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.
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.
<table>
<thead>
<tr>
<th>Duties</th>
<th>Authority</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enroll or re-enroll as 4-H member.</td>
<td>Decide to become a 4-H'er. Complete enrollment card.</td>
<td>Turn enrollment card into organizational leader.</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Life Skills</th>
<th>Self-Evaluation</th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision making.</td>
<td>Need to learn</td>
<td>Need to improve</td>
</tr>
<tr>
<td>Written communication.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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.

**Example:**

<table>
<thead>
<tr>
<th>Decision making.</th>
<th>Need to learn</th>
<th>Need to improve</th>
<th>Can do Well</th>
</tr>
</thead>
</table>

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.

- 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.

**Step 5 - Self-Evaluation.**

**Step 6 - Learning Experiences.**
<table>
<thead>
<tr>
<th>Duties</th>
<th>Authority</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasks that a 4-H club member should do for the group to be successful.</td>
<td>Action the 4-H member may take without approval by someone else.</td>
<td>Actions taken by the 4-H member need to be reported. This column shows who should be informed.</td>
</tr>
<tr>
<td>Enroll or re-enroll as a 4-H member.</td>
<td>Decide to become a 4-H'er. Fill out enrollment card.</td>
<td>Turn enrollment card into organizational leader.</td>
</tr>
<tr>
<td>Choose projects with help of parents and organizational leader.</td>
<td>Decide which project to enroll in.</td>
<td>Write down projects. Keep a copy. Give one to organizational leader.</td>
</tr>
<tr>
<td>Set goals with help of parents and organizational leader.</td>
<td>Write goals.</td>
<td>Write down goals. Keep a copy and give one to organizational leader.</td>
</tr>
<tr>
<td>Working with parents and leaders, choose activities and experiences to reach these goals.</td>
<td>Choose activities and experiences to do. Secure necessary information.</td>
<td>Write down selected activities and experiences.</td>
</tr>
<tr>
<td>Complete project work in projects you enrolled in.</td>
<td>Select projects and project work.</td>
<td>Write down project work.</td>
</tr>
<tr>
<td>Help plan 4-H club meetings.</td>
<td>Make suggestions for the yearly program.</td>
<td>Get and keep a copy of the yearly calendar.</td>
</tr>
<tr>
<td>Attend all 4-H meetings.</td>
<td>Make necessary arrangements to attend.</td>
<td>Tell organizational leader or secretary if you cannot attend.</td>
</tr>
<tr>
<td>Participate in club activities by serving on committees and accepting duties.</td>
<td>Volunteer for areas of your interest. Support other 4-H'ers.</td>
<td>Keep records of committee work if assigned.</td>
</tr>
<tr>
<td>Vote on club business.</td>
<td>Decide how to vote.</td>
<td>Vote.</td>
</tr>
<tr>
<td>Recruit new members.</td>
<td>Contact possible 4-H members.</td>
<td>Record any new member you recruit.</td>
</tr>
<tr>
<td>Participate in county, district or state events.</td>
<td>Decide which events to participate in and get information.</td>
<td>Turn in forms or information sheets.</td>
</tr>
<tr>
<td>Tell about 4-H in the community.</td>
<td>Find chances to tell about 4-H.</td>
<td>Record and report times you tell about 4-H.</td>
</tr>
<tr>
<td>Complete 4-H records with help of parents and leaders.</td>
<td>Decide which project records to complete. Get report forms.</td>
<td>Turn in completed records.</td>
</tr>
<tr>
<td>Help other members.</td>
<td>Volunteer to help.</td>
<td>Keep records of your work.</td>
</tr>
<tr>
<td>Life Skills</td>
<td>Self-Evaluation</td>
<td>Learning Experiences</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Decision making. Written communication.</td>
<td>Measure your ability to perform leadership life skills. Indicate with an “X” how well you perform each life skill. Need to know to learn or improve well.</td>
<td>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.</td>
</tr>
<tr>
<td>Identifying needs and interests. Decision making.</td>
<td></td>
<td>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?</td>
</tr>
<tr>
<td>Goal setting.</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Setting priorities. Identifying and using resources. Program planning.</td>
<td></td>
<td>Take the list of ten things you like to do best and select three that you want to do first. Make a list of all the resources you have. Resources are things you have that help you get what you want. 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. List the steps in decision making.</td>
</tr>
<tr>
<td>Decision making. Planning and carrying out a task. Record keeping.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brainstorming. Program planning. Cooperation and team building.</td>
<td></td>
<td>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. 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.</td>
</tr>
<tr>
<td>Showing a responsible attitude.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation and team building. Showing a responsible attitude.</td>
<td></td>
<td>Play games requiring teams. List things you are to do for 4-H. Check off each thing as you do it.</td>
</tr>
<tr>
<td>Decision making.</td>
<td></td>
<td>Ask your parents, local government officials or older 4-H’ers how they make decisions when voting.</td>
</tr>
<tr>
<td>Motivating others. Verbal communications. Showing enthusiasm.</td>
<td></td>
<td>Think of something that someone else asked you to do. Write down all the reasons why you did it. Practice listening skills when you visit with possible new members. Pick out two people you know who are enthusiastic about 4-H and observe them for one week. Try meeting one new person each week.</td>
</tr>
<tr>
<td>Meeting and getting along with people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning and carrying out a task. Decision making.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showing enthusiasm. Public speaking. Having a positive self concept.</td>
<td></td>
<td>Evaluate your project work using the information in each project manual. Attend a 4-H record keeping workshop. Write a short story about your 4-H projects.</td>
</tr>
<tr>
<td>Evaluation. Record keeping. Written Communication.</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Encouraging others. Teaching others.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 Skills."

---

### Agreement for Growth in Leadership Life Skills

<table>
<thead>
<tr>
<th>Duties of Leadership Role</th>
<th>Leadership Life Skills you want to learn on your self-evaluation</th>
<th>Learning Experiences you will do to learn these skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enroll as 4-H member</td>
<td>Decision making</td>
<td>List reasons for joining 4-H. Give one example.</td>
</tr>
<tr>
<td>2. Choose projects</td>
<td>Identify needs, interests, decision making</td>
<td>Ask older 4-H'ers how they choose projects.</td>
</tr>
<tr>
<td>3. Set Goals</td>
<td>Goal setting</td>
<td>Write down 3 things I want to do each week. Keep them off and do them.</td>
</tr>
<tr>
<td>7. Attend all 4-H meetings</td>
<td>Showing a responsible attitude</td>
<td>Keep records of all 4-H activities.</td>
</tr>
<tr>
<td>11. Participate in county, district or state events</td>
<td>Planning and carrying out a task.</td>
<td>Cut out a picture of a goal. Make a list of things to reach. Check them off as I do them.</td>
</tr>
<tr>
<td>13. Complete 4-H activities</td>
<td>Record-keeping Written communication.</td>
<td>Attend 4-H record-keeping workshop. Write down things about 4-H project.</td>
</tr>
</tbody>
</table>

Materials supplied by the 4-H program: Project Literature, rear other projects.

---

Signed: Chris Green (4-H member) John Green (helper)

Date: Oct 1, 1980

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 ________________

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

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:

<table>
<thead>
<tr>
<th>Need to learn</th>
<th>Need to improve</th>
<th>Can do well</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

before after

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?

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.

*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:

<table>
<thead>
<tr>
<th>Item Made or Work Done</th>
<th>Date</th>
<th>Money or Time Spent</th>
<th>Value</th>
<th>Number Helped</th>
<th>Any Award Won</th>
</tr>
</thead>
</table>

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.

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

**Show and Tell**

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?

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.

<table>
<thead>
<tr>
<th>WHEN I MAKE DECISIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Think It</td>
</tr>
<tr>
<td>Through Carefully</td>
</tr>
<tr>
<td>I Give It</td>
</tr>
<tr>
<td>Some Thought</td>
</tr>
<tr>
<td>I Don’t Stop To Think</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ABOUT...</th>
<th>I Think It</th>
<th>Through Carefully</th>
<th>I Give It</th>
<th>Some Thought</th>
<th>I Don’t Stop To Think</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Spending money.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Choosing 4-H projects.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Getting along with my family.</td>
<td></td>
<td></td>
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<td></td>
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<td>6. Joining clubs, teams or activities.</td>
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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.

Activity: Resource Hunt.
Life Skill: Identifying Resources.
What to Do: This is a game to play with your family or friends.

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.
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.

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:

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: 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.

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.

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

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.

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<thead>
<tr>
<th>What</th>
<th>How</th>
<th>When</th>
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<tbody>
<tr>
<td>Improve photography skills by completing photo project before county fair.</td>
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Write a list of goals for your own 4-H projects.

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<th>What</th>
<th>How</th>
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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.

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.

*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.

**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.

**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.

**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.
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.

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.
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.

I would like to learn:
My interests and hobbies are:
I could help my community by:
Just for fun, I could:

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.”

*Adapted and reprinted by permission of A & W Publishers, Inc. from the book, Values Clarification: A Handbook of Practical Strategies for Teachers and Students by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum. Copyright © 1972; © 1978 by Hart Publishing Company, Inc. All rights reserved.
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?
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.

Explore Working in Groups

Many things we do each day are done in a group. It is important to be able to work in a group. Your 4-H club is a group and you will do many things together.

Discover Working Together

People can do many things when they work together as a group.

Activity: Working Together to Help Your Community.
Life Skill: Cooperating with Others.
What to Do: Do a community project with a group.

Working Together

Find something in your community that needs to be done. Select a group project you can work on. Some examples are: clean up a park or roadside or collect reusable cans or bottles and use the money for a worthy cause. Do the activity as a group with your 4-H club.

Were you able to complete the project together? Could you have done the project alone? How did it feel to be part of a group?

Activity: Completing Tasks as a Group.
Life Skill: Cooperating with Others.
What to Do: Choose an activity to do as a group.

Working as a Group

There are many activities that you can do as a group. These will help you learn to work together with others. Choose one or more activities to do with your family, friends or 4-H Club.

1. Group Game: Make up rules to a game to be played with a ball. Play the game.

2. Skit: Write, rehearse, and present a skit as a group.

3. Group Authors: Individuals add to a group poem or story — one line at a time.

4. Group Builders: Given construction paper, scissors, tape, and glue, construct a tower or other object as a group.

Talk about how you worked together as a group. What did you do well? What do you need to improve?
What Next?

By now you have begun to develop leadership skills. These skills will make you a better 4-H member. This is only the first of many journeys exploring 4-H leadership that you will take.

You will want to select another 4-H leadership role to learn about. It may be a role you are currently in or a role you want to learn more about. Check the role below that you want to study next.

☐ Committee Member
☐ Committee Chairperson
☐ President
☐ Activity Leader
☐ Project Leader
☐ Organizational Leader

There may be other roles you do. Your helper can help you write a new role. You can get other roles from your leader or Extension office.

You’re off again exploring 4-H leadership. By the time you complete your journey you will have many leadership skills that will help you in 4-H and in everyday life.

Good luck! Have fun exploring 4-H leadership life skills!
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