

NAME _____
CLUB _____
BIRTHDATE _____
YEARS IN PROJECT _____
YEARS IN 4-H _____

4HL 1002

4-H *Member's Guide*

Exploring 4-H Leadership



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Exploring 4-H Leadership

As a 4-H member, you will do and learn many new things. Some of the things you will do will require leadership skills. That's what *Exploring 4-H Leadership* is all about. As you explore 4-H leadership, you will explore the role of a 4-H member. You will also discover the leadership skills necessary to be a good member.

Words to Know

Let's define two words we will use throughout our leadership journey.

Life Skills. These are thinking, doing and feeling skills that help us succeed every day.

Leadership Roles. These are all leadership positions in 4-H. They may be elected, chosen, or appointed. There are many leadership roles in 4-H. They include member, president, activity leader, workshop instructor, and many others.



Tools for Exploring Leadership

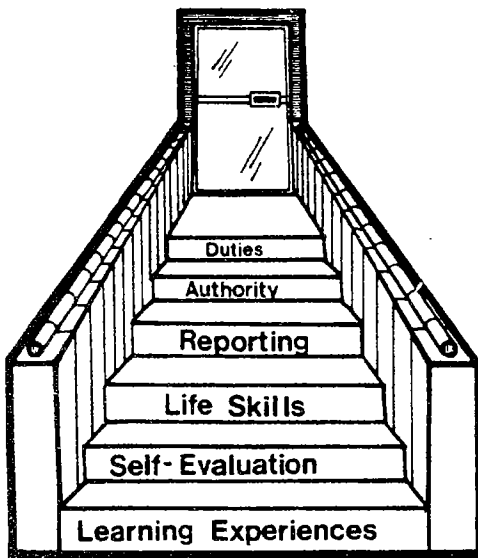
As we explore 4-H leadership, there are several tools you need.

Leadership Role Description

The role description for the 4-H member will guide you in your journey to develop leadership life skills. The role description is a general description of the role of a 4-H member. Your role may be different. You may not do all the duties listed or you may have other duties.

Guideposts

Below are listed six guideposts that will assist you as you explore the role of a 4-H member.



Duties. These are the tasks or jobs you have to complete to be a good member. They include such tasks as:

- Enrolling as a 4-H member.
- Attending regular meetings.
- Completing project work.

Authority. This is action you can take to complete the duty without getting someone else's approval or OK.

Reporting. Whatever you do as a 4-H member should be written down and recorded. The "Reporting" column tells who it should be reported to.

Life Skills. These are the skills you need to be able to do each duty. Some life skills are needed for more than one duty. As we said earlier, life skills are thinking, doing and feeling skills.

Self-Evaluation. This is your chance to measure how well you can do a leadership life skill. Using the scale provided, you rate how well you do each skill. Can you do it? Do you need to improve? Can you do it well?

Learning Experiences. These are the activities you can do to learn new skills and to improve skills you already have.

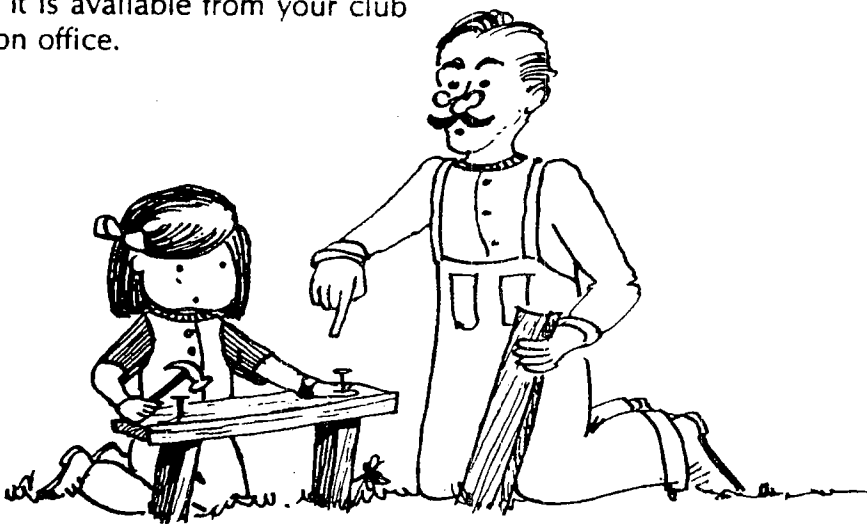
Agreement for Growth in Leadership Skills

The "Agreement for Growth in Leadership Skills" is your own plan for exploring leadership and the role of a 4-H member. This is your chance to write down:

1. What duties you will do.
2. What skills you need to complete the duties.
3. What learning experiences you will do to learn the skills.

Your Helper

You will want to select an older 4-H'er, parent, or adult to be your helper as you explore leadership. This person will help you study the member role description, complete the self-evaluation, and select and complete learning experiences. There is a special *Helper's Guide* for your helper. It is available from your club organizational leader or Extension office.



Let's Go!

Now that you know the tools you need, let's begin the journey of exploring 4-H leadership. The destination is improved leadership skills that will make you a better 4-H member.

Have you selected a helper? This can be an older 4-H'er, parent, or other interested adult — someone willing to help guide you on your journey. Be sure your helper has a *Helper's Guide*.

Duties	Authority	Reporting
1. Enroll or re-enroll as 4-H member.	Decide to become a 4-H'er. Complete enrollment card.	Turn enrollment card into organizational leader.

Together you and your helper will want to study the member role description carefully. You may need to look at the definitions of the guideposts given earlier. Study a duty. Then follow across the page and study the authority, reporting, life skills, self-evaluation and learning experiences for that duty. Let's examine the first duty together step by step.

Step 1 - Duty.

First, study the duty. The very first **duty** of a 4-H member is:
Enroll or re-enroll as a 4-H member.

Step 2 - Authority.

When you enroll, you have the **authority** or right to do two things:

- You decide to become a 4-H member.
- You complete the enrollment card.

Step 3 - Reporting.

When you complete your enrollment card, it should be turned in to your club or group leader. This is **reporting**.

Step 4 - Life Skills.

There are two **life skills** that you need to complete your first duty as a 4-H member.

- **Decision Making.** You must decide whether or not to join 4-H. There are many things to think about when you make that decision. What projects to take is one of those decisions.
- **Written Communication.** You must be able to use written communication when you fill out the enrollment card.

Life Skills	Self-Evaluation	Learning Experiences
	Need to learn Need to improve Can do Well	
Decision making.	_____	Joining 4-H is making a decision. List all the reasons why you joined 4-H. Complete the enrollment form with the help of your parents or volunteers.
Written communication.	_____	

The next step is to rate yourself. This is called **self-evaluation**. Decide how well you can do each leadership life skill. If you need help, ask your helper. Study the example. Then practice rating yourself.

Step 5 - Self-Evaluation.

Example:	Need to learn	Need to improve	Can do Well
Decision making.	X		

Decision making. _____

Written communication. _____

The last guidepost is the suggested activities or **learning experiences**. Review the activities. Choose those you want to do. You will not be able to do all the activities listed. Choose those for life skills you need to learn or improve. For the first duty of a 4-H member, there will be two suggested activities.

Step 6 - Learning Experiences.

- Joining 4-H is making a decision. List all the reasons why you joined 4-H.
 1. _____
 2. _____
 3. _____
- Complete the enrollment card with the help of your parents or volunteers. This will help you learn written communication. Next time you can fill out the form by yourself.

That's how it works. You have studied the first duty. You have looked at the authority and reporting responsibilities that go with that duty. You have also learned what life skills you need to do the first duty. You have rated yourself on those skills. You have looked at possible learning activities for skills you need to work on. Now do the same thing for the rest of the duties for a 4-H member. They are included on the next two pages.



Duties	Authority	Reporting
Tasks that a 4-H club member should do for the group to be successful.	Action the 4-H member may take without approval by someone else.	Actions taken by the 4-H member need to be reported. This column shows who should be informed.
1. Enroll or re-enroll as 4-H member.	Decide to become a 4-H'er. Fill out enrollment card.	Turn enrollment card into organizational leader.
2. Choose projects with help of parents and organizational leader.	Decide which project to enroll in.	Write down projects. Keep a copy. Give one to organizational leader.
3. Set goals with help of parents and organizational leader.	Write goals.	Write down goals. Keep a copy and give one to organizational leader.
4. Working with parents and leaders, choose activities and experiences to reach these goals.	Choose activities and experiences to do. Secure necessary information.	Write down selected activities and experiences.
5. Complete project work in projects you enrolled in.	Select projects and project work.	Write down project work.
6. Help plan 4-H club meetings.	Make suggestions for the yearly program.	Get and keep a copy of the yearly calendar.
7. Attend all 4-H meetings.	Make necessary arrangements to attend.	Tell organizational leader or secretary if you cannot attend.
8. Participate in club activities by serving on committees and accepting duties.	Volunteer for areas of your interest. Support other 4-H'ers.	Keep records of committee work if assigned.
9. Vote on club business	Decide how to vote	Vote.
10. Recruit new members.	Contact possible 4-H members.	Record any new member you recruit.
11. Participate in county, district or state events.	Decide which events to participate in and get information.	Turn in forms or information sheets.
12. Tell about 4-H in the community.	Find chances to tell about 4-H.	Record and report times you tell about 4-H.
13. Complete 4-H records with help of parents and leaders.	Decide which project records to complete. Get report forms.	Turn in completed records.
14. Help other members.	Volunteer to help.	Keep records of your work.

Life Skills

Self-Evaluation

Learning Experiences

This column lists the life skills you need to complete each duty. Life skills are doing, thinking and feeling skills which help you succeed in everyday life. Some life skills may be needed for more than one duty.

Measure your ability to perform leadership life skills. Indicate with an "x" how well you perform each life skill.

Need to learn Need to improve Can do well

After you evaluate your leadership skills, select learning experiences to help develop them. The learning experiences listed are only suggestions. Your helper will also have ideas for learning activities.

Decision making. Written communication.	_____	Joining 4-H is making a decision. List the reasons why you joined 4-H. Fill out the enrollment form with the help of your parents or leader.
Identifying needs and interests. Decision making.	_____	List the ten things you like to do best. Interview an older 4-H'er. How did he or she decide what projects to do?
Goal setting.	_____	Write down three things you want to do this week. Put that list where you can see it (on your mirror or bulletin board). Check off the items as you do them.
Setting priorities.	_____	Take the list of ten things you like to do best and select three that you want to do first.
Identifying and using resources.	_____	Make a list of all the resources you have. Resources are things you have that help you get what you want.
Program planning.	_____	With the help of your parents or helper, make a plan for each project. A plan is like a roadmap-it tells you how to use resources to reach your goal.
Decision making.	_____	List the steps in decision making.
Planning and carrying out a task. Record keeping.	_____	Post your plan for project work. Mark off each activity as it is done. Record in a notebook the work you do.
Brainstorming.	_____	With your family, make a list of all the things you could do on a Sunday afternoon-write down all ideas. Some examples are: go on a picnic, take a ride, go swimming.
Program planning. Cooperation and team building.	_____	Now pick one thing from the list to do. Plan how to do it. Plan as a group how to do it and do the activity.
Showing a responsible attitude.	_____	Keep records of all 4-H activities-attend whenever possible.
Cooperation and team building. Showing a responsible attitude.	_____	Play games requiring teams. List things you are to do for 4-H. Check off each thing as you do it.
Decision making.	_____	Ask your parents, local government officials or older 4-H'ers how they make decisions when voting.
Motivating others.	_____	Think of something that someone else asked you to do. Write down all the reasons why you did it.
Verbal communications.	_____	Practice listening skills when you visit with possible new members. Find out what they like to do; then show how they can do it in 4-H.
Showing enthusiasm.	_____	Pick out two people you know who are enthusiastic about 4-H and observe them for one week.
Meeting and getting along with people.	_____	Try meeting one new person each week.
Planning and carrying out a task.	_____	Cut out a picture of a goal you have. List the things you will do to reach it. Check them off as you do each one.
Decision making.	_____	Make a poster showing pictures of people making decisions.
Showing enthusiasm. Public speaking.	_____	Practice smiling. Prepare a speech on what 4-H means to you. Present it at your local club.
Having a positive self concept.	_____	Make a list of ten things you do well. Share it with your helper.
Evaluation.	_____	Evaluate your project work using the information in each project manual.
Record keeping. Written Communication	_____	Attend a 4-H record keeping workshop. Write a short story about your 4-H projects.
Encouraging others. Teaching others.	_____	Practice telling your friends when they do something well. Find a younger 4-H'er or friend interested in one of your projects. Show them how to make something you've done and help them do it themselves.

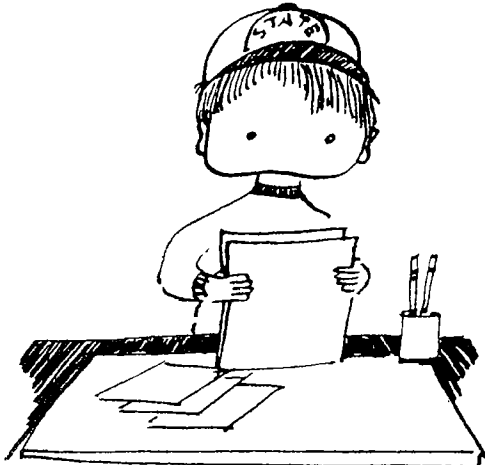
Your Personal Leadership Plan

You have studied the role description. Now it is time to make your own leadership plan. The "Agreement for Growth in Leadership Skills" is your own plan for leadership development. Work with your helper to complete it. Decide which member duties you will complete. This is a general description. You may not actually do all the duties on the suggested role. You may do duties that are not listed. List those duties that you do.

Look at the life skills needed for those duties. Then study your self-evaluation. Are there life skills that you need to learn or improve? If so, list them.

Then look at the activities. Do you want to complete those listed? Are there others you want to do? Your helper can help you select other activities from the back of this book or from the *Helper's Guide*.

Study the example. Then complete your own "Agreement for Growth in Leadership Life Skills."



Agreement for Growth in Leadership Life Skills		
This agreement is between <u>Chris Green</u> <small>(4-H member's name)</small>		
serving in a leadership role in the 4-H program, and <u>John Green</u> <small>(helper's name)</small>		
serving in the helper's role		
This agreement begins <u>Oct. 1, 1980</u> and ends <u>May 30, 1981</u> <small>(date) (date)</small>		
Duties of Leadership Role (You may complete all or part of the duties listed on the role description. List those duties you will do.)	Leadership Life Skills you want to learn (see your self-evaluation)	Learning Experiences you will do to learn these skills.
1. Enroll as 4-H member	Decision making.	List reasons for joining 4-H. List steps in decision making. Ask others how they make decisions on voting.
2. Choose projects	Identifying needs & interest. Decision making.	List 10 things I like to do. Ask older 4-H'ers how they choose projects.
3. Set Goals	Goal setting.	Write down 3 things I want to do each week & check them off as I do them.
7. Attend all 4-H meetings.	Showing a responsible attitude.	Keep records of all 4-H activities.
11. Participate in county, district or state events.	Planning and carrying out a task.	Cut out a picture of a goal I have. List things I will do to reach it & check them off as I do them.
13. Complete 4-H records.	Record keeping. Written communication.	Attend 4-H record keeping workshop. Write short story about 4-H project.
Materials supplied by the 4-H program <u>Project literature for other projects.</u> <u>Helper's Guide</u>		
Signed <u>Chris Green</u> <small>(4-H member)</small>		<u>John Green</u> <small>(helper)</small>
Date <u>Oct. 1, 1980</u>		This agreement may be revised at any time.

Agreement for Growth in Leadership Life Skills

This agreement is between _____
(4-H member's name)
 serving in a leadership role in the 4-H program, and _____
(helper's name)
 serving in the helper's role.

This agreement begins _____ and ends _____
(date) (date)

Duties of Leadership Role. You may complete all or part of the duties listed on the role description. List those duties you will do.	Leadership Life Skills you want to learn (see your self-evaluation).	Learning Experiences you will do to learn these skills.

Materials supplied by the 4-H program _____

Signed _____
(4-H member) (helper)

Date _____

This agreement may be revised at any time.

Take off and Explore

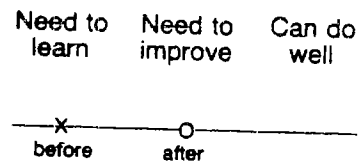
Now you are ready to take off on your journey exploring leadership. You should complete the activities you selected. Be sure to keep a record of all the activities you do. Good luck and have fun as you complete the journey!

Looking Back



After taking a trip, it is fun to look at the pictures you took and review the fun you had. We want to look back at your exploration of leadership skills. Rate yourself on the self-evaluation again. This is an interesting way to see if you have gained new skills. Have you gained new skills? Have you improved skills you had?

Example:



Ask your helper to review the evaluation with you. Do you feel you still need to improve some skills? If so, select more activities to help you develop those leadership skills.

You may wish to keep project records of your leadership activities. Get the proper record keeping forms from your club leader or Extension office. Also write a brief story about your leadership work. Include all or some of the following topics.

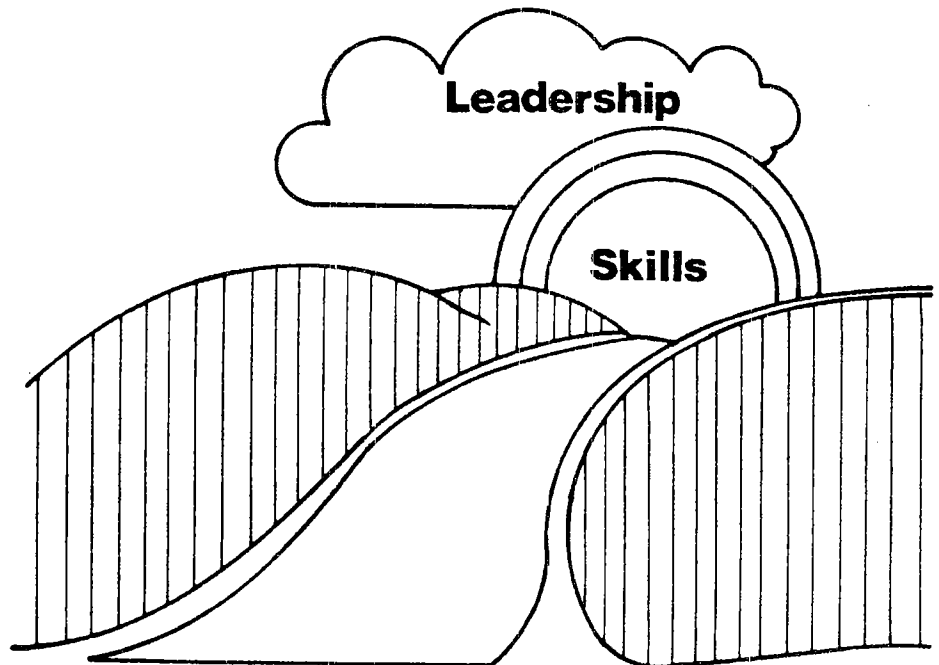
1. Your goals for the project.
2. Your leadership work—activities completed.
3. Your club's activities in leadership.
4. Community activities related to leadership.
5. New things you learned.
6. Awards you received in leadership.

Explore More

You have studied the 4-H member's role and completed the learning experiences. Now you may want to explore some leadership skills even more. Several learning experiences follow. They are divided into seven general areas:

- communication
- decision making
- getting along with others
- learning
- management
- understanding yourself
- working in groups

Select learning activities you want to complete. You may not be able to complete all the learning experiences. Select those you are most interested in or that relate to a leadership skill you want to learn more about. You may want to choose one or two from each of the seven leadership life skills areas or do all the activities in one leadership life skill area. You may also want to have your helper help you select activities.



Explore Communication

Communication skills are skills you need to share ideas and information with other people. Reading, writing, speaking and listening are all communication skills you use every day. Seven out of every ten minutes you are awake, you are communicating in some way. The following activities will help you improve your communication skills. Select those that interest you and complete them. Remember to ask your helper or parents for help if you need it.

Discover Listening

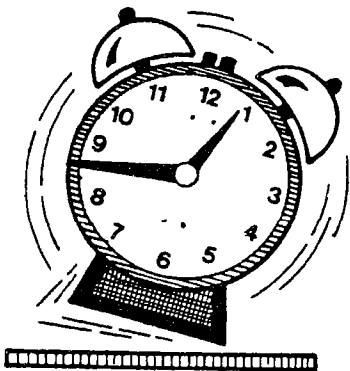
Listening is an important skill that we can all improve. Practice really listening to your family and friends each day.

Do you spend a lot of time listening every day? We all do. You can improve your listening skills by practicing really paying attention to what other people say.

Activity: When Do You Listen?*

Life Skill: Listening.

What to Do: Complete the listening checklist.



When Do You Listen?

Read the list and check the times that you listen.

Before School

- Listen to alarm to awaken.
- Listen to radio or TV while dressing.
- Listen to family while eating breakfast.
- Listen to others on the bus to school.

At School

- Listen to the teacher.
- Listen to other classmates.
- Listen to films or tapes.

After School

- Listen to radio on the way home from school.
- Listen to TV/stereo/radio before, after or during dinner.
- Listen to friends as you play after school.

Do you spend much time listening each day? We all do. In fact about half of the time we spend communicating is spent listening. It's important to develop good listening skills. The following activity will help you.

*Adapted with permission from *Communications Dynamics*, United States Jaycees, Tulsa, Oklahoma.

The Echo Game

This game shows how important it is to really listen to one another. It can be played in a group or by two people.

1. Find a partner and select a topic to discuss.
Some examples are: Why I joined 4-H
My favorite 4-H project.
My hobby.

One person should begin talking. The second person must repeat word for word what the first person said before he can talk. Remember to talk about the topic you have chosen.

2. After five minutes, try paraphrasing, repeating what the other person said, but not word for word. Do this for five minutes.

Discuss how you felt about the Echo Game. Was it hard to listen to the other person? How accurate are you when you listen? Did you really listen or were you thinking about what you were going to say next?



Activity: The Echo Game.*
Life Skill: Listening Effectively.
What to Do: Play the echo game.

Discover Writing

Writing is another communication skill that we use every day. We write letters, reports or homework for school. We fill out forms or application blanks. Sometimes we even write articles for the newspaper. The activities below will help you develop better writing skills.

Be a Reporter

Call and ask to visit a reporter at your local newspaper or school newspaper. Interview the reporter about his or her job and how a news story is written. Here are some suggestions for questions. Ask other questions too.

- What does a reporter do?
- What makes a good story?
- What are the "W's" of newswriting?
- How long should a story be?

After your visit, try writing a news story about your visit. Check it against the following questions. You may be able to have the reporter you interview review your story.

1. Is the most important information first?
2. Does the first paragraph answer who, what, when, where and why?

Practice writing news articles about other 4-H activities. Check them against the guidelines for reporting.

Activity: Be a Reporter.
Life Skill: Written Communication.
What to Do: Interview a reporter.

*Adapted with permission from *Group Dynamite*, 4-H and Youth, Michigan State University Cooperative Extension, East Lansing, Michigan.

Activity: Project Notebook.
Life Skill: Record Keeping.
What to Do: Keep a 4-H project notebook.

Project Notebook

All through life you will be asked to **keep** records and turn in reports. You can learn this skill while **completing** your 4-H projects. Get a spiral notebook and **label** it 4-H Projects. Inside divide it into sections for each of **your 4-H** projects and one section for general 4-H activities. **Within** each section make columns for:

Item Made or Work Done	Date	Money or Time Spent	Value	Number Helped	Any Award Won

Each time you do something in 4-H, write it down. At the end of the year, you'll have a complete list of all your project work.

Discover Public Speaking

Learning to speak well is an important skill. One-fourth of all the time spent communicating is spent speaking. Let's begin to develop better public speaking skills.

Show and Tell

Activity: Show and Tell.
Life Skill: Public Speaking.
What to Do: Give a show and tell speech.

Volunteer to "show and tell" something about your favorite 4-H project at your local 4-H club or school. Your subject may be something you made in the project, a tool you use or an activity you do. Tell why you picked this project, what you like best about it, and how to make or use the item you brought. For example, you could tell about a birdhouse made in woodworking or a picture taken in photography.

Discover Nonverbal Communication

Communication is not only what we say, it is also what we do. The next activity will help you explore nonverbal communication, or body language.

Verbal and Nonverbal Communication

This activity can be done by pairs in a group or with one other person.

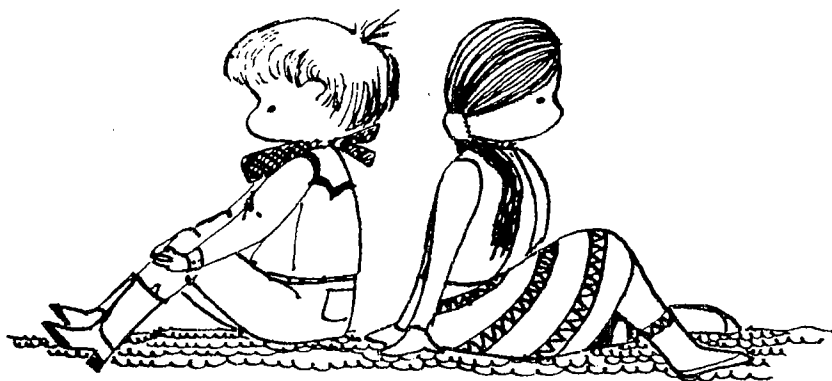
1. Pick a partner and find a place where you have some space to yourself.
2. Sit back-to-back, making sure no parts of your bodies are touching. You should be able to talk easily without seeing each other.
3. For five minutes talk about any subject you like. You may not look at or touch each other.
4. Next, turn around so you're facing your partner. Now that you can both see and hear, talk for another five minutes.
5. Continue to face each other, but don't speak. Instead, join hands with your partner and communicate through sight and touch. Be aware of how you feel as you do this. There isn't any wrong or right way to feel. There's nothing wrong with feeling embarrassed, silly, or any other way. The only requirement is to remain silent.

After you've finished the experiment, take some time to talk it over with your partner. Start by sharing how you felt in each part of the experience. Were you comfortable, nervous, playful, affectionate? Did your feelings change from one step to another? What did you learn about verbal and nonverbal communication.

Activity: Verbal and Nonverbal Communication.*

Life Skill: Verbal and Nonverbal Communication.

What to Do: Practice verbal and nonverbal communication with a partner.



*From *Looking Out/Looking In: Interpersonal Communication*, by Ron Adler and Neil Towne. Copyright ©1975 by Rinehart Press, a division of Holt, Rinehart and Winston, Inc. Reproduced by permission of Holt, Rinehart and Winston.

Explore Decision Making

Every day you make decisions. Do you ever think about them? Do you think about how or why you make them? Let's explore decision making.

Activity: Understanding Decision Making.

Life Skill: Decision Making.

What to Do: Fill out this form. It may give you some ideas about decision making.

WHEN I MAKE DECISIONS			
ABOUT...	I Think It	I Give It	I Don't
	Through Carefully	Some Thought	Stop To Think
1. Spending money.			
2. Making friends.			
3. Choosing 4-H projects.			
4. Buying clothes.			
5. Getting along with my family.			
6. Joining clubs, teams or activities.			

Think about your answers. How do you make decisions? Discuss your answers with your helper. Are you a thoughtful decision maker? Which decisions are important? Unimportant?

Discover Resources

Resources are the things you have that help you get what you want. Resources can be people, money or things.

Resource Hunt

Make a list of 10 to 15 resources (people, money and things) in your neighborhood that can be used in 4-H. Divide into teams. Have a scavenger hunt. Each team is to find and bring back the things on the list. The first team to find them all wins. Examples of resources for your list include a dime, a person, or a tool.

Activity: Resource Hunt.

Life Skill: Identifying Resources.

What to Do: This is a game to play with your family or friends.

Steps in decision making.

1. Identify the problem.
2. Gather information.
3. Compare alternatives.
4. Select an alternative.
5. Plan a strategy.
6. Evaluate the results.

Activity: Make a Decision.
Life Skill: Decision Making.
What to Do: Select a decision that you would like to explore. For example, should you buy a new radio? What 4-H project should you enroll in? Complete the steps in the decision making process.

Make a Decision

1. Identify the problem:
2. Gather information:
3. Compare alternatives:
4. Select an alternative:
5. Plan a strategy:
6. Evaluate the results:

Example:

1. Identify the problem: *What to make in woodworking project.*
2. Gather information: *Get woodworking literature. Talk to woodworking teacher.*
3. Compare alternatives: *Study different woodworking projects for my year.*
4. Select an alternative: *Select a project.*
5. Plan a strategy: *Plan for materials I need and time to make the project.*
6. Evaluate the results: *Evaluate project using woodworking literature.*

Discuss the decision you made with your helper. Did you complete all the decision making steps?

Decision Making Collage

A collage is a picture of many different things. Use magazine pictures, family photographs, words, and phrases to represent decisions you have to make now or in the future. Attach the things you have collected to a piece of cardboard or wood. Think about the choices you have to make and the alternatives. Discuss your collage with your helper or family.

Activity: Decision Making Collage.
Life Skill: Decision Making.
What to Do: Make a collage.

Discover Goals

Goals help you do and get the things you want. They have three parts:

1. What you are going to do.
2. How you are going to do something.
3. When you will do it.

Goal Statements

Activity: Writing Goal Statements.

Life Skill: Setting Goals.

What to Do: Practice writing goals for your 4-H projects.

Some goals can be short-term. Others may be long-term. A short-term goal will be done over a short time, such as today or this week. A long-term goal is something you want to be over a long period of time. An example is to go to college or follow a career. Goals have three parts: what, how, and when. An example is given below.

What

(You are going to do)

How

(You are going to do it)

When

(You are going to do it)

Improve photography skills by completing photo project before county fair.

Write a list of goals for your own 4-H projects.

What

(You are going to do)

How

(You are going to do it)

When

(You are going to do it)

Now try to complete your own goals.

Explore Getting Along With Others

Getting along with people involves relationships. Relationships with others are very important to each of us.

Discover Caring for Others

To get along with other people, we have to care about them.

Accent on the Positive

This activity can be done with a friend, in your 4-H club or with your family. If this activity is done with one other person, each write down three things you like about the other person. If done in a group, write down one thing you like about each person in the group. Share what you wrote down with each other. How does it make you feel? How does it make the other people feel? Try to look for things you like in other people. Discuss the activity with your helper or parent.

Activity: Accent on the Positive.*
Life Skill: Caring for Others.
What to Do: List things you like about someone.



Discover Trust

In building relationships, it is important to trust one another.

Trust Walk

This activity can be done by two people or several pairs of people. Blindfold one person. Then lead the blindfolded person on a walk. Help him or her feel different things. There is to be **no talking**. Now reverse roles and do the same thing again. Talk about the activity. How did it feel? Did you trust the other person? Why or why not? How do we get other people to trust us? Discuss this activity with your helper or parents.

Activity: Trust Walk.
Life Skill: Trusting Others.
What to Do: Take a trust walk with a friend.

*Adapted with permission from *Communication Dynamics* by United States Jaycees, Tulsa, Oklahoma.

Discover Accepting Others

When you accept those who are different from you, you will develop relationships with many interesting people.

Activity: Working or Playing Together.

Life Skill: Accepting Others.

What to Do: Plan and do a project with someone different from you.

Working and Playing Together

With your helper's advice, select someone who is older or younger than you or who is of a different culture or race. Then plan and work on a project with that person. You can do this alone or with your 4-H club or family. Suggested projects include a community service project, educational program for your club or social activity like a picnic or party. Try to find out as much as you can about the other person.

Discover Meeting and Getting Along with Others

Learning how to get acquainted with people is an important part of building relationships with others.

Activity: Name Game.

Life Skill: Meeting and Getting Along with Others.

What to Do: Play the Name Game.

Name Game

This is a group activity you can use to get acquainted. Form a circle. The first person introduces himself and tells something about himself. For example: "I'm Sue, and I like to play basketball." The next person must introduce the first person and then himself. For example, "This is Sue who likes to play basketball and I'm Jim and I am in the band." This continues. Each person must introduce all those before him/her and then introduce him/herself. The last person must introduce everyone in the circle.

Activity: Interviewing Someone You Don't Know.

Life Skill: Getting Acquainted.

What to Do: Interview someone you don't know.

Interviewing

Find someone you don't know. Ask that person:

1. His or her name.
2. Where he or she is from.
3. One thing about him/herself that person would like to share.

If you are in a group, then introduce that person to the total group by telling his or her name, where he or she is from, and one thing about him or her. What did you learn about that person? Discuss with your helper or the group how you felt during the interview.

Explore Learning

The 4-H motto is "Learn by Doing." Throughout 4-H and the leadership project you will learn many new things. You will also learn new skills for learning.

Discover Asking Questions

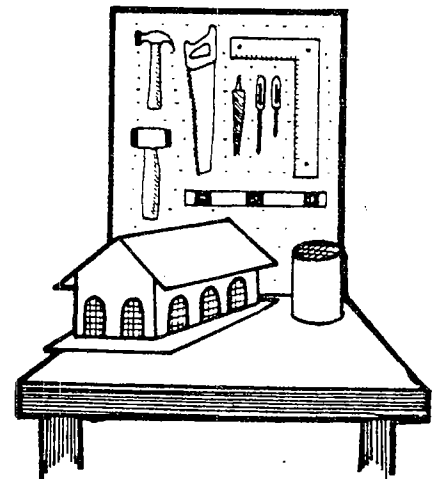
Knowing how to ask questions is an important part of learning.

Asking Questions

You can learn a great deal by asking questions. Practice asking different kinds of questions.

Try to ask open ended questions, such as, "Why did you join 4-H?" and questions with choices, such as, "Would you like to enroll in beef or poultry?" as well as yes and no questions. Make a list of questions you would like to ask people and review it with your helper or parents. You'll be surprised how much you learn just by asking questions.

Activity: Asking Questions.
Life Skill: Knowing How to Ask Questions.
What to Do: Practice asking questions.



Discover Teaching Skills

Besides learning how to learn, you must also learn to share knowledge. That's learning to teach.

Giving a Demonstration

Select something you have made in a 4-H project that you would like to teach someone else how to make. Write a demonstration using 4-H public speaking literature. Give it at your local club and ask your helper or leader to evaluate your presentation. Some examples of subjects for a demonstration include how to bake cookies, how to make a terrarium or how to build a birdhouse.

Activity: Give a Demonstration.
Life Skill: Teaching Others.
What to Do: Plan and give a demonstration.

Explore Management

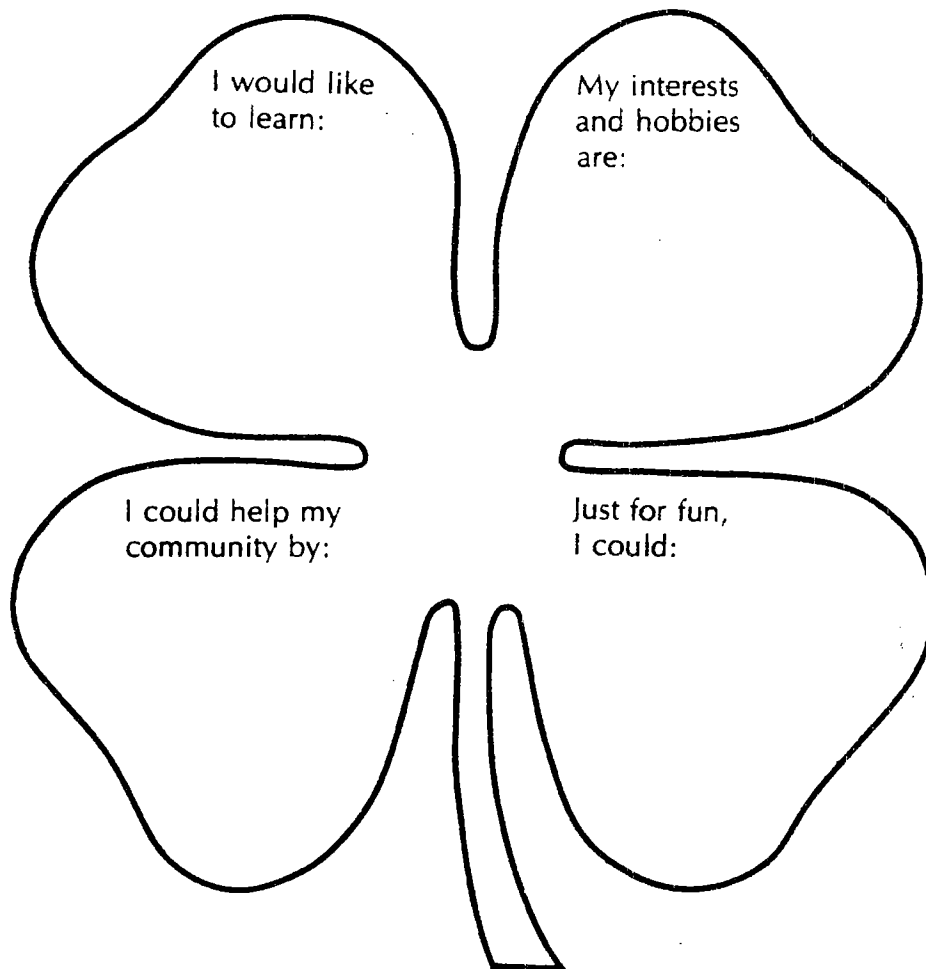
Management means using what you have to get what you want. We learn to manage time, money and other resources.

Discover Planning

An important part of management is planning. Let's begin by planning something for yourself.

Activity: Design Your Own Clover.
Life Skill: Planning.
What to Do: Design your own clover for 4-H leadership.

Complete the sentence in each of the clover leaflets.



Use this information to plan your 4-H leadership activities.

Explore Understanding Yourself

You are a very special person — let's explore more about you and see what makes you different from other people.

All About Me

Label a notebook "All About Me." Try to write a story in your notebook every week. Some story ideas are:

1. Who am I?
2. Who takes care of me?
3. I am proud . . .
4. Someday I want to be . . .
5. My funniest experience. . .
6. If I could change the world. . .
7. My friend. . .

You may want to ask your helper for more story ideas. Share your stories with a friend, your helper or your parents if you like. Did you learn anything new about yourself?

Activity: All About Me.*
Life Skill: Understanding Yourself.
What to Do: Keep a notebook called "All About Me."



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Activity: Your Personal Coat of Arms of Arms.*

Life Skill: Understanding Yourself, Clarifying Values.

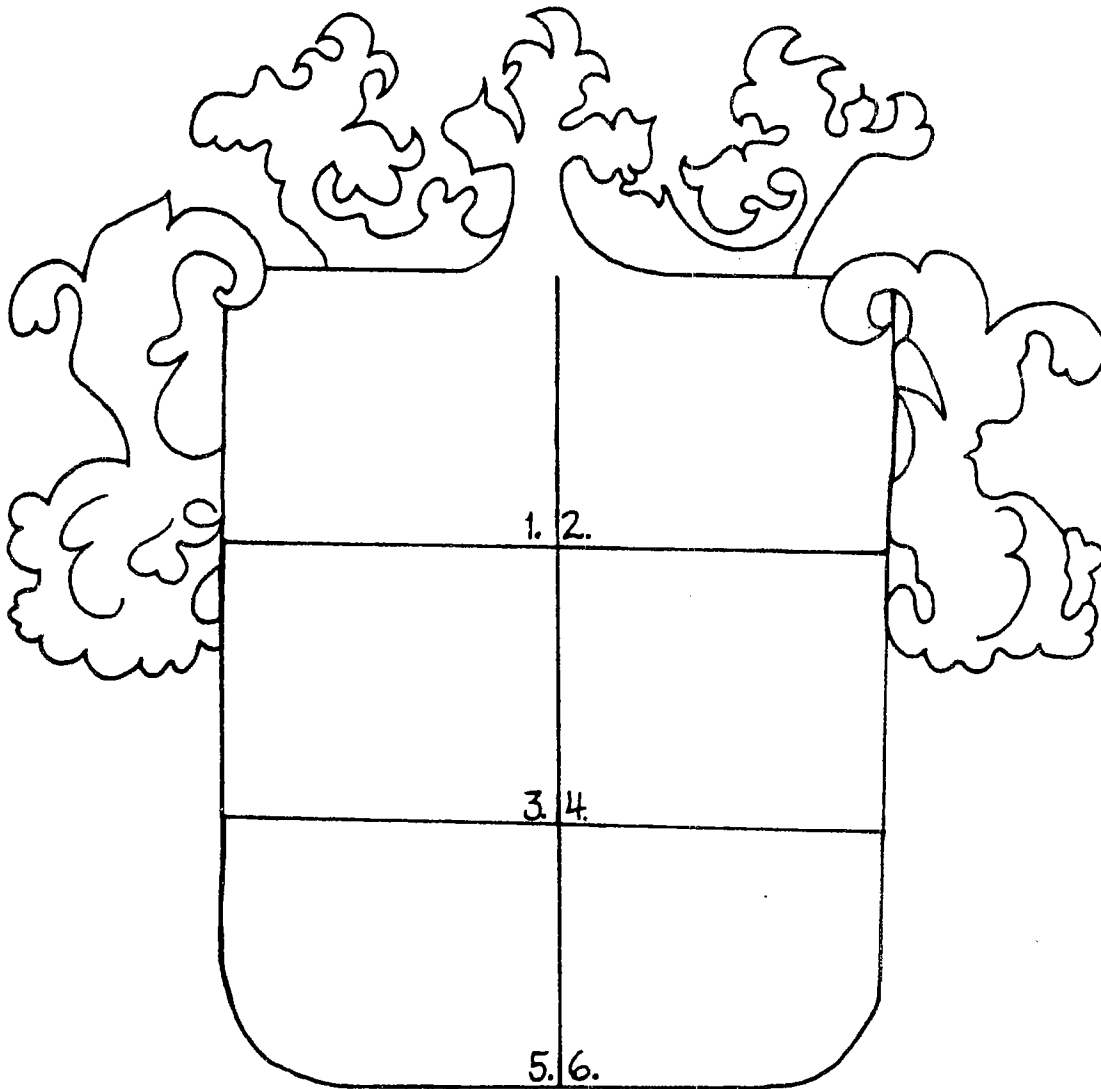
What to Do: Complete your coat of arms.

Your Coat of Arms

This activity will help you decide what you are doing and what is important to you. Answer each of the following questions by drawing in the numbered area on the coat of arms a picture, design or symbol.

1. What is the greatest thing you've ever done?
2. What is one thing other people can do to make you happy?
3. What is your greatest personal failure?
4. Draw three things you are good at.
5. What is something you would like to become?
6. What is something you live by?

Think about your answers. You may wish to share them with your helper. What do your answers tell you about yourself and the things that are important to you?



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Who Are You?

This activity will give you an idea of your self-concept. Choose a partner. This can be your helper, parent, friend or other family member. Find a spot where you can visit quietly.

Begin by asking your partner the question, "Who Are You?"

Your partner will answer by saying **one** thing. Sample answers are: "I'm Chris; I'm happy, or I'm a 4-H member."

You should write down your partner's answer.

Now switch roles. Your partner asks you the same question, "Who Are You?" and writes down your answer.

Continue until you both have answered the question ten times.

After you have finished, exchange lists and look at what you have said about yourself. Is this correct? How do you feel about the way you described yourself? If you could, would you change any parts of yourself that you mentioned?

Discuss your thoughts with your helper.

Activity: Who Are You?*

Life Skill: Developing a Positive Self-Concept.

What to Do: Discuss "Who Are You?" questions with a friend.

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