get you started. Try to have at least 10 questions and write down what the interviewee says in response to your questions.

**Sample Questions:**

- What is your leadership role in the Community?
- How did you get put in that role?
- How is your job related to being a leader in the community?
- Do any of your hobbies relate to being a leader?
- What is leadership to you?
- How important do you think leadership is today?

Date/Time/Place \_\_\_\_\_

Who are you interviewing? \_\_\_\_\_

Brief description of the person being interviewed. \_\_\_\_\_

Provided below is space to write the questions and responses for your interview.

Question:	Response:

**Reflect:**

What did the interviewee teach you about leadership? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Did the interviewee change your perception of leadership? If so how?

\_\_\_\_\_

\_\_\_\_\_

Did you enjoy the interview process? Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If you could interview the same person again what other questions might you ask? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Take it Further:**

After interviewing and learning more about leadership, you now have more knowledge to share. Pick two people and share your interview experience with them. Explain to them what you did and what you learned. Also try to teach them something about the interview process. Encourage them to use the interview process to learn more about something that they are interested in.

**Activity 3 | Leadership Assessment ▶ ▶**

**Overview:**

A person has many skills that make them a leader. A good leader needs to do an assessment of their leadership skills to learn their strengths and weaknesses as a leader. He/she can then make a plan to become a better leader.

**Do the Activity:**

Complete the Leadership Skills Assessment survey to learn more about leadership and the skills that one needs to be a great leader.

**Leadership Skill Assessment**

Rate your leadership skills by circling the number following each statement which indicates how you rate your ability to do what is listed. If you do it always, mark a “3”; sometimes, mark a “2” and rarely, mark a “1”. Remember it is extremely important to answer honestly. This is to measure how you currently are, not how you wish you were.



	ALWAYS	SOMETIMES	RARELY		ALWAYS	SOMETIMES	RARELY	
1. I feel good about myself and my abilities.	3	2	1		16. I can learn from others.	3	2	1
2. I am enthusiastic.	3	2	1		17. I can set and carry out goals.	3	2	1
3. I understand and know what I value.	3	2	1		18. I can identify and use resources.	3	2	1
4. I can admit and deal with mistakes.	3	2	1		19. I can make choices.	3	2	1
5. I can keep records.	3	2	1		20. I know what's important to me.	3	2	1
6. I can speak before a group.	3	2	1		21. I can plan programs.	3	2	1
7. I am a good listener.	3	2	1		22. I can evaluate people and programs.	3	2	1
8. I can teach others.	3	2	1		23. I am a responsible person.	3	2	1
9. I accept and care about others.	3	2	1		24. I can delegate responsibility.	3	2	1
10. I encourage others.	3	2	1		25. I cooperate with others.	3	2	1
11. I meet and get along with others.	3	2	1		26. I can work as a team member.	3	2	1
12. I trust other people.	3	2	1		27. I can follow as well as lead.	3	2	1
13. I can ask questions.	3	2	1		28. I can involve people.	3	2	1
14. I can be open minded.	3	2	1					
15. I can see things objectively.	3	2	1					

## Scoring

Each statement represents one area of leadership skills. Add together the numbers you circled as instructed below and divide by 4 to identify your average in each leadership skill area.

Understanding Self:

- Add statements 1-4 \_\_\_\_\_ ÷ 4 = \_\_\_\_\_

Communicating:

- Add statements 5-8 \_\_\_\_\_ ÷ 4 = \_\_\_\_\_

Getting Along/Others:

- Add statements 9-12 \_\_\_\_\_ ÷ 4 = \_\_\_\_\_

Learning to Learn:

- Add statements 13-16 \_\_\_\_\_ ÷ 4 = \_\_\_\_\_

Making Decisions:

- Add statements 17-20 \_\_\_\_\_ ÷ 4 = \_\_\_\_\_

Management:

- Add statements 21-24 \_\_\_\_\_ ÷ 4 = \_\_\_\_\_

Working with Groups:

- Add statements 25-28 \_\_\_\_\_ ÷ 4 = \_\_\_\_\_

These scores will show what skills are your strengths as a leader and the areas you need to work on to enhance your leadership ability.

In the space provided, list your skills in order starting with your strongest at the top.

**STRONGEST** ▶

## Reflect:

How do your strengths help you to be a better leader? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How can you improve your weaknesses? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why do you think that these skills are important to leadership? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

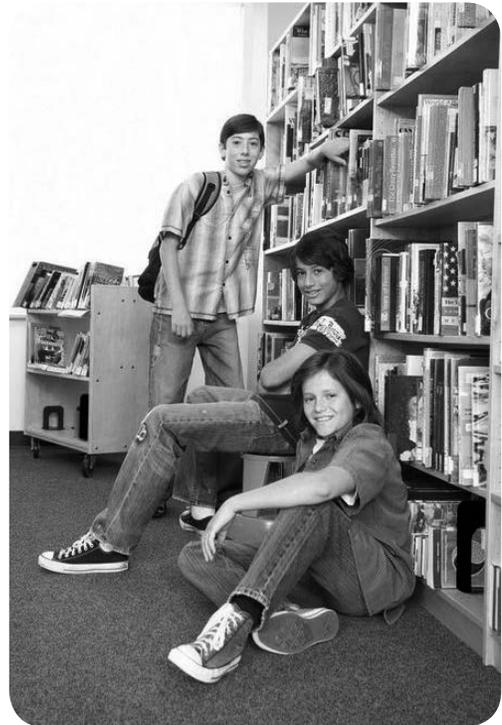
How can your strengths and weaknesses prepare you for success in leadership in the future? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Take it Further:

Talk with your 4-H club leader and ask them if there is a time that you can present this leadership assessment at a club meeting. Helping others discover their leadership talent is a vital way of being a leader in a community. To administer this survey you can make a copy of the page from your book. Ask your parents/guardians or leader to help you in copying the survey. Make sure you find a date that works for you and your leader, and make sure that you have all the supplies that you will need such as the copies and pencils for the presentation. After the survey explain to your club why knowing your leadership strengths and weaknesses helps you be a better leader as you learned in this activity.



## D.I.Y. Activity for Leadership

While you are on your adventure and “Learning to Lead”, there may be other activities, experiences, and workshops that you come across that can help you to develop your leadership skills. You have the opportunity to design and carry out a “Do It Yourself” (D.I.Y.) activity! In each chapter, you can complete one of the activities outlined or you can decide to complete a D.I.Y. activity that focuses on the leadership skill highlighted in that chapter.

### Steps to completing a D.I.Y. activity:

1. Find an activity, experience, workshop, etc. that focuses on the leadership skill highlighted in the chapter.
2. Discuss this alternative activity with your parent/guardian, project leader, or Extension Agent.
3. Complete the activity.
4. In your project book, describe the activity and what you learned.

### D.I.Y. Activity Log

Activity Name:

Description of the Activity (Where, When, Who):

What did you do?

What did you learn?

How can you apply what you learned to becoming a better leader?

## Chapter 2 ▶ Knowing Self

As we grow up we begin to become a very unique and different person than everyone else. Think about your group of friends. You probably all look different and although you may like similar things such as sports or activities, you most likely enjoy different things as well. These are the differences that make you special and most importantly make you, YOU. Your personality and your values are two of the big things that make you unlike anyone else.

Your **personality** is the way you walk, talk, think and feel. It also includes your habits and can change as you grow. As we grow we may change how we think, feel or act, therefore changing our personality. It's important to remember that each one of us has a different personality, and we must learn to accept others thoughts, words and actions.

Your **values** are the things that are very important to you and are often the reasons behind our goals. The awesome thing about values is we all have different ones. Just like our personality, our values will change as we grow and learn to enjoy different aspects of life.

As we learn more about our personality and values it will help us to become a better leader. If we know, understand, and are comfortable with who we are, we can help others learn about themselves as well as grow in certain skills. If we know our strengths we can use those strengths to teach others the things that we are good at and the things we understand. We can also work better with team members if we understand our personal values and appreciate those of others. Knowing our values helps us to set goals that we truly plan to achieve because they are important to us.

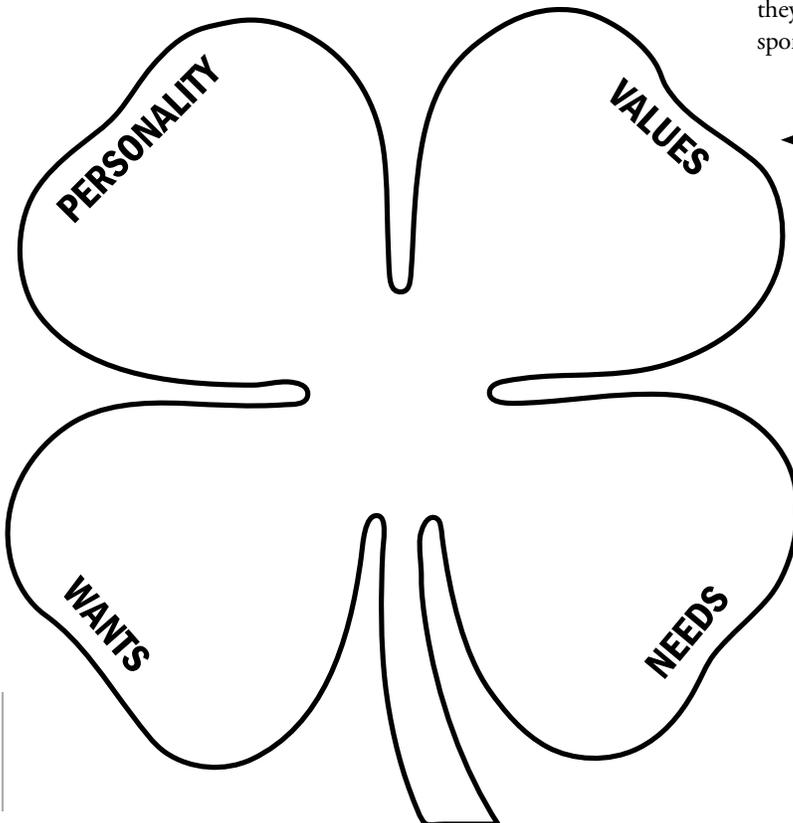
### Activity 1 | Who are you? ▶ ▶

#### Overview:

Knowing yourself well is always important. Knowing who you are helps you make tough decisions, find activities that you enjoy, pick friends that you will have fun with and many other things. Understanding what makes you, "you" is also important in leadership. Knowing yourself includes understanding the things that you are good at, things you need to work on, things that you enjoy and the things that simply make you, YOU! Knowing these things will help you in being a confident, understanding leader. The more you understand about yourself, the easier it will be to explain your leadership role, your reasons for making decisions, and how you feel about certain topics. This activity will help you discover more about who you are, and will help you in becoming an influential leader.

#### Do the Activity:

In this activity you are going to explore what makes you uniquely you! We will be taking a look at your personality, values, wants, and needs. Below is a 4-H Clover that needs your art work. In each leaf of the clover, you will be drawing and/or writing individual things that represent and describe your personality, values, wants, and needs, thus describing you. Remember your personality is the way you walk, talk, act, and feel. It also includes your habits. Your values are the things that you love and enjoy. The things that you want may include things such as a computer, a pet, a new bike, to be on the high school basketball team, serving as a State 4-H Ambassador or attending college after high school. The things that you need are the items or people in your life that you possibly could not live without; they may include family members, caring adults, friends, pets, music, sports, 4-H, medicine or many other things.



**Reflect:**

What did you learn about yourself that you did not know before?

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Do any of the four leaves have the same things in them? If so what are they and why? \_\_\_\_\_

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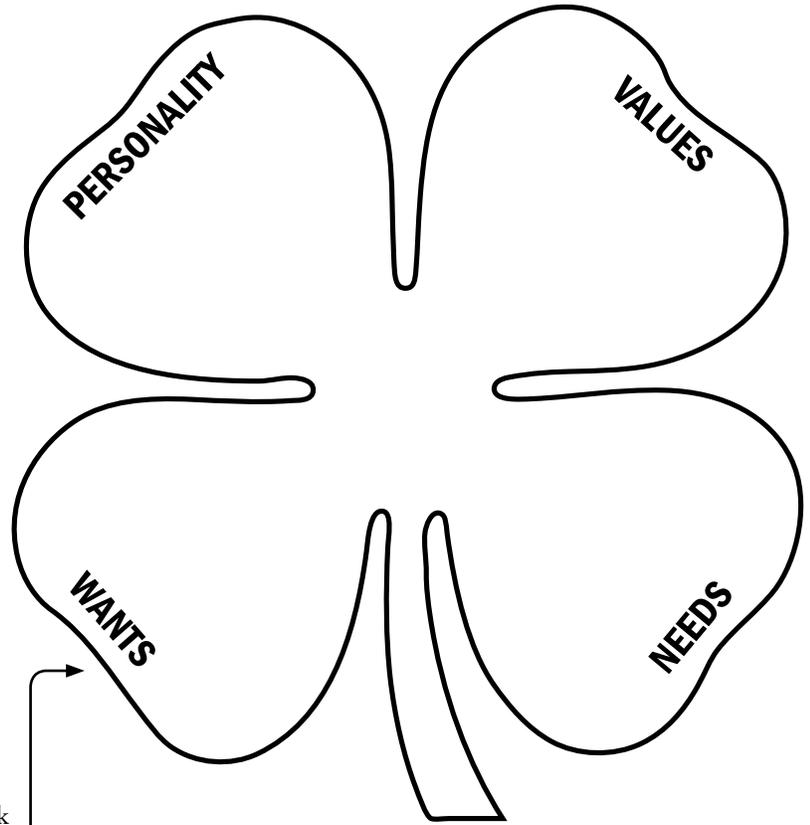
How can you take what you learned and apply it to leadership? \_\_\_\_\_

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**Take it Further:**

As we grow up our personality and values change, as do our needs and wants. In order to see how this changes, do this activity again in six months. If you need help, ask an adult to assist in figuring out the six month date. Next make a note to yourself on your personal or family calendar to make sure you remember when six months is, from the date you started the activity. Complete a new clover below and compare it to the first clover you completed. Look at the differences and the similarities. Think about the possible reasons for the changes. \_\_\_\_\_



Record the six month date here \_\_\_\_\_

**Activity 2 | What Kind of Shoe Are You? ▶ ▶**

**Overview:**

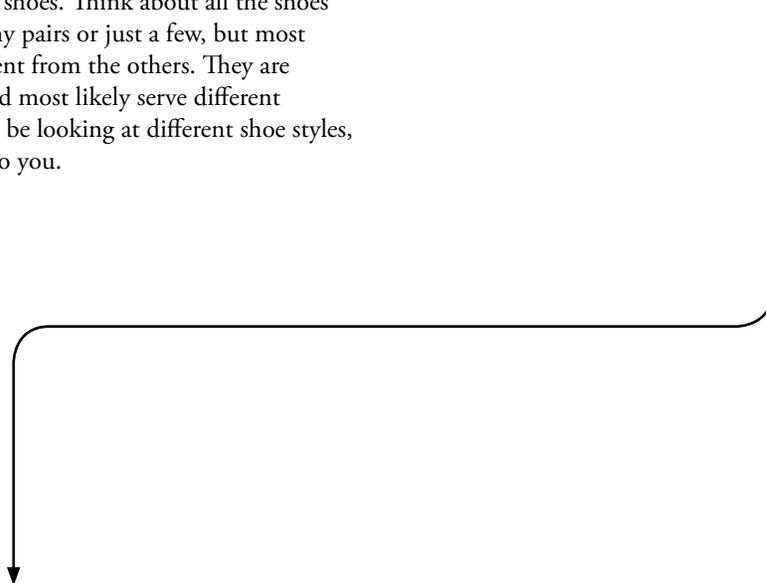
One of the first steps to being a leader in your community is knowing who you are and what qualities you bring to a team. Every person has different traits and qualities that make them unique and special. These traits and qualities are also what make up our personalities. We can use our strengths and weakness to be better leaders for our friends, family and other 4-H members. As we are defining who we are it helps us discover what talents or knowledge that we have that we can share with others.

Just as all of us are unique, so are shoes. Think about all the shoes that you own. You may have many pairs or just a few, but most likely each pair you own is different from the others. They are different styles, shapes, colors, and most likely serve different purposes. In this activity you will be looking at different shoe styles, and finding out how they relate to you.

**Do the Activity:**

Look at each shoe, and think about how you feel about each style. Think about the purpose for each shoe and how that may apply to your life. Also think about which shoe you think best describes who you are at this moment. After giving the choice careful thought, pick the shoe that best suits you by circling that shoe.

Now read the fun description to the shoe that you chose, as well as the other descriptions. You may find words that describe you in each of the descriptions; try underlining these words that describe you.



**Tennis Shoe/Athletic Shoe** - Comfortable, practical, person who gets things done, versatile, fits in most places, likes sports and being active, has active hobbies, flexible and adaptable, helps out when needed, is friendly and likes the company of others.



**Work Boots** - Hard worker, can tolerate getting dirty, likes to be challenged, ready to get going, is sometimes impatient, doesn't enjoy sitting still, will do necessary jobs even if they are unpleasant, and can usually do many different types of things and do them well.



**Dress Shoe** - Can rise to a special occasion and lead in times of adversity, will step up to be a leader but also knows when to be a follower to give others a chance to lead, careful, good manager, dependable, gets the job done in a quiet and timely manner, not afraid to speak up when they are in disagreement.



**Sandal** - Carefree, fun, friendly, may be late to events or meetings but makes up for it by being motivated and enthusiastic, likes nature, knows how to relax, hurries to get chores or activities done in order to make time for other things, often calls on the tennis shoe or work boot for help, likes to have a good time and is open to new ideas.



**Loafer** - Cool, calm, laid back, comfortable, completes chores and activities quickly so they can pursue their own interests, enjoys the company of others, likes to think outside of the box and explore new places and ideas.



**Hiking Shoe** - Creative, artistic, does not always know what day it is or what they will be doing tomorrow, tries out new ideas, likes funky things, has very special talents, may not want to always be surrounded by lots of people, and can really excel in a project when motivated.



**Cowboy Boot** - Very rooted in traditions, has very special talents and abilities to share with others, resourceful, energetic, does not worry about what others think of them, creative, motivated, and always stands up for personal beliefs.



**Bare Feet** - Nature loving, likes to go where ever the wind takes them, likes being unrestricted, does not always follow the rules, very independent, enjoys physical activity and being outside, does not like to plan, but is always helpful and good at giving advice.



**Reflect:**

Which shoe did you choose? Why? \_\_\_\_\_

\_\_\_\_\_

How did do you think this shoe reflects you? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

After reading the other shoe definitions is there another shoe that better describes you? If so why does another shoes better fit you?

\_\_\_\_\_

\_\_\_\_\_

How does knowing what kind of shoe you are help you better define yourself? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How does this help you to become a better leader? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Take it Further:**

Now that you know a little bit more about yourself and who you are help others discover what kind of shoe they are! Pick two people who you can work with; it can be a family member, friend, your 4-H Leader or someone from school. After you have picked these two people, ask them if they would like to learn more about themselves, and help you with a 4-H project. When they say yes lead them through the shoe activity. Have each one of them pick their shoe, read the descriptions, and then ask them the questions that are at the end of the activity. You can record the results below. Be sure to explain why you are asking them to participate by describing to them what you have learned in this activity about the importance of knowing yourself and being a better leader because of it.

Who?	1	2
What shoe did they choose?		
Why?		
Does the shoe definition reflect with you?		
After reading the other shoes' definitions, is there another shoe that better describes you?		
If so, why does another shoe better fit you?		
How does knowing what kind of shoe you are help you better define yourself?		
How does this help you to become a better leader?		

### Activity 3 | Acrostic Poem ▶ ▶

#### Overview:

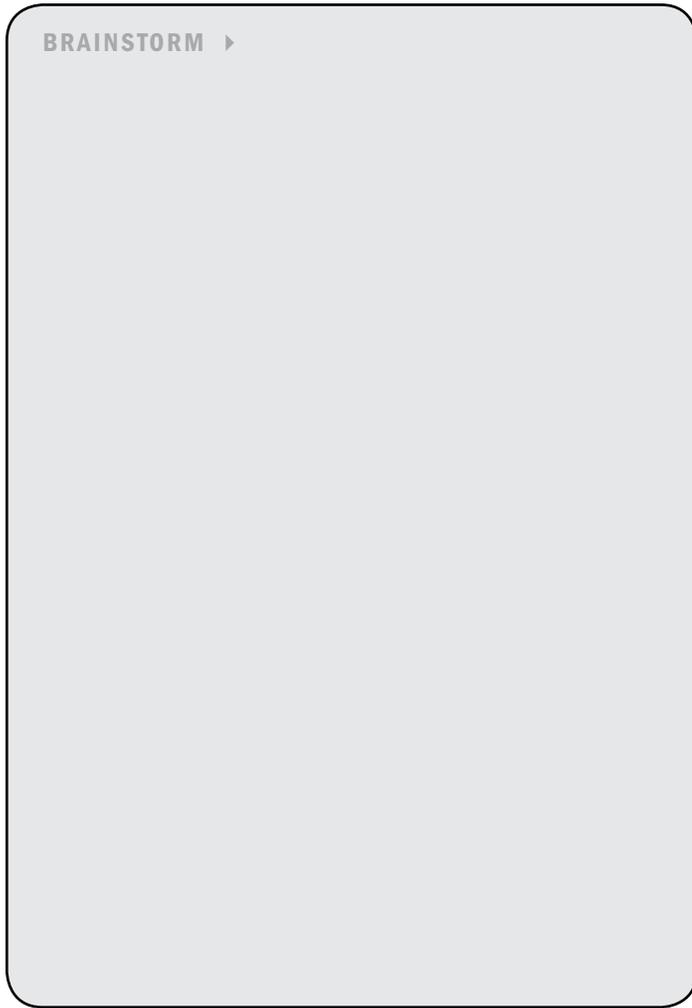
Acrostic poems are simple word poems where each letter of an individual word starts a word or phrase. Each word or phrase is used to describe the subject, which in this case, is ... YOU!

The words that you use to describe you should be talents and activities that you like to participate in and feel passionate about. Being able to identify your own talents is an important part of finding your leadership focus.

#### Do the Activity:

The first step of this activity is to brainstorm words and phrases that you feel describe you, Examples of these words could be: Brother or Sister, Creative, Fisher, Gardener, Athlete, Raises beef, Owns pocket pets, Takes great photos, Skateboarder, Makes great cookies...

**BRAINSTORM ▶**

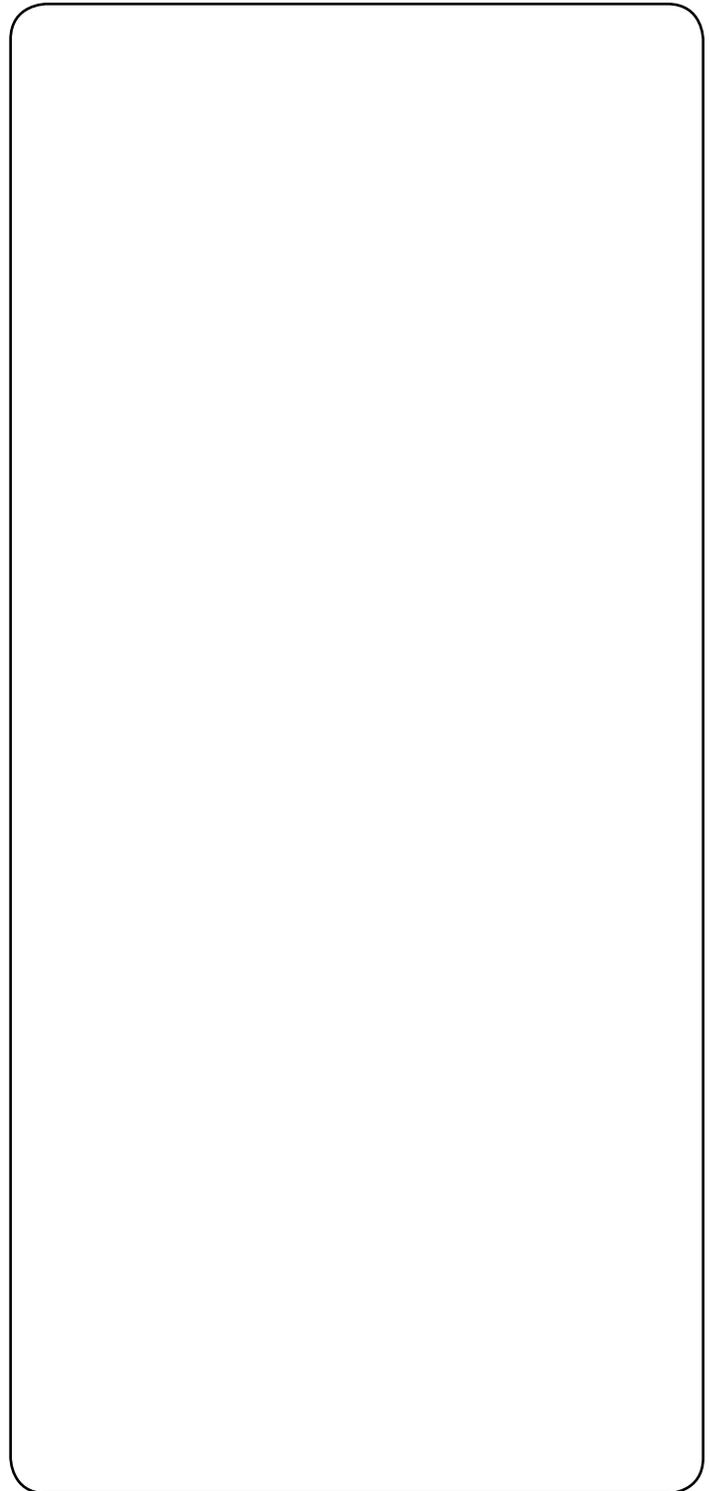


Next write your name vertically down the page.  
Here is an example below using the word CLOVER.

C  
L  
O  
V  
E  
R

Now fill in the rest of the poem using the words that you brainstormed earlier; here once again is an example using the word CLOVER.

C reative  
L ikes to cook  
v O lunteers in my community  
reads ad V enture books  
ent E rtains others  
R aises animals



Part of being an excellent and extraordinary leader is using the knowledge that you already have and passing it on to others. Things such as talents, things that you are good at, and things that you like to do are perfect examples of ways in which you can be a leader for others. As an example, if you like to show market hogs you can take time to teach younger 4-H members in your club about proper showmanship skills. Just the same, if you really enjoy photography, you can find other 4-H members and create a photography club where you can get together and learn more about photography and the skills incorporated in that project.

**Reflect:**

What words did you use that best describe you? \_\_\_\_\_

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What other words did you want to use that you couldn't? \_\_\_\_\_

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What words or phrases that you brainstormed could you use to help or teach others? \_\_\_\_\_

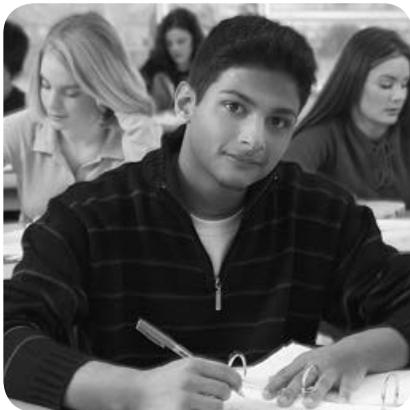
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Which words or phrases can you use to help pass knowledge on to others? \_\_\_\_\_

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**Taking it Further:**

Using the work LEADERSHIP, brainstorm words, concepts, ideas, or phrases that you think are important for leadership and being a leader.

**BRAINSTORM** ▶

Now create an Acrostic poem like in Activity 3. You can even share your poems with your family, friends, leaders, or teachers.



## D.I.Y. Activity for Knowing Self

### Steps to completing a D.I.Y. activity:

1. Find an activity, experience, workshop, etc. that focuses on the leadership skill highlighted in the chapter.
2. Discuss this alternative activity with your parent/guardian, project leader, or Extension Agent.
3. Complete the activity.
4. In your project book, describe the activity and what you learned.

### D.I.Y. Activity Log

Activity Name:

Description of the Activity (Where, When, Who):

What did you do?

What did you learn?

How can you apply what you learned to becoming a better leader?

# Chapter 3 ▶ Decision Making

Decision making is a life skill that uses the process of defining the problem or opportunity, gathering and identifying possible choices, selecting a course of action, taking action, and evaluating your decision.

One of the biggest responsibilities given to a leader is the responsibility to make decisions. These decisions most likely are going to affect more than one person. The person making the choice must carefully look at each option and make sure they are making a decision that takes into consideration what is best for the whole group. Decisions usually need to be made in a timely manner. Below are five points that will enable you to make better decisions.

- 1. **Define the opportunity or problem** - The first step is literally to look at the situation and consider what decisions need to be made. It may be an opportunity that you want to take advantage of, or a change that needs to be made to fix a current problem.
- 2. **Identify the possible alternatives or choices** - This is the brainstorming section of decision making. Here one must sit down and think of all the possible choices that could be made. Making a list and looking at the positives and negatives of each choice will be important.
- 3. **Select a preferred course of action** - After making the list, revisit the positives and negatives of each choice that you could make. You may also want to talk with the group you are working with or someone you trust to help you determine if you are making the correct decision.

- 4. **Implement the action** - After looking at all the choices and making the decision, the next step is to actually implement the choice that you made. This is putting your plan into action.
- 5. **Evaluate the results** - The last step of decision making is to evaluate the outcome of your choice. Ask questions of yourself and others such as: Did we/I make the right decision? What was good about the outcome? What would we change next time? Knowing the effects of this decision will help you make others in the future.

There are four different types of decision making processes. When groups are faced with making a decision, they need to consider the type of decision they need to make in order to select an appropriate process. The four types are:

- **Consensus**- This is when everyone in the group must agree on one choice. These kinds of decisions may take discussion and lots of brainstorming for the group to agree.
- **Top Down**- This is a chain of command decision making process. There are a group of delegates that are chosen to make a decision and then take action or timing requires a decision with limited input from others.
- **Majority Rule**- This is the type of decision making that requires the greatest number of the group to decide on a choice, plan out the choice, and take action.
- **No Structure**- This is when there is no specific process to making the decision. This is most often used when individuals make personal decisions.

## Activity 1 | Good Choices, Rotten Choices ▶ ▶

### Overview:

We all make multiple choices and decisions every day. We decide what we will wear, what we are going to eat, if we will brush our teeth, how we will spend our free time, and many other choices that affect our day. As we make decisions, it is important to take time and reflect on the choices that we make and decide if they were good or rotten choices. As we look back on the decisions in life we should think about how the outcome of the decision made ourselves and others feel, if we gained a positive experience due to our decision, and if faced with a similar decision would we make a similar choice.

### Do the Activity:

This activity is a personal evaluation of past choices you have made. First, brainstorm past choices that you have made. Write them down in the space provided.

**BRAINSTORM ▶**

Then, list three really good choices out of your brainstormed ideas. These are choices that you are glad you made, the ones that made you happy and would make again.

After you have picked out the three choices think about how you made the good choices. Next list three rotten choices; these are choices that you made that may have ended with an outcome that you did not enjoy.

Think about those rotten choices and how you decided upon those choices. Take those three rotten choices and make a plan in the space below, to change that choice to a good choice if faced with a similar decision again. This includes thinking about alternative decisions, asking for help in the future, changing your attitude about the situation or many other possible changes.

**Reflect:**

Did you find it helpful to reflect upon past decisions? Why or why not? \_\_\_\_\_  
 \_\_\_\_\_

Will this activity make it easier to make decisions in the future?  
 How so? \_\_\_\_\_  
 \_\_\_\_\_

Was it hard to find alternative choices for your rotten decisions? If so, how can you change this? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Take it Further:**

Now that you have taken a look at your personal decisions and choices, the challenge now is to help a group that you are actively involved in to do the same. This group may be your 4-H Club, the Teen Council group, your class at school or other clubs that you are a part of. After you select a club that you would like to work with, talk with the adult in charge and discuss the best way to help the club evaluate their choices. Make sure to share with the club why it is important to evaluate past decisions to make better ones in the future.

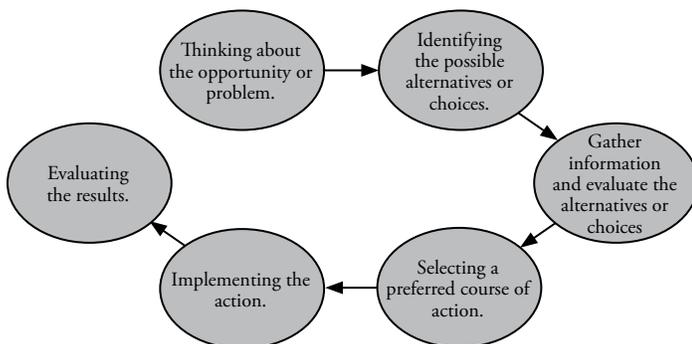
**Activity 2 | Decisions, Decisions ▶ ▶**

**Overview:**

We are constantly faced with decisions; some of these decisions are routine while others may be very difficult. The outcome or consequence of our decision may be greatly affected by the thoughtfulness we provide to the process. As we encounter situations that are particularly difficult for us to handle, we need to think about the decision making process.

**Do the Activity:**

On the following page you will find eight different situations that one may come across during their 4-H career. Rank the situations in order from the one you would find easiest for you to handle to the one you would find most difficult for you to handle. Therefore, “1” would be the situation that you would not mind facing and “8” would be the one that you would like to deal with least.



Dilemma	1 ←————→ 8							
You are at 4-H camp when one of your cabin mates shows you that they have alcohol in their suitcase.								
You are on a committee that is planning a float for your local 4th of July parade. One of the committee members is not pulling their weight and fulfilling their duties.								
You are at a livestock judging contest and you see your friend cheating off your score card.								
You are working at fair in your clubs food booth. You see one of the other members of your club put some of the money in their pocket instead of the cash box.								
At 4-H camp, a group of other campers tell you that they are going to sneak out at night and go canoeing around midnight. They ask you if want to join.								
You have been playing your favorite sport basketball for as long as you can remember. You are offered a position on an All Star team that would travel all summer. You also are on your counties Gavel Games team. You and your team have been practicing hard all year long. You look at the basketball schedule and see that the state tournament is the same week as Congress.								
You have been mentoring a new member in one of your favorite project areas. This member has very bad body order. After a few sessions it is becoming unbearable.								
Your record books are due tomorrow and you still have quite a bit left to accomplish. A friend calls and asks if you want to come over to their house and hang out and then see a movie later on in the evening.								

After you have ranked the situations, choose one that you would least like to face. Identify alternatives or choices of ways in which you could handle the situation.

**Reflect:**

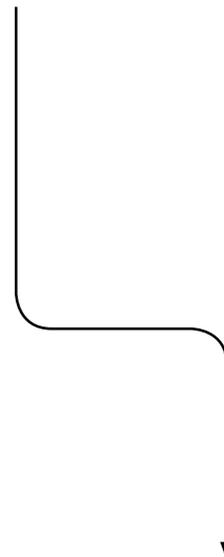
Why were some situations easier for you to face than others?  
 \_\_\_\_\_  
 \_\_\_\_\_

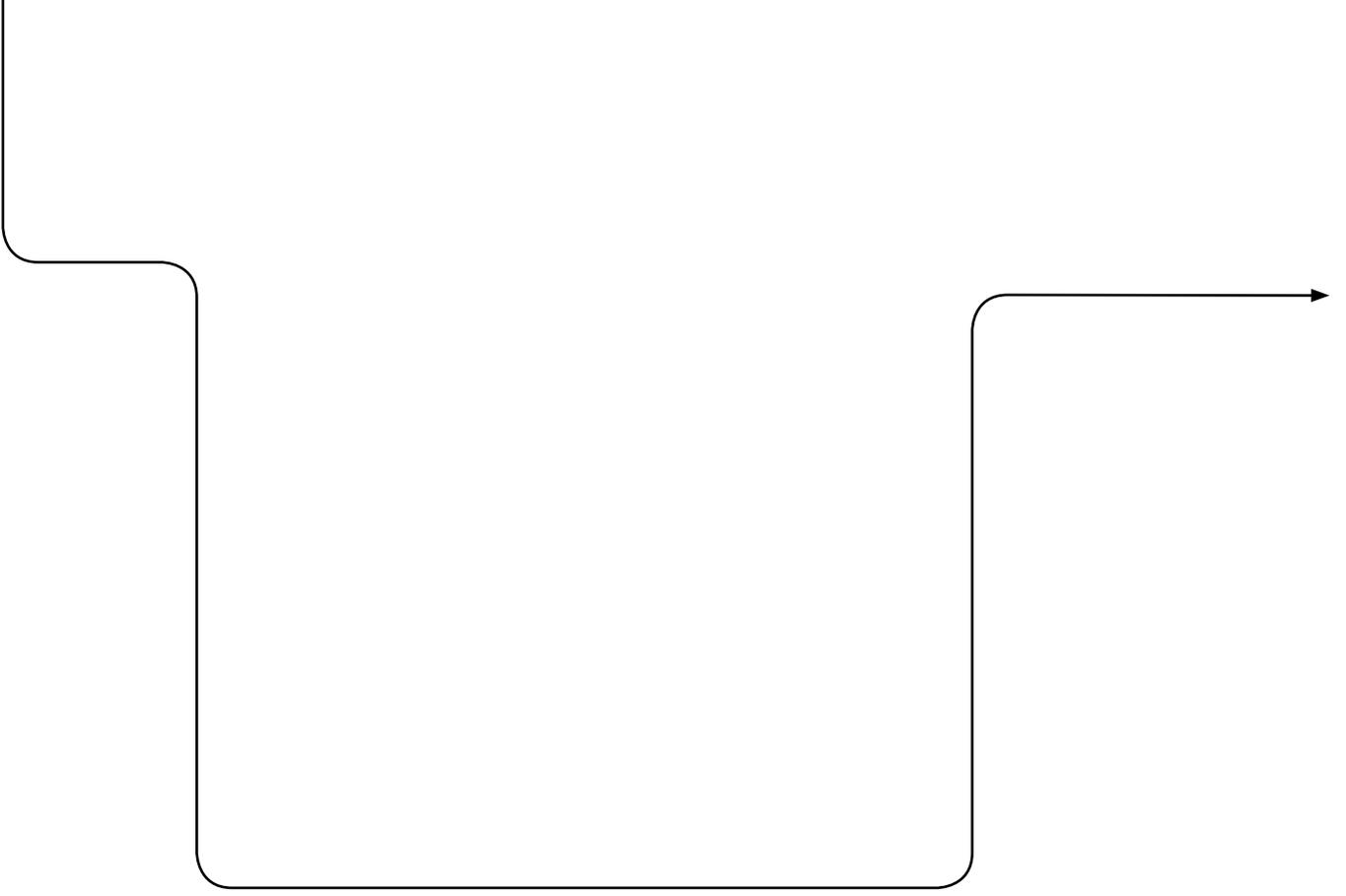
Why were some harder? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What was your decision making process like when trying to put them in order? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Take it Further:**

Lead this activity for a group of individuals or develop your own list of situations for them to rank. Then lead a discussion regarding the process individuals utilized to rank the situations.





### Activity 3 | Who is Affected? ▶ ▶

#### Overview:

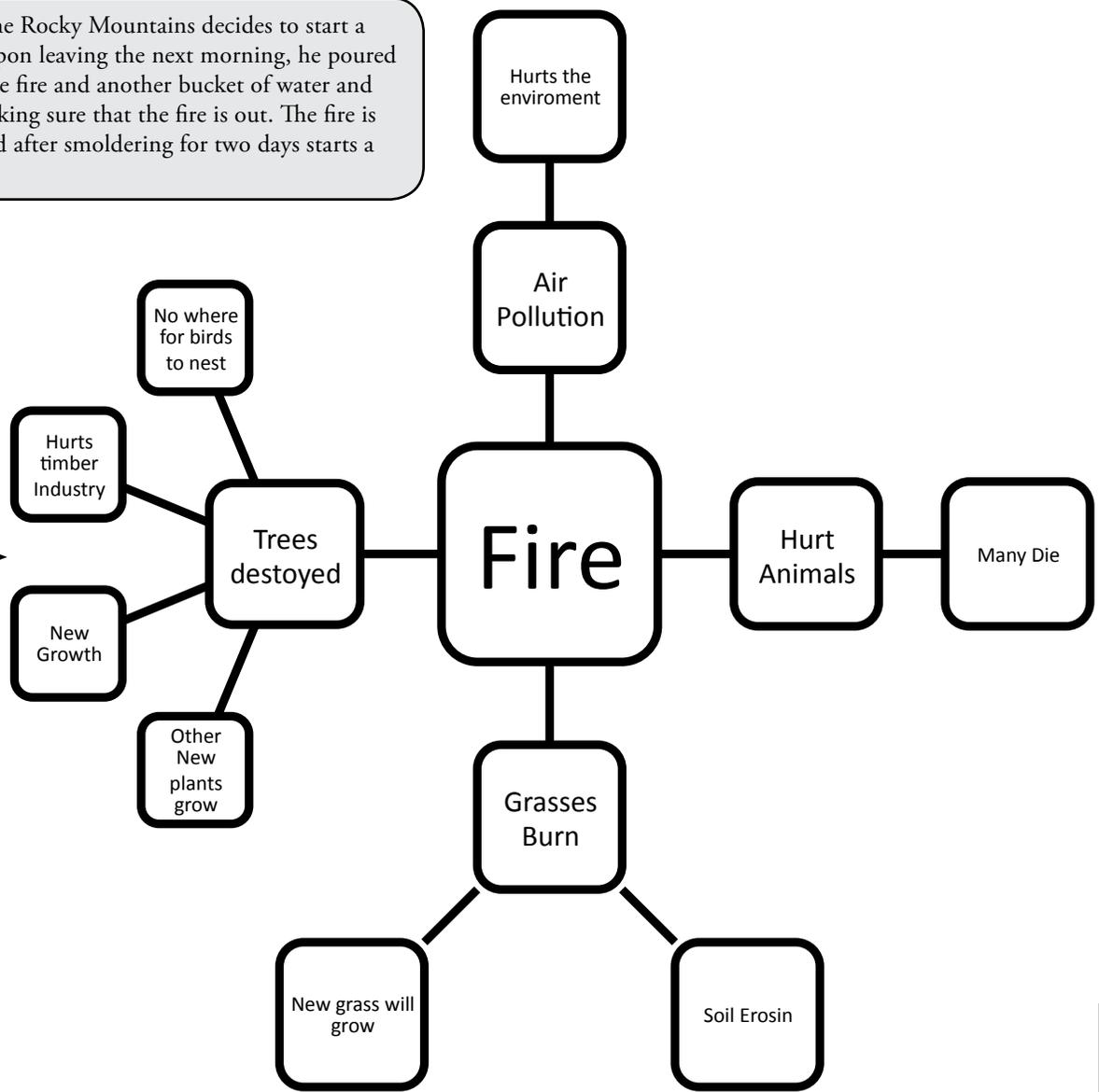
When we make decisions, it is very important to realize the consequences of our choices. Consequences are the outcomes of our decisions, they may be good or they may be bad. We also must think about how our decisions will affect the people, places, things and situations around us, both now and in the future. When we make a decision there is a chain reaction of happenings from what we decide that affects those we know, the places we live and things that we may enjoy. It is important to think through all of these things when making a decision.

#### Do the Activity:

In this activity you will read through many different decisions that people, maybe even you might be faced with. After reading the decisions brainstorm possible outcomes of the decision that has been made. Think about the possible consequences both good and bad. Think about all the other people, places, things and situations that may be affected because of one person's decision. Then create a consequences map.

Here is an example:

Decision: A hiker in the Rocky Mountains decides to start a fire for the evening. Upon leaving the next morning, he poured his unused coffee in the fire and another bucket of water and then he leaves, not making sure that the fire is out. The fire is not completely out and after smoldering for two days starts a forest fire.



Consider how decisions affect you and others. Here are some decisions for you to look at and create a web for:

- Richie wants to go to 4-H camp with his friends, but can't find a substitute for his paper route. He decides to go to camp anyway.
- Sarah wants to go to a friend's house, but she has a test tomorrow at school that she has not studied for. Instead of using her free time to study she goes to her friend's house. While getting an ice cream bowl out of the cupboard Zach bumps a vase on the counter and it shatters. He cleans up the mess and hides the pieces of the vase in his room. When his mom comes home and asks about the vase he lies to his mom.
- Emily's best friend asks her to go to a movie, Emily really wants to go because she really wants to see the movie and many of her friends will be there. However, she has softball practice at the same time. She could lie to the coach and skip practice, but she decides to go to practice over the movie.



**Reflect:**

How do the decisions we make affect others? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Does knowing that your decisions affect others make you think before doing something? Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Can you think of an example in which you will utilize this technique in your life? How? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Take it Further:**

Now that you know how your decisions affect others, make a decision now to teach others. In this activity you will take the activity that you did as an individual and share it with a group such as a team or teen council. Explain to the group how choices we make affect those around us. Have the participants of the group divide up evenly. Then give them a list of decisions that you have created and have them create consequences maps as groups. Have them share their maps with the group when everyone is finished.

## D.I.Y. Activity for Decision Making

### Steps to completing a D.I.Y. activity:

1. Find an activity, experience, workshop, etc. that focuses on the leadership skill highlighted in the chapter.
2. Discuss this alternative activity with your parent/guardian, project leader, or Extension Agent.
3. Complete the activity.
4. In your project book, describe the activity and what you learned.

### D.I.Y. Activity Log

Activity Name:

Description of the Activity (Where, When, Who):

What did you do?

What did you learn?

How can you apply what you learned to becoming a better leader?

## Chapter 4 ▶ Communication\*

*\*Adapted from Teen 4-H Youth Development, Texas*

Communication is the thoughts, feelings, information, or messages that are shared between individuals through writing, hand gestures, body language, speaking, and artistic expressions. Communication includes being able to make presentations, listening to others, and sharing your own personal thoughts, feelings and ideas with those around you.

In order to be an effective leader, leaders must be able to communicate with those around them, especially those who are working with them to accomplish the same goals. Being able to convey messages, ideas and plans are extremely important to the success of any program or event that involves a team. Just the same, it's also important to be able to communicate common goals. When working on a personal goal, if you communicate with others they can encourage and support you in reaching that goal. When working with a team it's important to know the team's goals so that all members know what they are working towards.

There are many different forms of communication which include but are not limited to:

**Verbal** - This is using your voice and actually speaking to get your point across

**Nonverbal** - This is a clue to how a person feels. Examples are the facial expressions, gestures, postures, and use of space. Eye contact is a huge part of nonverbal communication. Remember making eye contact with person or group you are speaking to shows confidence

in yourself. If a person is very excited about what they are talking about, they may move a lot or have a smile on their face. If they are upset by something, they may cross their arms, cry, or look away. Another important aspect of nonverbal communication is dress: imagine a man running down the street in a jogging suit – you assume he is working out. Imagine a man running down the street in a business suit – you assume he is late for a meeting. How you dress communicates a huge message to the receiver.

**Written** - This is any form of communication using words.

Examples include letters, emails, text messages, reports, and even Facebook messages.

As you already know communication is an exchange between different people. The information being exchanged is commonly referred to as a message. When learning about communication there are four different things to think about:

- **The Sender** - this is the person who has the information and is actually sending it.
- **The Message** - this is the actual information that is being shared.
- **The Medium** - this is how the information is being shared whether it is voice, written, or non verbal.
- **The Receiver** - this is the person or group that is accepting the message.

Overall it is stated that communication might be the single most important part of leadership.

### Activity 1 | Bug ▶ ▶

#### Overview:

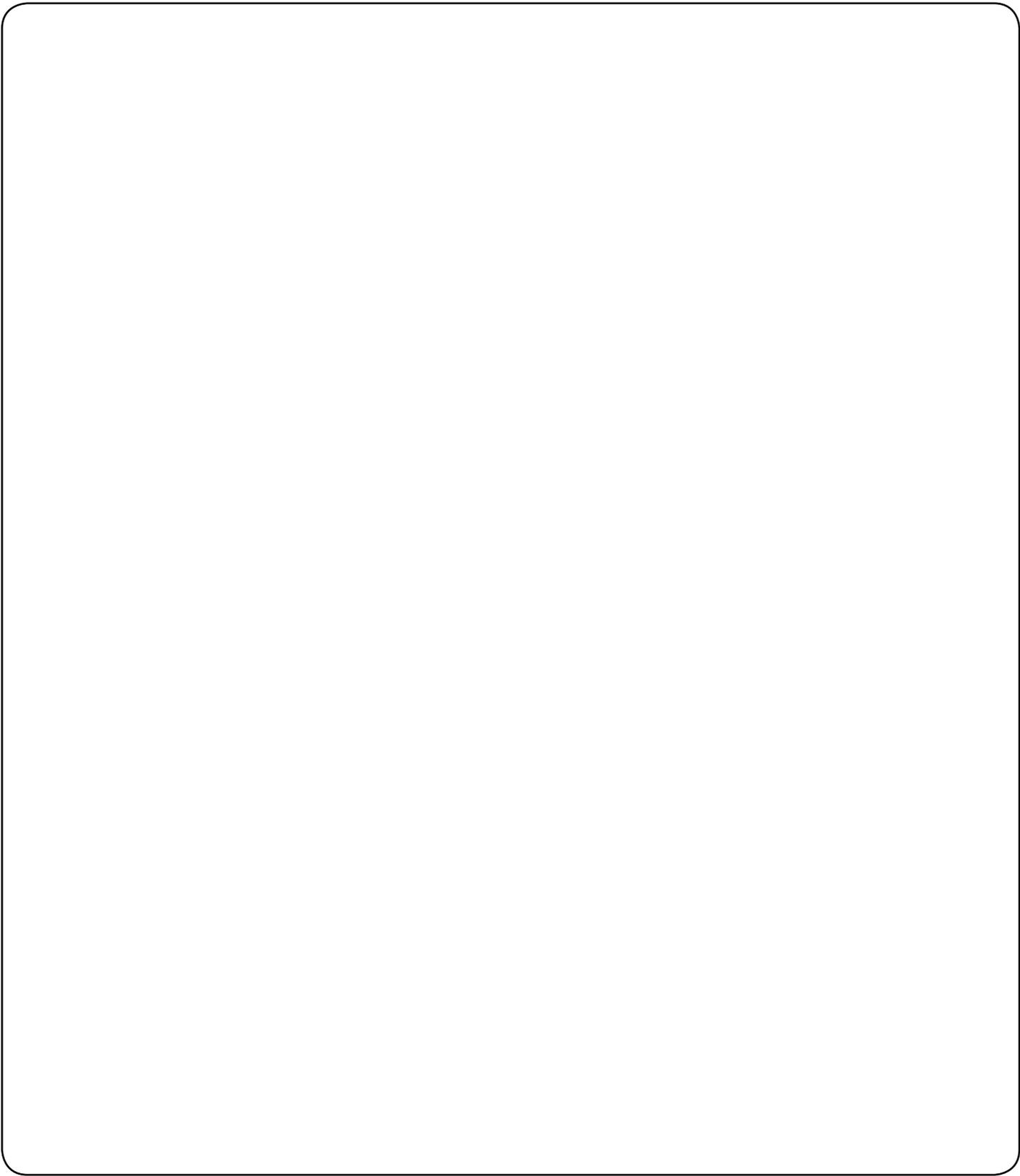
As we have already learned communication is an exchange of ideas, thoughts, and feelings between people. This activity is going to help you discover how communication looks between two people and how it can differ from person to person. Part of being a good leader is being able to understand that everyone communicates a little bit different and we must make an effort to communicate in the most effective way. We all communicate in a different way based on our past experiences and different interpretations.

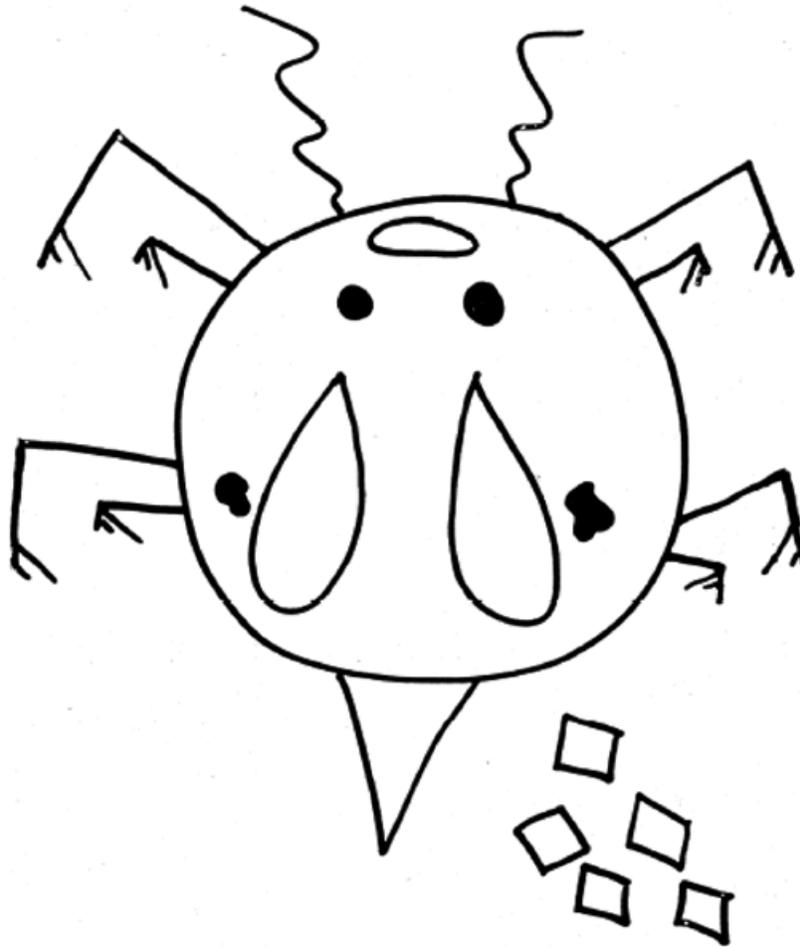
#### Do the Activity:

This activity can be done alone. However, if it is possible, ask an adult like a parent to help you complete this activity. In this activity you will be drawing a bug by only reading or listening to the directions. If you are completing this activity alone, read through the steps of drawing the bug without looking at the bug picture on the next page. If someone is reading you the directions, listen carefully to what the person is saying. In BOTH cases draw what you see in your mind as you read or hear the directions. The directions are as follows:

1. The bug is round.
2. The bug has eight legs, grouped in pairs with four legs on the left and four legs on the right. In the pairs, one leg is longer than the other.
3. The bug has two eyes on top of the body.
4. The bug has two squiggly antenna.
5. The bug has two pea-pod shaped wings.
6. The bug has a spot next to each wing.
7. The bug has a triangular stinger on the bottom of the body
8. The bug has two feelers on each foot—one longer than the other, both coming from the same side of the leg.
9. The bug has a round mouth, placed between the two eyes.
10. The bug laid five square eggs to the left of the stinger.

After drawing the bug look at the bug on the next page, compare and contrast the two pictures. Are they similar or are they really different?





**Reflect:**

Does your bug look different? Why? \_\_\_\_\_

\_\_\_\_\_

What could we have done differently so that your drawings looked more like the sample bug? \_\_\_\_\_

\_\_\_\_\_

What would have been the advantages of allowing questions to be asked? \_\_\_\_\_

\_\_\_\_\_

What are other situations where everyone might have a different interpretation, based on their own experiences? \_\_\_\_\_

\_\_\_\_\_

How could what you have discovered about verbal and written communication apply to other types of communication? \_\_\_\_\_

\_\_\_\_\_

**Take it Further:**

This activity is best done in a group setting. Take this same activity and find a group to facilitate it for. This group may be your 4-H Club, the teen council, a group of friends or your family. Follow the steps just as you did when you first tried the activity. This time you read the directions to the group and watch as they draw their bug. Then have them show each other the bug they drew. After everyone has viewed the different drawings, show them the drawing of the bug in the book. Have them answer the questions in the reflection section of the book.





## Activity 3 | Minute in the Elevator ▶ ▶

### Overview:

Part of being a good leader is being knowledgeable about the club that you represent. The more you know about the organization, the better you can represent the organization in a positive manner. This may require you to do some research and brush up on your facts and information about 4-H. This may mean talking with your Extension Agent or 4-H leaders, reading books about 4-H, or with the permission of others going online to research the 4-H program. After you understand more about your organization, another important leadership skill is being able to promote your organization. This means being able to explain 4-H to others and how it is an important organization. Both of these skills will help you to be a great leader.

### Do the Activity:

This activity requires a bit of make believe. You are going to pretend that you are riding in an elevator with an adult who knows nothing about 4-H and asks you to explain it. Keep in mind a ride in an elevator lasts about one minute. Start this activity by brainstorming what you think are important things to tell others about 4-H. These things include, but are not limited to what you like about 4-H, what you have learned from being in 4-H, what service projects you have completed in 4-H and how others that you know have been effected by 4-H. Write these ideas below. After brainstorming, we now need to pull it all together. Practice writing your one minute explanation. Take as many tries as possible to get it to sound right. Remember this is helping you to practice your communication skills while promoting the 4-H program.

#### BRAINSTORM ▶

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### Reflect:

What did you learn about yourself, communication, or the 4-H program while completing this activity? \_\_\_\_\_

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Did you share your one minute explanation with someone? If so, with who and did they learn something new? If not, who could you share it with? \_\_\_\_\_

Is this an effective form of communication? Why or why not? \_\_\_\_\_

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### Take it Further:

Now that you have practiced it is time to take this skill and apply it. A good way to promote 4-H is to contact the local radio station and ask to give a Public Service Announcement (PSA) on the radio. This would simply mean taking the one minute talk that you wrote in this activity, editing it for the time allotted for the PSA (around 30 seconds), and recording it at the radio station so that people in your local area can learn more about the 4-H program. You can also ask your club leader and friends to join you in this adventure to get the 4-H word out.

## D.I.Y. Activity for Communication

### Steps to completing a D.I.Y. activity:

1. Find an activity, experience, workshop, etc. that focuses on the leadership skill highlighted in the chapter.
2. Discuss this alternative activity with your parent/guardian, project leader, or Extension Agent.
3. Complete the activity.
4. In your project book, describe the activity and what you learned.

### D.I.Y. Activity Log

Activity Name:

Description of the Activity (Where, When, Who):

What did you do?

What did you learn?

How can you apply what you learned to becoming a better leader?

## Chapter 5 ▶ Teamwork

Teamwork is best defined as a group of people coming together to work towards common goals and objectives. Teams can be made up of many different people who may have different wants, needs, personalities, and values than others, but if they have one common goal then they can form together, using their different talents and abilities to form a team. It is important to remember when working with a team that having more than one person working on a project is extremely helpful. Many people use the acronym **TEAM** to help them remember that:

**T**ogether  
**E**veryone  
**A**ccomplishes  
**M**ore

A member of a team should always remember to:

- Make their best effort to help the team reach their goal.

- Encourage other team members to do their best; always thank them and congratulate them on a job well done.
- Be accepting of others ideas, beliefs, and feelings.
- Try to keep harmony in the group, and work through conflict in a positive uplifting way.

As a team, the members should sit down and plan out the following:

- **Mission-** This is a description of the purpose of your team. This is who you are as a team, what you stand for, and what organization you represent.
- **Vision-** This is the big goal that you wish to accomplish while working with the team
- **Purpose-** These are the tasks and steps to achieving your vision. Remember that your steps and plan should stay true to the mission of the team as well.

### Activity 1 | Conflict Resolution ▶ ▶

#### Overview:

Being able to handle conflict in a constructive way is a vital leadership skill. For most of us a constructive way of processing conflict is something that needs to be learned. Anyone can learn how to manage conflict constructively, all while respecting the needs and feelings of others. Conflict resolution helps teams to:

- Identify and resolve problems before they result in conflict
- Understand and know how to use active listening skills
- Recognize how nonverbal communication can effect conflict resolution
- Understand the importance of expressing feelings while in a conflict
- Effectively use “I” messages
- Be aware of and avoid common barriers to conflict resolution
- Brainstorm for solutions to possible conflicts
- Understand the importance of compromising in resolving conflict

These skills can be summarized by the five basic skills of conflict resolution

- **Getting the facts-** This includes finding an appropriate time and place to talk. Getting the facts can help stop conflict before it starts. Groups can also use this step by getting all the facts about a certain situation.
- **Active listening-** Specific techniques for active listening include keeping eye contact with the person speaking, actually listening to what the person is saying, paraphrasing what they said, and listening for clues that describe the way they feel.
- **Body language and tone of voice-** Nonverbal communication can affect the impact that a message has on the listener. Body language and tone of voice can change the meaning of simple statements.
- **“I” messages –** “I” messages is one of the most effective and constructive ways of expressing how one feels. In an “I” message the speaker states how a certain action or situation makes him or her feel and then states what would help solve the problem. Some of the common barriers of conflict resolution are blaming, threatening, accusing, and being sarcastic; “I” messages help to break those barriers.
- **Brainstorming-** Using brainstorming helps groups to find a solution that everyone is happy with through compromising.

**Do the Activity:**

Read each of the following scenarios and answer the questions:

**Scenario 1**

You and a friend make plans to go ice skating on Saturday. On Friday afternoon your friend calls to say that their mother needs them to babysit and is unable to go. You decide to go shopping instead. While at the mall, you see your friend coming out of the movie theatre with another friend.

How would you feel if it happened to you? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What are some of the reasons this may have happened? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

How can a misunderstanding about the situation lead to conflict?

\_\_\_\_\_  
\_\_\_\_\_

How might getting the facts might make you feel different and avoid conflict? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Scenario 2**

You come home from school, go into your room and find that your carefully organized collection of trading cards has been dumped on the floor.

How would you feel if it happened to you? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What are some of the reasons this may have happened? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

How can a misunderstanding about the situation lead to conflict?

\_\_\_\_\_  
\_\_\_\_\_

How might getting the facts might make you feel different and avoid conflict? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Scenario 3**

You walk into the cafeteria towards the table where your friends are sitting and talking. As they see you approach they stop talking and look at you nervously. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

How would you feel if it happened to you? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What are some of the reasons this may have happened? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

How can a misunderstanding about the situation lead to conflict?

\_\_\_\_\_  
\_\_\_\_\_

How might getting the facts might make you feel different and avoid conflict? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Reflect:**

When was a time in your life when you were in a conflict? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Would it have helped to have the steps of conflict resolution then?

\_\_\_\_\_  
\_\_\_\_\_

What could the conflict have been handled differently? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

How do you plan to use effective conflict resolution in the future?

\_\_\_\_\_  
\_\_\_\_\_

**Take it Further:**

In this activity we will be determining how well you listen. Work with two other people to role play active listening skills. One person will be the listener, one will be the speaker, and you will be the observer. Have the speaker describe an incident that made them feel angry, sad, confused, happy, relieved, frustrated, etc. The listener uses the following tips for active listening:

- Look at the person who is speaking
- Pay attention
- Ask questions
- Repeat what the person is saying
- Do not interrupt or change the subject
- Do not make up your mind before the person finishes speaking

As the observer ask yourself the following: Did the listener...

- Show interest in what the speaker was saying?
- Make eye contact?
- Ask questions?
- Repeat what the speaker said?
- Ask or identify how the speaker feels?
- Interrupt, change the subject or look bored?

**Activity 2 | Appreciating Differences ▶ ▶**

**Overview:**

Good leaders get along with and like working with people from all sorts of backgrounds and with different personality characteristics. Teams are often made up of diverse individuals. Understanding diversity and appreciating individual differences are important aspects of leadership and teamwork.

**Do the Activity:**

Think about four of your very good friends. List their names in the space below and describe how you are similar to and different from each friend. Think about personal characteristics, personalities, interests, abilities, etc. as you describe how you are alike and unlike.

Name	Similarities	Differences
1.		
2.		
3.		
4.		

Now think about a group or team you work with. Think about four of your team members and how you are similar and different.

Name	Similarities	Differences
1.		
2.		
3.		
4.		



**Reflect:**

What similarities and differences seem important when you're making friends? When you are on team? \_\_\_\_\_

\_\_\_\_\_

What can you learn from people who are unlike you? \_\_\_\_\_

\_\_\_\_\_

How can similarities and differences improve or hinder a team?

\_\_\_\_\_

How can you apply what you've learned in this activity to working with a team? \_\_\_\_\_

\_\_\_\_\_

**Take it Further:**

Select a team or group of which you are currently a member. At a team meeting, tape a piece of paper to each team member's back. Have each team member go to another team member and write a positive characteristic on the paper that describes that team member. Continue until all team members have recorded at least one positive characteristic on the back of all the other team members. Next, have the team members take their papers off and read what everyone wrote about them. Lead the group in a discussion focused on the diverse characteristic of the team members.



**Activity 3 | Good Teams–Bad Teams ▶ ▶**

**Overview:**

Throughout our lives, we have many opportunities to be a member of a team. Some of these teams are temporary and others stay together for a long time. Think about all the teams you have been involved in (school, sports, 4-H, and other clubs/organizations).

Write down as many examples as you can.

A large, empty rounded rectangular box for writing notes.

**Do the Activity:**

Sometimes teams work really well together and sometimes they don't. Think about characteristics or traits of an effective team. Record your ideas here:

Five horizontal lines for recording ideas about effective teams.

Now think about some characteristics of ineffective teams. Record your ideas here:

Five horizontal lines for recording ideas about ineffective teams.

Thinking about your experiences as a team member, think about a team you were on that worked well together and think about a team you were on that did not work well together. Record the responses to the questions in the space on the following page.

	<b>Good Team Example</b>	<b>Bad Team Example</b>
What was the name of the team?		
What was your role on the team?		
Describe the team.		
How did team members treat each other?		
Why was this team effective or ineffective?		
How could the teamwork within the group be improved?		

**Reflect:**

What did you learn about teamwork? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Was it easy for you to identify positive and negative characteristics of teams? Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How can you apply what you learned as you serve as a team member?

\_\_\_\_\_

\_\_\_\_\_

**Take it Further:**

Select a team of which you are currently a member. At a team meeting, have all the members brainstorm characteristics of an effective team and an ineffective team. Lead the group in a discussion of how they can strive to be good team members and a more effective team.

## D.I.Y. Activity Team Work

### Steps to completing a D.I.Y. activity:

1. Find an activity, experience, workshop, etc. that focuses on the leadership skill highlighted in the chapter.
2. Discuss this alternative activity with your parent/guardian, project leader, or Extension Agent.
3. Complete the activity.
4. In your project book, describe the activity and what you learned.

### D.I.Y. Activity Log

Activity Name:

Description of the Activity (Where, When, Who):

What did you do?

What did you learn?

How can you apply what you learned to becoming a better leader?

# Chapter 6 ▶ Service

Service is making a difference in the world in which you live. Service is about taking your skills and knowledge and using them to address a real community problem. This means that one will need to identify problems in their community, create a plan to help solve the problem, follow the plan and do or organize the work. Service takes a lot of small steps and a lot of planning to accomplish, but is a way that leaders can give back to the community that has supported them in the past and is most likely to do so in the future. Different words are often used to describe service. Some examples are:

- **Charity Work**- This is a one time commitment or regular commitment when there is a need in the community.
- **Community Service**- This is also a one time commitment or regular activity for a need in the community. However, community service may be mandated by a school or other authority for things such as scholarships, graduation, or a completion of a program.
- **Service Learning**- This is an ongoing planned service experience that addresses a community need and includes an educational component related to the need for service.
- **Volunteer Work**- This is assistance with any community need and can be a regular commitment or sporadic.

Service opportunities are endless. No matter what community we live in, there will always be a need for service. Service projects can be done alone or with a group such as your 4-H club or a group of friends. Service activities can be related to hobbies or things that you enjoy. For example if you like to quilt you can make several quilts and donate them to a homeless shelter. If you enjoy working with animals you can volunteer at the animal shelter helping to take care of the animals.

There are three different forms of service. They are:

- **Direct Service**- This form works directly with the members in the community who may be in need of help or assistance.
- **Indirect Service**- This is more of a behind the scenes form of action to working on a problem in the community.
- **Advocacy**- This is helping others become aware that there is a problem in the community that needs to be addressed.

## Activity 1 | Are you a good citizen? ▶ ▶

### Overview:

Being a citizen in a community means that you have a right to be there and most likely are welcome there. However along with that right comes responsibility to help out in the community and make it a safe and enjoyable place to live. Being a leader in a community or group allows for you to be a good citizen as well as helping others become one.

### Do the Activity:

Answer these questions and decide if you are a good citizen, circle T for True and F for False. →



### True or False

I take responsibility for my actions in my home.	T	F
I take responsibility for my actions in the community.	T	F
I don't litter.	T	F
If someone else litters I pick up their trash and put it in the trash can.	T	F
I recycle boxes, pop cans, paper, or glass.	T	F
I participate in community service activities.	T	F
I enjoy helping others around me.	T	F
I always obey the law.	T	F
I try to think of ways to improve my community.	T	F
I educate others about being a good citizen	T	F

If you answered mostly true then congratulations, you are a great citizen. Keep up the good work!

**Reflect:**

What things are you responsible for in your community? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In what other ways can you be a good citizen? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In your opinion, how is being a good citizen related to being a good leader? \_\_\_\_\_  
\_\_\_\_\_

*\* Adapted from: <http://www.goodcharacter.com/ISOC/Citizenship.html>*

**Take it Further:**

Everyone should know about being a good citizen. Take your knowledge a step further by educating others about what it means to be a good citizen. Pick three friends or family members with which you can share your knowledge. Ask them the questions in the quiz above. Also share with them your own ideas about being a good citizen.

**Activity 2 | Take a look around ▶ ▶**

**Overview:**

Service opportunities for you to work on are countless. When looking around your community or your entire county you may notice things that need to be fixed, places that need donations or places that need volunteers. The really cool thing about service is that you can find service projects that also fit your personality or hobbies.

**Do the Activity:**

First, brainstorm ten needs in your community. Try to think outside of the box and find needs that fit you and your likes. After brainstorming ten needs, pick the top three that interest you the most. Then answer the following questions for each of the top three choices. →



**BRAINSTORM ▶**

A large, rounded rectangular box with a light gray background, intended for students to write down their brainstormed needs. The word 'BRAINSTORM' is written in the top left corner with a small right-pointing arrow.



Needs ▶			
What is the need that I am addressing?			
What do I want to do to fix this need?			
What impact will my work have?			
Who are other people who may be willing to help me?			
What skills will I need to use?			
What will my transportation be to and from the project?			
What supplies will I need?			
Will I need funding?			
How many hours will this project take?			
How does this relate to my life?			

**Reflect:**

Was it difficult to make a decision on which three to plan for? Why or why not? \_\_\_\_\_

\_\_\_\_\_

What were some of the others problems that you brainstormed?

\_\_\_\_\_

\_\_\_\_\_

Did you find needs that you were unaware of before? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Take it Further:**

Now pick one of the three needs and plans that you created in this activity. Then implement the plan in your community. Ask those who you listed in the chart above for help getting started! You can make a difference in your community by caring out your plan!

## Activity 3 | Looking for Ideas ▶ ▶

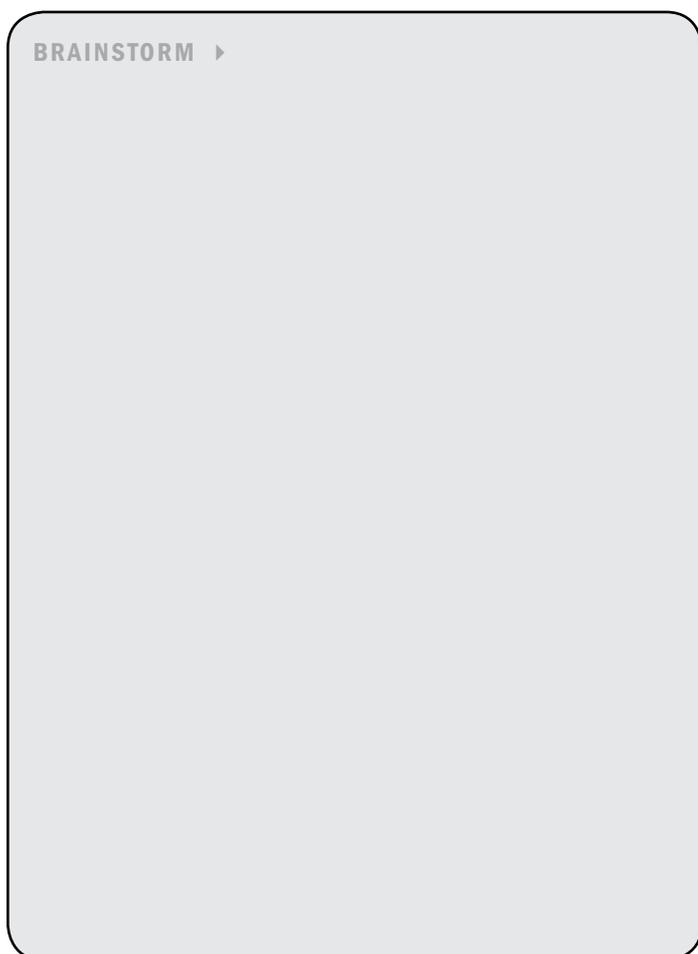
### Overview:

One aspect of service involves addressing a need in your community. It's also about working with other organizations in your community to help resolve a current issue or giving of your time to improve a situation. Working with others to accomplish tasks adds to the overall welfare of a community. Service is crucial to becoming a great leader.

### Do the Activity:

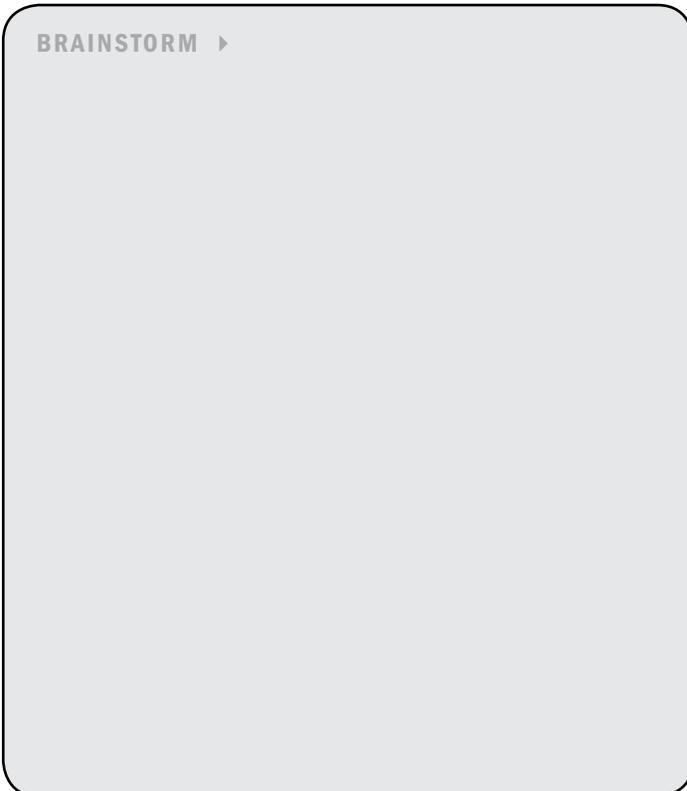
First, brainstorm and list several different organizations in your community. These organizations could be schools, food banks, faith-based organizations, youth organizations, adult organization, etc. Make a list of as many possible organizations as you can. From the list, pick three organizations.

BRAINSTORM ▶



After selecting your top three, learn more about the needs of each organization. This may mean researching the organization as a whole or finding and interviewing members and leaders of the organization. After learning about the needs, pick one organization that you can help by planning a service activity. This may be a community service project, a fundraising event or any other kind of activity that will help the organization with its needs. As you plan this activity, make sure that you brainstorm and list all of the things that you will need to consider and accomplish the task. Think about finances, supplies, other team members, date, time, location, etc. Brainstorm your ideas here:

BRAINSTORM ▶



The last step is to develop and implement your plan. Have your leader, Extension Agent, or other adult review the plan to look for possible improvements. After your plan is reviewed and completed, now it is time to put your plan into action. Take the steps that you have brainstormed and actually facilitate the activity to help the organization.

### Reflect:

What did you learn about needs in your community? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What did you do to help another community organization? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How did the service activity that you did affect the lives of others?

\_\_\_\_\_

\_\_\_\_\_

### Take it Further:

Report on your service activity to your local 4-H club or youth council. Tell them why you chose to do the service activity and how you positively affected the lives of others. You can be creative with this and make a poster, a scrapbook, a power point or a video. After sharing your experience, challenge others to do the same and plan a service event following the same steps that you took!

## D.I.Y. Activity for Service

### Steps to completing a D.I.Y. activity:

1. Find an activity, experience, workshop, etc. that focuses on the leadership skill highlighted in the chapter.
2. Discuss this alternative activity with your parent/guardian, project leader, or Extension Agent.
3. Complete the activity.
4. In your project book, describe the activity and what you learned.

### D.I.Y. Activity Log

Activity Name:

Description of the Activity (Where, When, Who):

What did you do?

What did you learn?

How can you apply what you learned to becoming a better leader?

# Chapter 7 ▶ Plan of Action

Now that you know more about leadership and have had several opportunities to enhance your leadership skills, it's time to put all of your knowledge and abilities to work. By now, you probably have awesome ideas about leadership and how to apply your skills and talents to work on a team, work and communicate with

others, and help give back to the community you live in. This is the planning and goal setting portion of leadership. This is where you get to use all the information you now have to better the world that we live in. This means setting S.M.A.R.T. goals and creating a plan of action to make a difference!

## S.M.A.R.T. Goals

Goals are vital to leadership. In order to be an effective leader, we must have a plan and goals that we strive to reach. S.M.A.R.T. goals are the best kind of goals to make. The acronym S.M.A.R.T. stands for: **Specific, Measurable, Attainable, Realistic, and Timely.**

### SPECIFIC

A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:

- Who: Who is involved?
- What: What do I want to accomplish?
- Where: Where will this take place?
- When: When will this goal take place?
- Which: Which of my skills, supplies and other people may I need to accomplish this goal?
- Why: Why am I working towards meeting this goal?

EXAMPLE: A general goal would be, “create a youth leadership workshop.” A specific goal would say, “plan and host a youth leadership workshop, with the help of the youth council and my Extension Agent, on May 2<sup>nd</sup> at the fairgrounds to help the middle-school 4-Hers in my county develop better communication skills.”

### MEASURABLE

When setting S.M.A.R.T. goals it is important to keep in mind how to measure them. In order to make goals measurable, we need to set bench marks to measure the progress of attaining the goal. In order to do this one may need to set target dates and deadlines. After making them it is suggested that one may want to track the dates on a calendar. These deadlines include things like reserving space for a workshop, finding ice breakers, advertising an event, creating a detailed outline of the event, working with your Leadership project leader, sending out invitations. etc. As you reach these benchmarks, you may become more and more excited as your goals are realized.

To determine if your goal is measurable, ask questions like: How much? How many? How will I know when it is accomplished? What dates do I need as a deadline?

### ATTAINABLE

As you identify the goals that mean the most to you and the ones that are going to help you succeed in life, you begin to figure out how to accomplish the goals. As a person who is trying to reach a S.M.A.R.T. goal, you begin to develop a positive attitude and skills to reach them. You can attain your goals when you have a plan on how to accomplish it, and also an attitude that pushes you to excel. As you work on accomplishing your goal you practice and build specific skills that aid in reaching the goal. The goals that

once seemed out of reach are now closer and more attainable, not because the goal has become smaller but because you are growing and challenging yourself while striving to attain the goal. This attitude that you develop is what makes your goal attainable.

### REALISTIC

To be realistic, a goal must be something that you are both *willing* and *able* to reach. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be and if you are willing to take the steps to meeting that goal. Some of the hardest jobs you ever accomplished may actually seem easy simply because they were a labor of love.

Your goal is probably realistic if you truly *believe* that it can be accomplished. You can also compare your goal to other goals you have accomplished or ask yourself what conditions would have to exist to accomplish your goal. These considerations should help you develop realistic goals.

### TIMELY

A goal should be set within a certain time frame. Without a time frame the goal becomes just another thing that you want to do someday. However, if you set a time frame on the goal, such as an ending date, there is more motivation to accomplish the goal. Once again go back to our S.M.A.R.T. goal. Instead of just saying “create a teen leader workshop”, make the goal timely by inserting a date in the goal. The goal then becomes “plan and host a youth leadership workshop, with the help of the youth council and my Extension Agent, on May 2<sup>nd</sup> at the fairgrounds to help the middle-school 4-Hers in my county develop better communication skills.” Adding “May 2<sup>nd</sup>” sets a timeframe for the goal to be reached.

\* Adapted from: <http://www.topachievement.com/smart.html>

Practice writing five S.M.A.R.T. goals. They can pertain to yourself, your 4-H projects or any other activity that you are involved in.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

## Plan

Now that you know how to set S.M.A.R.T. goals, it's time to develop your plan of action. Here are some things to consider as you plan:

- Work with you parent/guardian or project leader on developing a plan of action.
- What do you want to do; what do you want to accomplish?
- How do you want to share what you have learned about leadership?
- What are your S.M.A.R.T. goals?
- Who will be involved in helping or as participants?
- When and where will the activities in the plan take place?
- What resources will you need?
- How will you accomplish your plan?
- What do you want to learn from implementing your plan?

## Implement

After you have carefully developed a plan, the next step is to put the plan into action.

- Schedule the event/activity

- Organize the necessary resources
- Involve others in helping out
- Go over what you plan to do
- Do it!

Go out and do what you said you wanted to do to share your leadership skills with others. Don't be afraid to change and revise the plan as needed. The key is to do something; something that helps others, helps you grow personally, and helps you further develop your leadership skills!

## Evaluate

At the end of you project, you should take some time to evaluate the project and plan of action. Here are some guiding questions to help you along the way:

- What went well?
- What did not go so well?
- What would you change or do different?
- What did you learn?
- How did you apply what you learned to your everyday life?

## Ideas for your Learning to Lead Plan of Action

- Create a club schedule and agenda or newsletter to keep members of your club informed.
- Help new members become more familiar with 4-H by helping them understand record book, explain different events and teach them the 4-H pledge.
- Plan and organize a service project for your club.
- Teach a leadership activity or lead a recreation activity at your club meeting.
- Do a demonstration on leadership—for your club or community organization.
- Plan and organize a Cloverbud day in your county with the help of other junior leaders.
- Teach your friends at school, church or other clubs outside of 4-H what it is all about and invite them to a 4-H event.
- Create a window display or flyer to educate others in the community about 4-H.
- Be a “big brother or sister” to a younger 4-H member and teach them about the projects that they are enrolled in.
- Display your leadership project at the county fair.
- Plan and conduct an officer training for your 4-H club.
- Work towards serving as a county 4-H ambassador.
- Become an active member of the 4-H youth council in your county. If there is not a 4-H youth council, talk with your local Extension Agent about starting one.
- Attend a district or state 4-H event.



**Leadership — Plan of Action**

Name \_\_\_\_\_ Club \_\_\_\_\_

County \_\_\_\_\_ Years in 4-H \_\_\_\_\_ Years in Leadership Project \_\_\_\_\_ Age \_\_\_\_\_

S.M.A.R.T. Goal	Plan: What you plan to do?	Resources Needed: People and Materials	Results: What happened?	Evaluate: Evaluate your results

Leader Signature \_\_\_\_\_ Date Approved \_\_\_\_\_

County Office \_\_\_\_\_ Date Approved \_\_\_\_\_

