



**KANSAS 4-H**

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# **Leadership Curriculum**

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# KANSAS 4-H LEADERS NOTEBOOK

## Introduction

This notebook is designed to help you as a 4-H leader do the best job that you can to make the leadership project a fun, interesting, and valuable experience for the 4-H youth that you teach. The project is one of several projects within the Individual and Community Resources 4-H Curriculum Division. The project becomes the vehicle through which we can teach leadership practices and necessary life skills to the youth who enroll. In addition, Kansas 4-H plans to incorporate meats, vet science, marketing, computer, health and safety into all other projects as appropriate.

## OBJECTIVES

The objectives of the leadership project are as follows:

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

## MAJOR CONCEPTS

To help meet the above objectives, project concepts or topics were identified by the Design Team. In addition, the five Kansas life skills are incorporated throughout the lesson plans and in the educational design of the project meetings.

Kansas 4-H life skills have been articulated to help define the youth development outcomes of our 4-H program. It is the goal of 4-H to develop youth who are contributing, productive members of society. Youth may achieve this goal when these five life skills are developed and applied.

1. Positive self-concept
2. Sound decision making
3. Positive interpersonal relationships
4. Desire for lifelong learning
5. Concern for community

## AGES AND STAGES

Leaders can best achieve these desired outcomes with their members when they have well-prepared leader material and understand how to

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structure a stimulating learning environment for the age of youth they are leading. We know and believe that each child is unique, yet we also know that there are generalities about certain age groups that help us program more effectively.

These lesson plans have been developed to target four general age groups:

- Unit I — ages 7 and 8
- Unit II — ages 9, 10, 11
- Unit III — ages 12, 13, 14
- Unit IV — ages 15 and older

A review about the physical, mental, social and emotional characteristics of these age groups will prepare the leader for a successful project experience. It should be understood by the leader that the units are also based on corresponding skill levels of youth. Thus, a 12-year-old youth enrolling in leadership for the first time should probably begin with lessons in Unit I, and not take Unit III until the member has mastered some basic knowledge and skills.

#### **Ages 7 and 8**

Physical growth can be described as slow and steady. Mastering physical skills is important to self-concept. This includes everything from printing with a pencil to large muscle skills like catching a ball. Activities need to be just that—active! Provide opportunities to practice skills, but use projects that can be completed successfully and quickly by beginners.

Typical second or third graders think in concrete terms. If they have never seen it, heard it, felt it, tasted it, or smelled it, they have a hard time thinking of it. **Leaders should show and tell, rather than giving instructions verbally.** Early elementary children are learning to sort things into categories. This makes collecting things important and fun at this age. Most are more interested in the “process”—what? why? how?—than in the resulting product.

As children move away from dependence on parents at this age, they need to transfer that dependence to another adult, so the leader may become very important in their eyes. Building friendships occurs easily and generally by the end of this period, boys prefer playing with boys and girls with girls. Peer opinion now becomes very important. Small group activities are effective, but children still need an adult to share approval.

Seven- and eight-year-olds need and seek the approval of adults, because they are not yet confident enough to set their own standards. Play or making believe is one way they increase their ability to imagine what other people think and feel. Rules and rituals are important, **but it is very hard for children this age to lose.** This is why success needs to be emphasized, even if it is small. Failures should be minimized. Cooperative games and activities are especially enjoyable. When an activity fails, the leader should help children interpret the reasons behind the failures, which teaches that failing is not always bad. Learning to cope with problems is a

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skill the 4-H leader can encourage for all members. The usual practice of awarding competitive ribbons should be minimized or avoided for this age.

### **Ages 9, 10, 11**

Physically, most children at this age are in a holding pattern, although puberty may be starting for some very early maturing girls. Activities should encourage physical involvement, because 9- to 11-year-olds are anything but still and quiet.

Hands-on involvement with objects is helpful. Children this age like field trips, but only if they are not expected to stay confined or to do one thing for a long period of time. Upper elementary children need opportunities to share their thoughts and reactions with others. They are still fairly concrete thinkers and will give more attention if they are seeing and doing things.

Children at this stage are beginning to think logically and symbolically and are beginning to understand abstract ideas. As they consider an idea, they think it is either right or wrong, great or disgusting, fun or boring. There is very little middle ground.

The role of the leader is most crucial at this stage, as these children look to the adult for approval and follow rules primarily out of respect for the adult. **Individual evaluation by adults is preferable to group competition where only one can be the best.** They want to know how much they have improved and what they should do to be better next time. Encouragement from an adult can have remarkable results.

This is the age of the "joiners." They like to be in organized groups of others similar to themselves. If you have both boys and girls of this age in your project groups, you will do best if small group work is done in same-sex groups. They generally are concerned with immediate self-reward; however, the satisfaction of completing a project comes from pleasing the leader or parent rather than from the value of the activity itself.

Toward the end of this age range, children are ready to take responsibility for their own actions. Giving these youth opportunities to make decisions should be encouraged. Leaders should move from dictating directions to giving reassurance and support for members' decisions.

Nine, 10- and 11-year-olds have a strong need to feel accepted and worthwhile. School and other pressures become demanding. Successes should continue to be emphasized. **Comparison with the success of others is difficult for these children.** It erodes self-confidence. Instead of comparing children with each other, build positive self-concepts by comparing present to past performance for the individual.

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### **Ages 12, 13 and 14**

This is a time of developmental variety among peers. Growth spurts beginning with adolescence occur at a wide range of ages, with girls maturing before boys. These rapid changes in physical appearance may make teens uncomfortable. Slower developing teens may also be uneasy about the lack of changes.

Young teens move from concrete to more abstract thinking. Playing with ideas is as much fun as playing sports. Ready-made solutions from adults often are rejected in favor of finding their own solutions. **Leaders who provide supervision without interference will have a great influence on these 4-H'ers.**

Small groups provide the best opportunity for young teens to test ideas. Justice and equality become important issues. Judging of projects is now viewed in terms of what is fair, as well as a reflection of the self-worth of the individual.

These youth enjoy participating in activities away from home as they begin to develop independence. Opinions of peers become more important than opinions of parents or other adults. Close friendships begin to develop, and group experiences provide opportunity for social acceptance.

As puberty approaches, emotions begin a roller coaster ride. Young teens begin to test values and seek adults who are accepting and willing to talk about values and morals. This period seems to present the biggest challenge to a young person's self-concept. These youngsters face so many changes that they hardly know who they are. Adults can help by providing self-knowledge and self-discovery activities such as the "dialog for critical thinking" portion of these lesson plans.

Continue to avoid comparing young people with each other, being careful not to embarrass them. They want to be a part of something important and that provides opportunity to develop responsibility.

### **Ages 15, 16 and 17**

Most teens of this age know their own abilities and talents. In most cases, they have adjusted to the many body changes by now. Many develop athletic talent and devote hours to training and competition. Learning to drive a car further moves the person from family into the community as an independent person.

Mid-teens begin to think about their future and make realistic plans. Their vocational goals influence the activities they select. Teens set goals based on feelings of personal need and priorities. **Any goals set by others are generally rejected.** As they master abstract thinking, they can imagine new things in ways that sometimes challenge adults.

These teens can initiate and carry out their own tasks without supervision. A leader can be helpful by arranging new experiences in areas of interest to teens but must be sure to allow for plenty of input from them.

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Leader-member relations should change from director/follower to that of advisor/independent worker.

Mid-teens tend to be wrapped up in themselves. Relationship skills are usually well-developed. Dating increases and acceptance by members of the opposite sex is now of high importance. Sports and clubs are important, but these teens now want to be recognized as unique individuals within that group.

Two important emotional goals of the middle-teen years are independence and identity. Time is precious. If activities are perceived as busy work, teens soon will lose patience and interest. Middle teens are learning to cooperate with others on an adult level. They will pride themselves on increased ability to be responsible in the eyes of themselves, peers, and adults.

#### **Ages 18, 19 and 20**

These young adults are completing their 4-H careers and moving on to college, jobs, marriage, and other adult responsibilities. If continuing involvement at the local level, they will be self-directed learners or assume adult leadership roles.

This information on child development has been taken from the North Central Regional Extension Publication No. 292, *"Ages and Stages of Child and Youth Development: A Guide for 4-H Leaders,"* written by Jeanne Karns, graduate assistant and Judith Myers-Walls, Extension Specialist, Human Development, Purdue University.

#### **YOUTH AT RISK**

Some child development specialists and educators have noted every child of the '90's is "at risk" because of the complex social forces affecting our country since the early 1950's. H. Stephen Glenn and Jane Nelsen document these changes in their book, *"Raising Self-Reliant Children in a Self-Indulgent World."* Four major factors necessary for the development of capable young people have been identified that are generally missing from our culture—networks, meaningful roles, on-the-job training, and parenting resources. 4-H project meetings can help restore these vital missing pieces.

Glenn's definition of a network, in the simplest sense, defines the 4-H project meeting: "two or more individuals who engage in dialogue about the world and the life they are living and who occasionally collaborate to achieve some mutually desirable end." The dialog for critical thinking portion of these lesson plans directly addresses this definition.

Many youth today are growing up in families and communities without any significant role to play. They just don't seem needed until they become an adult. Research indicates that a primary cause of decline in motivation, discipline, and achievement is this perceived lack of need or value. Glenn and Nelsen challenge us to deal with youth actively in ways

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that affirm their contributions. **We must treat youth as contributors and assets rather than passive objects to be done for or to.** As 4-H project leaders, when we listen to members, we must take them seriously and treat them as significant; we will begin to restore the dialog and collaboration necessary to link youth with the larger society.

On-the job training with "hands-on" involvement has been the cornerstone of 4-H project work. It is important for youth to have this opportunity because that is where they learn patience, personal initiative, hard work, and deferred gratification. If they don't learn about real life in this way, they receive its impressions passively from the media, generally through five hours of television each day.

"Learning by doing" is one of the primary reasons 4-H has been recognized in the field of informal education. If we, as parents or leaders, think we are helping when we do their work for them, we need to stop and consider that, "The best way to destroy self-esteem and a sense of worth in young people is to do too much for them. This robs them of a sense of personal capability. The greatest gift of all is to help them validate themselves as agents in their own lives." (Glenn and Nelsen, pg. 47)

Today's parents need all the help they can get. Seldom do parents have the extended family of grandparents, aunts, and uncles close to give support and advice when needed. In fact, many children today have only one parent to handle the seemingly awesome task. As a 4-H project leader, you become a parent resource, both to the child and the child's parent.

Today's parents are concerned and fearful for their children. Why? Dr. Bruce Baldwin, nationally known psychologist and author says, "They wonder if their kids have what it takes to succeed as they have. Parents know that in the future even menial positions will require well-developed cognitive skills: reading, writing, math, computer literacy, and the ability to process information quickly and efficiently." (TEAM, The Early Adolescence Magazine, Vol. IV, No. 5, May-June 1990)

The same magazine noted that a large metropolitan education trust reported the types of requirements for employees comparing the past with the future:

<b>PAST</b>	<b>FUTURE</b>
Doers	Thinkers
Single repetitive functions	Quality circle approach
Individual piecework	Team centered
Autocratic	Participatory
Single job in lifetime	Flexible learners
Familiar with simple machines	Technology knowledgeable
Single task orientation	Information processors

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The January 1990, issue of *Prevention Forum* magazine offers hope for today's youth when it reports that research shows that youth who have become healthy adults in spite of adversity have had the opportunity, somewhere in their lives, to experience a caring, nurturing environment that encourages their active participation in problem-solving, decision-making, planning, goal-setting, and helping others in meaningful activities.

The project lesson plans contained in this leader's notebook have been designed to incorporate the components critical to the development of capable, contributing young people. By following these plans, leaders will help prepare their 4-H members to function and live productively in the world which they will soon inherit and direct. They are also designed to help you, as the leader, quickly and easily prepare for the lesson, conduct the activity, and facilitate the discussion and dialog.

### **LEARNING THROUGH THE WHAT? WHY? HOW? PROCESS**

Professional educators have developed a learning process that must be followed if lasting changes are to be expected. It is called the EIAG hierarchy which stands for 1. Experience 2. Identification 3. Analysis 4. Generalization. A simpler way of remembering it is to call it the What? Why? How? process. Dr. Stephen Glenn notes this process encourages dialog and strengthens adult-child relationships. The process must occur in an atmosphere of friendliness and unconditional acceptance by the adult, if learning is the goal.

Each lesson plan in this notebook follows the same general outline which includes:

**TITLE** generally descriptive of the skill to be learned

**UNIT LEVEL** describes age level of material

#### **What Members Will Learn . . .**

**ABOUT THE PROJECT** indicates what leadership subject matter will be learned.

**ABOUT THEMSELVES** indicates what personal or life skills will be learned. These specific objectives can be used to evaluate if the lesson was successful and learning goals accomplished by the members.

**MATERIALS NEEDED** tells the leader what equipment, supplies, visuals or handouts will be needed in preparation for the lesson.

**ACTIVITY TIME NEEDED** gives the approximate time needed to complete the activity. Most lessons can be completed in 30 to 60 minutes.

**ACTIVITY** information the leader needs to know to teach the activity; in some cases this can be used as a script for the leader if necessary.

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**LEADER NOTES** directions or instructions for the leader which go with the "Activity" information. Space is available for leaders to write their own notes also. In the beginning Units, especially, member activity pages or handouts are provided for the leader to copy and give to members to work on at the meeting or take home, so parents can reinforce the learning.

**DIALOG FOR CRITICAL THINKING** questions provided for the leader to help enhance life skill development and generalize the subject information to the real world of the youth participant.

**GOING FURTHER** ideas such as tours, demonstrations, handouts, things to do at home, which the leader and members might consider if they want to learn more about this particular lesson content.

**REFERENCES** credits the source used to develop this lesson activity in addition to the author.

**Reviewed By** names the Kansas State University faculty who reviewed this particular lesson.

Although the leader should consider this EIAG process throughout the activity, the Dialog for Critical Thinking section will be most conducive for this learning to take place. What, why, and how questions have been provided to help get the leader started. Except for the content review questions, most of these leading questions do not have a "right" or "wrong" answer. In addition to providing feedback to the leader, their purpose is to affirm and validate the perceptions of the members. Glenn and Nelsen provide these guidelines to help the leader apply the EIAG formula:

1. **EXPERIENCE:** Get to know the members on a personal level. Become aware of both the negative and positive experiences in their lives.
2. **IDENTIFY:** Help the members identify the important elements or outcomes of the lesson activity or particular event. Use these kinds of questions. "What happened? What did you see? What are you feeling? What was the most important thing about this experience?"
3. **ANALYZE:** Help the members analyze why aspects of the event were important to them. "Why was that significant to you? Why do you think it happened? What made that seem important to you? What caused you to feel that way?"
4. **GENERALIZE:** Help members focus on a single principle that can be used in similar situations. "How can you use this information in the future? How can you do it differently next time for different results? What do you need to repeat if you want to achieve similar results again?"

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Take time to begin to feel comfortable with this process. It may seem awkward at first, but remember, Latin for “to teach” means to draw forth through dialogue and understanding. When the EIAG formula is carefully used, not to manipulate others to believe a certain way but to share the process of discovery with them, leaders will be developing capable young people as critical thinkers, concerned for others, with the wisdom to function successfully in their future world.

### **FORMAT OF KANSAS 4-H LEADERSHIP PROJECT**

The leadership project is one of the first Kansas 4-H projects to undergo a major change in the way the project materials have been designed and used. Leaders need to realize that members will no longer receive member resource books or materials through the County Extension Office. Members will receive a “Guide and Annual Report” which outlines the skills to be learned, describes the possible leadership events, activities, awards and careers, lists resources where they can find more information, provides space for beginning goals and ending evaluations, and a year-end summary record. All other printed materials for members will be given to them by their project leader.

**In order for members to have a successful project experience, it is imperative that a leader meet with members.** These lessons work best with an adult and/or teen leader working with a small group of members. Several youth in the group will stimulate the discussion and dialog, which is so important to the success of this process. If members are unable to meet in a group, the parent may serve as a leader to his/her child by requesting copies of the appropriate lesson plans from the Extension office and completing them at home.

The leadership project has been restructured to feature a series of sequential learning experiences based on members’ age and skill level, which will challenge them with new activities each year they remain in the project. Our goal is to make them knowledgeable in the total area of leadership.

Ideally, members should progress through all Units in order, but it is not necessary. If project members vary in age within several Units and the group is large enough, splitting into like age groups, with additional leaders, is recommended. Older members might be used as assistant leaders with beginning Units which then allows teens to be self-directed learners for advanced skills, or teens might meet together as multi-club or countywide groups.

### **ROLE OF THE 4-H PROJECT LEADER**

Your major roles are those of teacher, facilitator, and encourager. Your classroom is wherever the member must be in order to learn—in the home, meeting room, barn, or on a field trip. Your discipline, what you teach, is leadership and child development.

There are eight basic responsibilities which a project leader must fulfill in order to provide a successful experience for youth members.

1. Help members with project selection and goal setting within that project.
2. Share your knowledge of the project with members through meetings, tours, home visits. At least five to ten meetings are recommended during the 4-H year. Develop a schedule and method for notifying members of meetings.
3. Invite and involve other adult and teen leaders when appropriate.
4. Keep your skills current through trainings, consultation, and reading.
5. Maintain sensitivity and respond to the individual member's needs.
6. Help members find additional learning experiences and resources.
7. Relate project experiences to everyday life and career possibilities.
8. Recognize personal growth of members and celebrate their success.

### THE FIRST MEETING

The first meeting is usually an organizational one to plan for the project year. It is a good idea to have parents attend this first meeting with the members. Parents should be encouraged to take part in any or all activities.

As members arrive, plan for something for them to do. Perhaps a teen leader can be prepared with a get-acquainted game or activity. Make sure every member knows everyone else. Do not assume this is the case. Taking time now to build group trust will have payoffs later in commitment, discipline and encouraging discussion.

Share some of the broad objectives you have for the rabbit project. Explain the different exhibit opportunities 4-H'ers might consider in their county. Set dates with members and parents for future meetings. Schedule any demonstrations with members and discuss other special activities for the entire year.

A map helps to give us direction, keep us on track and know when we've reached our destination. We've designed a MAP—Member Achievement Plan—to help you and your 4-H members plan, as a group and as individuals, what they want to learn, make and do in this project. This is called goal-setting. It also teaches decision-making.

Ask members to bring their Leadership Member Guide and Annual Report to the first meeting. They will use it to begin to develop their "MAP" by completing Step 1. The leader and project group decide on four to six lessons they would like to learn about. Provide members a list of lesson titles from the appropriate Unit level, and let them choose. There should be plenty of choices to choose from different topics within the same Unit if the same members enroll next year. As members get older, it is appropriate for them to choose less from a given list and become skilled at identifying and writing their own learning goals.

See the "MAP" page in the Leadership Member Guide and Annual Report located at the end of this section.

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Goals may be divided into two groups: short-term and long-term. Short-term goals can be accomplished during the project year, while long-term goals take one or more years. Members will need to work with both types; however, a base for success and confidence will be established quickly with short-term goals.

**Short-term goals:**

Must be specific and attainable

Specify time of completion

**Long-term goals:**

Must be believable

**Examples:**

A. By the end of the project, I will feel comfortable sharing my ideas with other people.

B. I will know the steps of the decision-making process.

**Examples:**

A. I will feel comfortable and confident expressing my views in front of groups.

B. Using the steps for formal decision-making will be automatic for me.

It is easy for a member to list long-term goals: If your members tend to think of only long-term goals, simply ask them, "What will you need to learn or do, in order to accomplish this goal?" "How will you make this happen?" Answering these questions will provide many short-term goals. As a leader, you are aware of many of your member's capabilities. You can help identify which goals are realistic for this year and which might have to become long-term goals.

After setting goals, review them periodically with members to see what progress is being made or what needs to be altered to reflect current situations. Hearing genuine praise or concern from interested adults is essential in helping members obtain their goals.

Explain other parts of the Member Guide and Annual Report as necessary. Discuss expectations of members and parents. Complete a short lesson activity from the appropriate Unit level.

**STEPS 2 AND 3 of the MAP—Do, Measure**

At the project meeting, or at home with their family, members add their own personal goals to their MAP and add the date planned in the column to the right.

As members complete their goals, they write the date completed in Step 3.

**STEPS 4 AND 5 of the MAP—Evaluate, Share, and Celebrate**

At the end of the annual project experience, goals should be evaluated. How did the goals work? What was learned? What needs to be accomplished next? Members may not have accomplished what they set out to do, but they may have learned many things in the process. Setting a goal to reach a partial number of total goals isn't a bad idea for the younger member who you want to feel successful.

The member and the leader, or in the case of the parent leader, the member and the parent, should complete Step 5 of the MAP as soon as the

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member has completed his/her short-term plans. All members who complete this step should be given immediate recognition for their project goal-planning accomplishments. Kansas 4-H has created a new recognition system for recognizing 4-H members for reaching annual project goals. Check with your County Extension Agent to see if this special recognition is offered in your county.

When properly used, incentives can be an effective way to encourage good project work and enhance personal development of the members. One of the strongest human incentives is that inner feeling of accomplishment and achievement.

Public recognition in news articles or at meetings, a word of praise or pat on the back from leaders are also effective in encouraging desirable performance.

Group recognition should be used at the end of the project to recognize the accomplishments of each member who completed the project, attended a certain number of meetings, demonstrated certain acquired skills, etc. Recognize not only the member who might have won the championship, but use your imagination to recognize the most improved showman, best group participation, best records, most improved leadership judge.

## **PLANNING HELPS**

The following forms may be used by the leader to help in planning for their project experience.

- Form 1. Project Member Enrollment Record
- Form 2. Project Leader Meeting Record
- Form 3. List of Members and Their Goals
- Form 4. Parent Volunteer Support Form
- Form 5. Project Meeting Checklist

The book, *Raising Self-Reliant Children in a Self-Indulgent World*, by H. Stephen Glenn and Jane Nelsen, Ed. D., is published by Prima Publishing and Communications, P.O. Box 1260SR, Rocklin, CA 95677, (916) 624-5718, and can be ordered from St. Martin's Press, 175 Fifth Avenue, New York, NY 10010 (212) 674-5151.

A video presentation by Stephen Glenn, which summarizes much of this book, can be requested through your County Extension Office. Ask for the video, "Developing Capable Young People," available from the KSU Extension Instructional Media Center.

Some members may wish to secure additional reading materials. Members will have to check with their public library or local bookstore.

**Steven D. Fisher**  
Extension Specialist  
4-H Youth Programs



## PROJECT LEADER MEETING RECORD

(name of project)		(phase(s))										project leader	
PROJECT MEMBERS'		ATTENDANCE AT PROJECT MEETINGS										PRESENTATIONS MADE BY MEMBERS	
Name	Phone	1	2	3	4	5	6	7	8			Demonstrations	Talks
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													
16.													
17.													
18.													
19.													
20.													

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## LIST OF MEMBERS AND THEIR GOALS

1. NAME: \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

2. NAME: \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

3. NAME: \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

4. NAME: \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

5. NAME: \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

6. NAME: \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

7. NAME: \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

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8. NAME: \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

9. NAME: \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

10. NAME: \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

11. NAME: \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

12. NAME: \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

13. NAME: \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

14. NAME: \_\_\_\_\_

Plans or wants to do: \_\_\_\_\_

Assistance, resources, or materials needed: \_\_\_\_\_

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## PARENT VOLUNTEER SUPPORT FORM

Father's Name \_\_\_\_\_

Mother's Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Home Phone \_\_\_\_\_

Father's Occupation \_\_\_\_\_ Business Phone \_\_\_\_\_

Mother's Occupation \_\_\_\_\_ Business Phone \_\_\_\_\_

Children in 4-H \_\_\_\_\_ Age \_\_\_\_\_  
\_\_\_\_\_ Age \_\_\_\_\_  
\_\_\_\_\_ Age \_\_\_\_\_  
\_\_\_\_\_ Age \_\_\_\_\_

### I WOULD BE WILLING TO ASSIST THE 4-H PROGRAM BY:

FATHER

MOTHER

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Helping 4-H' ers with demonstrations.</i>                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Helping 4-H' ers with project talks or public speaking.</i>                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Helping provide transportation to project meetings.</i>                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Assisting members with project records.</i>                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Helping provide transportation for project tours or field trips.</i>          |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Assisting with project meetings when needed. Special skills I have: _____</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Help bring refreshments.</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Developing a "calling tree" for meeting reminders.</i>                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Making my home available for a project meeting if needed.</i>                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Helping provide special supplies if needed.</i>                               |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Others, please explain: _____</i>   |
- 
-

## PROJECT MEETING CHECKLIST

### A MEETING EVALUATION INSTRUMENT

After your project meeting, take a few minutes to consider each of the following questions. This checklist should also serve as a reminder of ideas to incorporate in future project meetings.

	MEETINGS HELD					
	1st	2nd	3rd	4th	5th	6th
1. Were the objectives of the meeting clear to members?						
2. Did I give each member a chance to actively participate? (sharing ideas, assisting, presentations)						
3. Did I commend or encourage each youth in some way?						
4. Did I plan for differences in ages, abilities, and interests of members?						
5. Did I observe progress of individual 4-H'ers?						
6. Did I involve a parent or parents in some way? (planning, leadership assistance, transportation, refreshments)						
7. Did I give members a chance to assume responsibility when it was appropriate?						
8. Did I incorporate some fun activity or game into the project meeting?						
9. Did I summarize the new information shared and skills learned at the close of the meeting?						
10. Most of all, did I enjoy working with the young people involved?						

*\*Seven or more positive responses denotes an excellent meeting rating!*



# Kansas 4-H Leadership Curriculum

*Level I, Ages 7, 8*

## UNDERSTANDING SELF

1. At First Glance
2. My Favorite
3. Things I Like To
4. Things That Upset Me
5. A Special Place I Like To Go
6. Some of My Strengths
7. Special Happenings
8. Things I Wish For
9. Some of My Ideas
10. Yea, Me!

## COMMUNICATING

11. Pen Pal
12. One Special Thing

## GETTING ALONG WITH OTHERS

13. Getting to Know You

## LEARNING TO LEARN

14. Field Trip
15. The Nicest Things Ever

## MAKING DECISIONS

16. When I Make Decisions

## MANAGING

17. Designing Your Own Clover
18. Things To Do

## WORKING WITH GROUPS

19. Working Together





## At First Glance

### *Understanding Self Leadership, Level I*

#### **What Members Will Learn . . .**

##### **ABOUT THE PROJECT:**

Self concept enhancement is possible through positive self esteem building activities.

##### **ABOUT THEMSELVES:**

The younger member will have a better understanding of himself/herself through looking, in depth, at the body and its functions.

#### **Materials Needed:**

Camera and film (Needed prior to activity)  
Members "At First Glance" activity page  
Members booklet cover (dedication page)  
Newsprint  
Crayons or markers  
Person to help with activities

**ACTIVITY TIME NEEDED:** 10-15 MINUTES

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### **Leader Notes**

Get some newsprint and designate an area where kids can write or draw anything they want. It will be their place to express themselves and be creative, during whatever time you choose. This would be nice to have available for the 4-Her's at each meeting. Periodically place new paper over the old, so that new graffiti can be collected.

If you have access to a camera, take a picture of each child ahead of time and have the pictures ready for this activity, or ask children to bring pictures from home. If photos are not possible, children may draw a picture of themselves.

Allow time to complete activity.

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### **ACTIVITY**

Graffiti Board—Have you looked at photographs of yourself or looked at yourself in the mirror?

Sometimes, when you do this, you may see the physical image of a boy or girl with hair that is a particular color, skin that is a particular color, eyes, nose, and mouth that are particular sizes and shapes, and you may, for a moment, believe that this image is the whole picture of who you are.

But you also know that, while your body shape and size is part of the picture, it is only one piece. It is a piece you want to understand and enjoy, but it is only one part of who you are.

If you look into the eyes of the person in the mirror or the photograph, you will begin to see someone with ideas and feelings. You will also see someone with ways of showing and telling those ideas and feelings that are special and unique to **you**.

I'm going to give each of you the picture I took of you and the first page of your book. Paste the picture of yourself in the frame of this page. Now, I'm going to show you a fun way to find a partner.

When you are seated facing each other, show your partner your picture

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## Leader Notes

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and tell that partner the thing you have decided your body does for you that you enjoy.

It may be that you like the way you can move—run, walk, dance, play, lift, or pull things.

It may be that you like the clever way your hands and fingers work to allow you to make things, write, draw, or play musical instruments.

Perhaps you can hear things very well and enjoy all kinds of sounds—music, birds, and rhyming words.

Maybe you can see really well and enjoy the beauty of lines, shapes, and colors in the world around you.

Maybe you just like the shape of your nose or the color of your hair.

Think of something that your body does for you that you enjoy, and tell your partner about it.

This body, your body, is part of your story, so get acquainted with it and enjoy it as you would a good friend.

### **GOING FURTHER:**

“PROUD OF” Bulletin Board — Create a large bulletin board in the meeting room for posting individual and group work, pictures, drawings, etc. The bulletin board should always be covered with the work of the members.

### **References:**

“HELLO, BEAUTIFUL PERSON” materials authored by Marcia R. McFarland, Extension Specialist, 4-H Youth, KSU

Adapted by:

Shelly McColm, former County Extension Agent, 4-H, Kansas

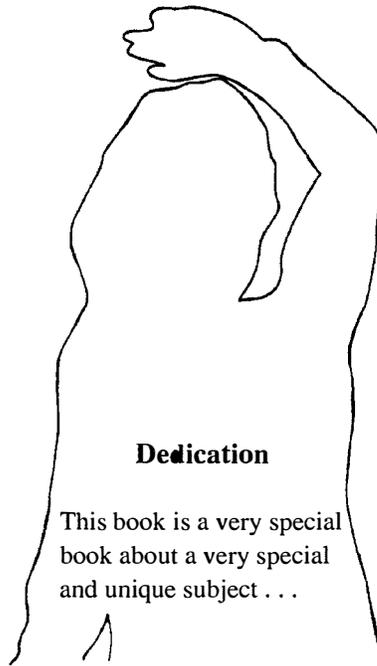
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Errol G. Burns, Extension Specialist, 4-H Youth, KSU

Pair children by helping them line up around the room in the chronological order of their birth, Jan. 1 through Dec. 31.

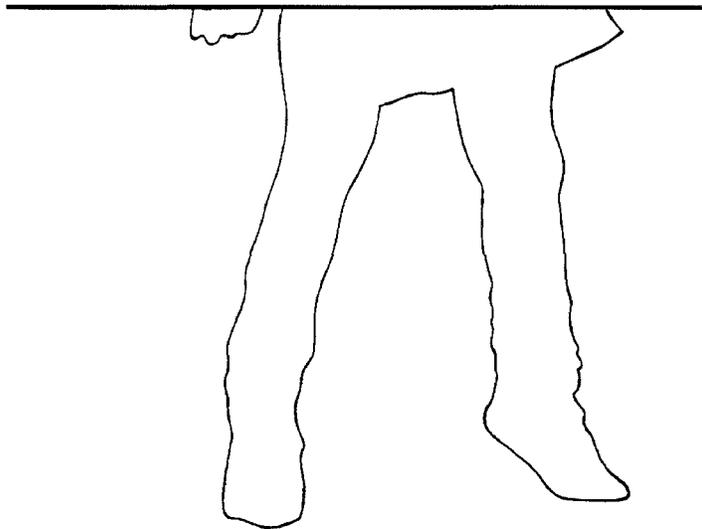
Then divide the line by twos, starting with January. If you have an uneven number, you can have one group of three. Ask children to sit facing each other.

Complete lesson by helping the children add this first page to the cover of their books.



**Dedication**

This book is a very special  
book about a very special  
and unique subject . . .



**“HELLO, BEAUTIFUL PERSON”**



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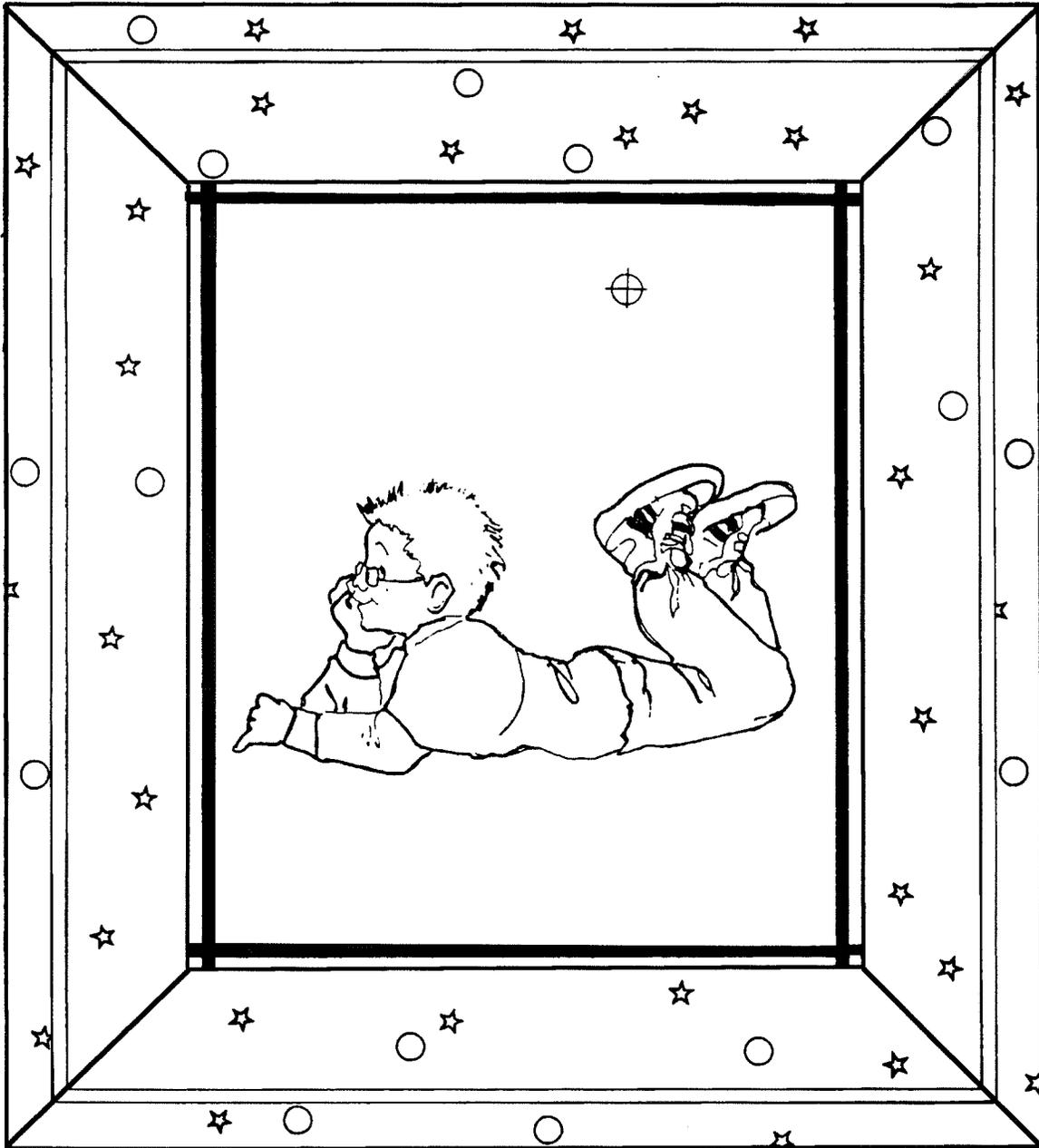
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*3-Leadership, Level I, At First Glance*

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## At First Glance . . .



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*4-Leadership, Level I, At First Glance*



## **My Favorite** *Understanding Self Leadership, Level I*

### **What Members Will Learn. . .**

#### **ABOUT THE PROJECT:**

Self concept enhancement is possible through positive self esteem building activities.

#### **ABOUT THEMSELVES:**

To gain a better understanding of self, the younger members will discover various activities they enjoy and choose to do often.

#### **Materials Needed:**

Members "My Favorite" activity page  
Markers

**ACTIVITY TIME NEEDED:** 30-40 MINUTES

### **Leader Notes**

Hand out activity page before beginning lesson.

Allow time to draw or write.

### **ACTIVITY**

You can learn a lot about yourself by discovering the things you enjoy and choose to do often. Sometimes, these will be things you already do well, and, sometimes, they will be things that are fun even when you are still learning to do them. This page I handed out has places for you to draw a reminder of or write the words for some of your favorite activities.

On the apple, draw a reminder of the food you like best to eat, or write the names of two of your favorite foods.

On the game board, draw a reminder of a game you most often choose to play, or write the names of two games you like best.

On the TV screen, draw a reminder or write the name of your favorite TV show and/or your favorite TV star. Don't worry about spelling these names correctly. This book is for you, and you will know what you have written.

On the audio tape, draw a reminder or write the name of a song you enjoy hearing, singing, or playing, or write the names of two of your favorite songs.

Color balloon Number 1 the color you most like to see.

Color Balloon Number 2 the color you most like to wear.  
On the softball, draw a picture of the sport you most enjoy playing or

watching, or write the names of two of your favorite sports.

Okay, now, I'm going to divide the class into groups of four or five students.

When you are seated with your group in a small circle, take turns with the other members of your group telling about your page of favorite things. Be especially alert when the others in the group are talking, so you can remember what they have said about themselves. Because each of us is special, we will all have different stories to tell and different favorite activities. Your favorite things, very likely, will not be the same as others in your circle, and that is okay.

When all the people in your group have had a chance to tell about their page, put your pages face down under your chairs and see if you can tell at least one favorite thing for each person in your circle. Help each other out if someone gets "stuck" for an answer.

### **GOING FURTHER:**

Conclude the lesson by helping children add this third page to their books.

### **REFERENCES:**

"HELLO, BEAUTIFUL PERSON" materials authored by Marcia R. McFarland, Extension Specialist, 4-H Youth, KSU

Adapted by:

Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:

Errol G. Burns, Extension Specialist, 4-H Youth, KSU

Allow time to draw or write.

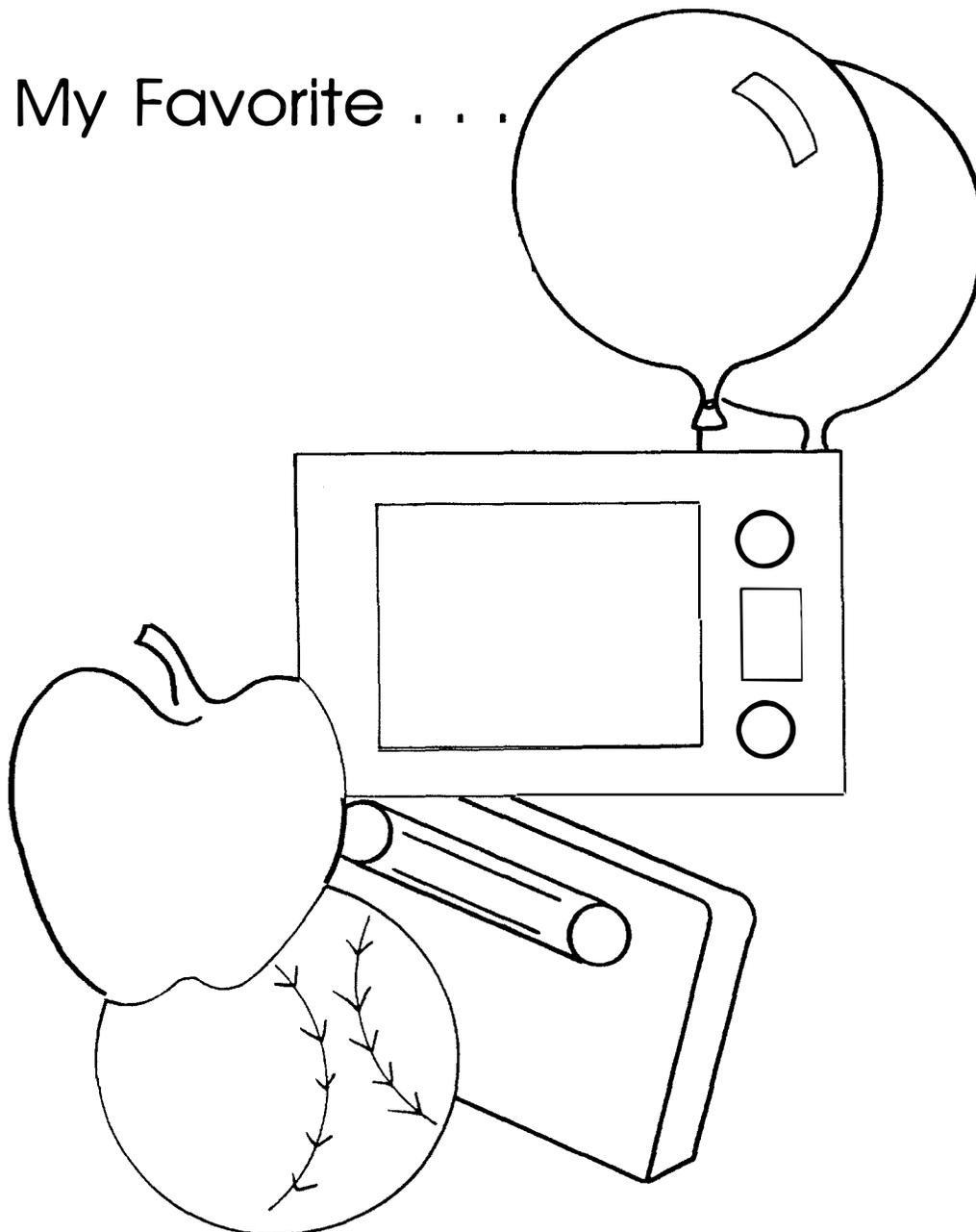
**\*\*Prepare in advance enough sets of 4 or 5 slips of paper of the same color to allow one piece for each child. Place the slips in a manila folder. When ready to form groups, let children draw a slip from the folder. Children may then find those in the room whose pieces match in color. The number of colors and slips of paper will depend on the number of members you have in your group.**

Allow time for group activity.

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My Favorite . . .



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# Things I Like To

## *Understanding Self Leadership, Level 1*

### **What Members Will Learn. . .**

#### **ABOUT THE PROJECT:**

Self concept enhancement is possible through positive self esteem building activities.

#### **ABOUT THEMSELVES:**

To gain a better understanding of self, the younger members will gain greater information concerning their senses and the enjoyment they can derive from their senses.

#### **Materials Needed:**

Members "Things I Like To" activity page  
Markers/pencils

**ACTIVITY TIME NEEDED:** 15-20 MINUTES

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### **Leader Notes**

Fantasy Trip—As a warm-up activity, tell the members, in story form, to imagine that a rich uncle has just died, leaving them \$10,000 in his will, with the stipulation that they must give it away. "What would they do with the money?" Share as a total group.

Handout activity sheets before beginning the lesson.

Allow time to draw

Allow time to draw

Allow time to draw

---

### **ACTIVITY**

You are able to take care of yourself and enjoy the world because you have ways of sensing what is happening around you. You get information every minute from your ability to smell, or touch, or taste, or hear, or see, or just know without being told (sensing). Some people are able to use all of the senses they have, and some have the use of only a few, but, whether you use six senses, or three, or one, you will have certain things you prefer to observe or detect with your senses.

For our activity today, you will need the activity sheet I'm handing out. Now, close your eyes and pretend that you are using just one of your senses, your sense of sight.

What is something you would like to see? (*Pause*)

When you have decided what you would like to see, open your eyes and draw a reminder of it on this page in the space with a picture of eyes.

Close your eyes again and pretend you are using only your sense of smell. What is something you enjoy smelling? (*Pause*) Open your eyes and draw a reminder of that in the space with a picture of a nose.

Close your eyes again and pretend that you are using only your sense of touch. What things feel wonderful to you when you touch them? (*pause*) Open your eyes and draw a reminder of one of them in the space with a picture of hands.

Close your eyes and pretend you are using only your sense of taste. What are your favorite things to taste? (*pause*) Draw a reminder of one of them in the space with a picture of a mouth.

Allow time to draw

Close your eyes and think of a time when you just knew something was true or something was going to happen, without someone telling you about it. Draw a reminder of that in the empty space.

Allow time to draw

Now, I'm going to show you a new way to find a partner.

When you have identified your partner, sit facing one another and tell each other all your favorite things to sense. If you don't use all these senses, you can talk to your partner about that, too. The senses you use most, the way you use them, and the things you enjoy using them with are more pieces of who you are. They also are more parts of your story.

Ask children to find someone in the room who has chosen a similar favorite taste or favorite smell. You may have to help pair children who don't have a "twin." Allow time for pairing activity.

### **GOING FURTHER:**

Conclude this lesson by helping children add this page to their books.

### **REFERENCES:**

"HELLO, BEAUTIFUL PERSON" materials authored by Marcia R. McFarland, Extension Specialist, 4-H Youth, KSU.

Adapted by: Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:

Errol G. Burns, Extension Specialist, 4-H Youth, KSU

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# Things I Like To . . .

see
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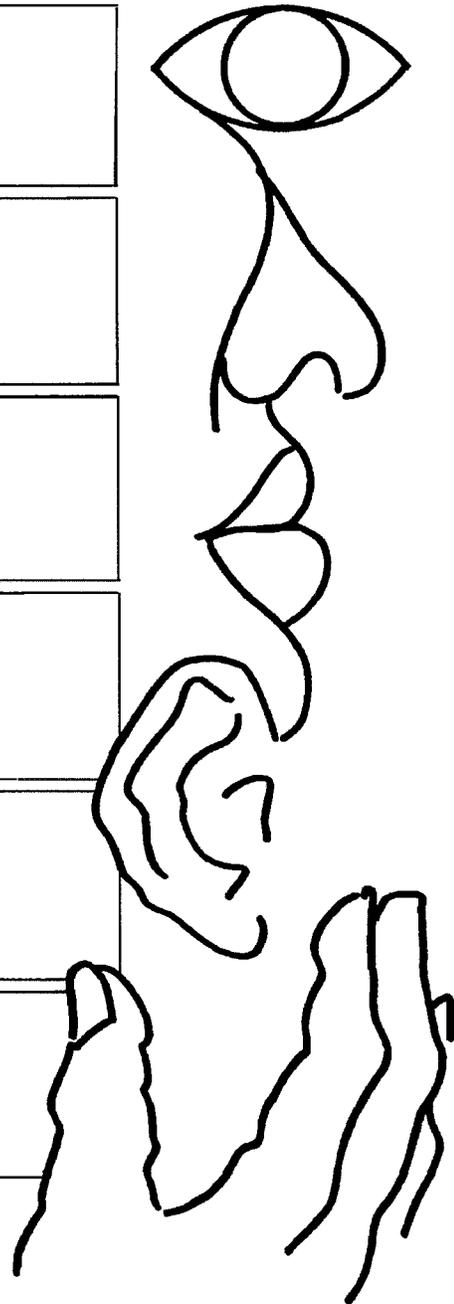
smell
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taste
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hear
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touch
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intuition
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# Things That Upset Me

*Understanding Self  
Leadership, Level I*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Self concept enhancement is possible through positive self esteem building activities.

### **ABOUT THEMSELVES:**

To gain a better understanding of self, the younger members will get to know their feelings, how real they are; both fun and non-fun feelings.

### **Materials Needed:**

Members “Things That Upset Me” activity page  
Feelings pages—happy, sad, angry  
Markers/pencils/crayons

**ACTIVITY TIME NEEDED: 15 MINUTES**

## Leader Notes

## ACTIVITY

---

“Draw Your Feelings”—A big part of getting to know who you are is getting to know your feelings. Feelings are as real a part of you as your hands and feet and arms and legs. You may like some of your feelings more than others, and you may use some feelings more than others, but all of your feelings are a normal part of who you are.

Provide each member with 3 blank “feelings pages,” one each to depict how they look when they feel happy, sad, or angry. Allow enough time to draw on these 3 pages. Allow them to share their work with the group, if they so choose. Discuss briefly, if necessary.

To help us get started today, I’m giving you three blank sheets of paper. I want you to write the word “happy” at the top of one page, the word “sad” on another page, and the word “angry” on the last page. Now, draw a picture of how you look when you are happy, sad, or angry. Put the picture on the sheet with the name of that feeling written on it.

Because some feelings aren’t much fun, you will want to learn how to move out of them quickly. It is important to know, however, that they eventually go away, even when you don’t help them disappear. For instance, if you are crying, eventually you will stop crying, because it is impossible to cry forever, but, since it isn’t fun to cry or feel sad or angry or frightened, you can learn to shorten the length of time you experience those feelings.

There are two rules to follow when you are getting rid of “not-fun” feelings: 1. You must not hurt yourself. 2. You must not hurt any other living thing. If you follow these two rules, you will be successful in helping yourself deal with your feelings.

The first step in understanding your feelings is to figure out or identify the things that may cause certain feelings for you. Close your eyes and think of some times when you have felt upset or aggravated, not furiously angry, but really annoyed or bothered. What was happening that irritated you? (bothered)

This page has four spaces where you can draw “Things That Upset Me.” In each space, I want you to draw a reminder of one of the four times you felt irritated. Concentrate on WHAT happened rather than WHO did it.

Find the partner you had last and sit facing that person. Tell your partner the four things you have identified. Don’t use the names of people who might have been involved. Just tell about the situation.

Now, tell your partner how you reacted when you felt angry or irritated. Together you can decide whether your response hurt you or anyone or anything. If you think your response hurt you or someone else, see if you and your partner can think of other ways you could have dealt with your “not-fun” feeling.

Hand out “Things That Upset Me” activity sheets. Allow time to complete the activity.

\*\* It is important to help children identify behaviors to assist them in dealing with “not-fun” feelings. After they have had time to talk with their partners, help the group list ideas that can be helpful the next time they are feeling angry. Make a list of the ideas on the chalkboard or large sheet of paper and leave that list there for reference for several meetings.

### **GOING FURTHER:**

Conclude the lesson by helping children add this page to their books.

### **REFERENCES:**

“HELLO, BEAUTIFUL PERSON” materials authored by Marcia R. McFarland, Extension Specialist, 4-H Youth, KSU

Adapted by:

Shelly McColm, former County Extension Agent, 4-H, Kansas

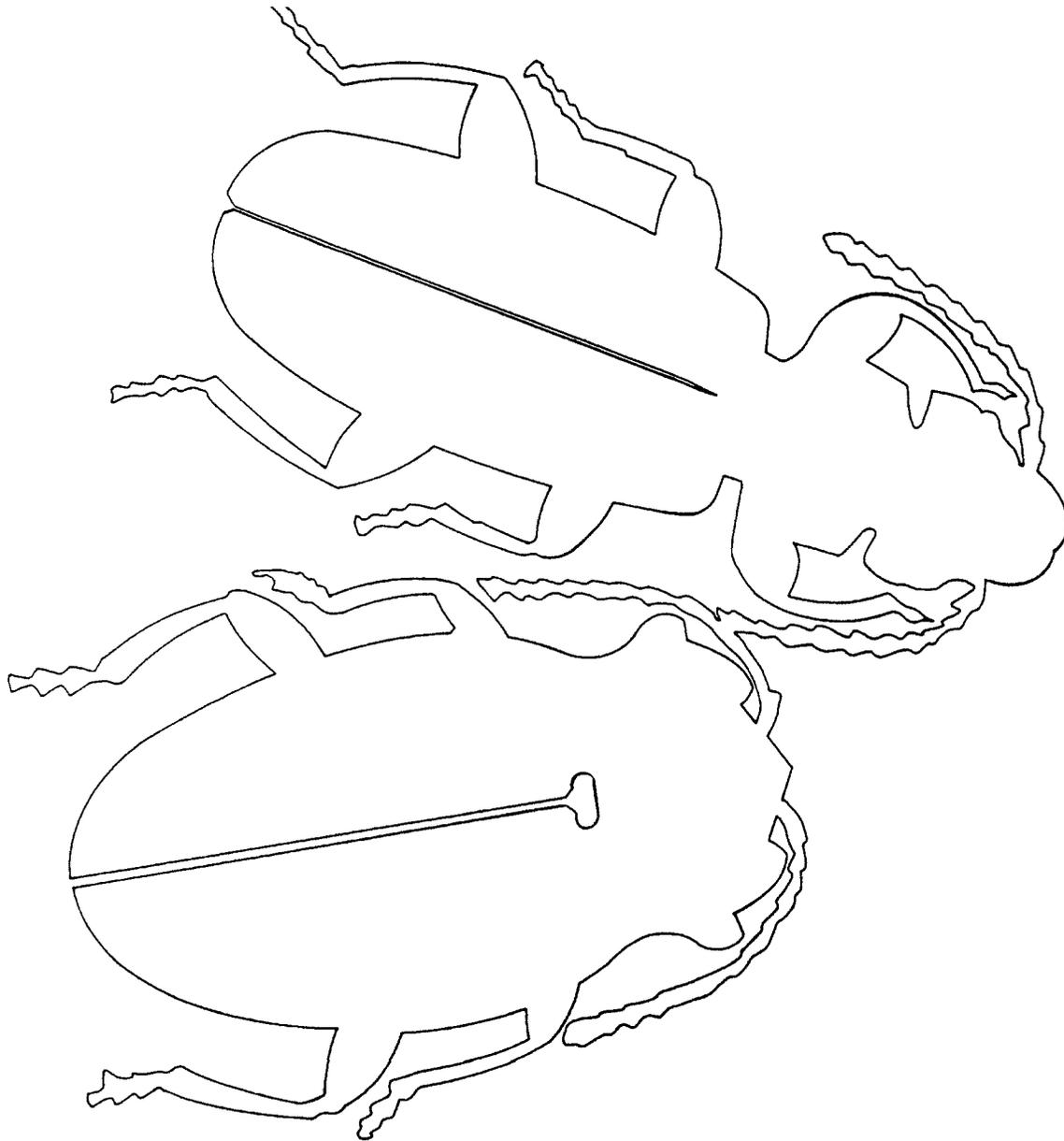
Reviewed by:

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# Thing That Upset Me . . .



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*3-Leadership, Level 1, Things That Upset Me*





# A Special Place I Like To Go

*Understanding Self  
Leadership, Level I*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Self concept enhancement is possible through positive self esteem building activities.

### **ABOUT THEMSELVES:**

To gain a better understanding of self, the younger members will learn to identify a personal, safe place they like to be, through imaging.

### **Materials Needed:**

Members "A Special Place I Like To Go" activity page  
Markers/pencils

**ACTIVITY TIME NEEDED: 10-15 MINUTES**

## **Leader Notes**

## **ACTIVITY**

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All of us need a special place that feels safe and warm where we can go to be alone and think, or read, or draw, or write, or cry, or yell, or sing, or sleep, or dream.

For some of us, this place may be a room in our house, perhaps our bedroom.

For others, it may be a grassy spot in a yard, or by a creek, or the limb of a favorite tree, or a cozy space under a table or desk. For some, a safe, warm place may be in the middle of a large field or on the back of a horse. Sometimes, we may imagine a safe place for ourselves. We imagine the way it looks or the way it feels. Because we all have different ideas about what feels safe to us, we will also have different ideas about where to go to get that safe feeling or how to find the safe place in our hearts or minds. A special, safe place is important for each of us, if we are to be healthy and grow. We need a place where we can feel better when we are scared, mad, or sad. We need a place where we can think clearly when our minds seem fuzzy or overactive, rattling around in our heads. We need a place where we can dream ideas and create things, and we need to know where these places are for us. Close your eyes (pause) and think of a place where you go or a place where you would like to go to feel safe and wonderful. Do you see it, or can you think where or what it might be? Hold up your hand when you have identified a safe place for yourself.

---

## Leader Notes

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Now, you can open your eyes. I'm going to give you another page for your Beautiful Person book.

I would like you to draw a picture in the space on this page of your own very special place. We won't share this page with anyone today. When you are finished, you can add it to your book.

### **GOING FURTHER:**

Help the members add this page to their books.

Help children add this to their book.

### **REFERENCES:**

"HELLO, BEAUTIFUL PERSON" materials authored by Marcia R. McFarland, Extension Specialist, 4-H Youth, KSU

Adapted by:

Shelly McColm, former County Extension Agent, 4-H, Kansas

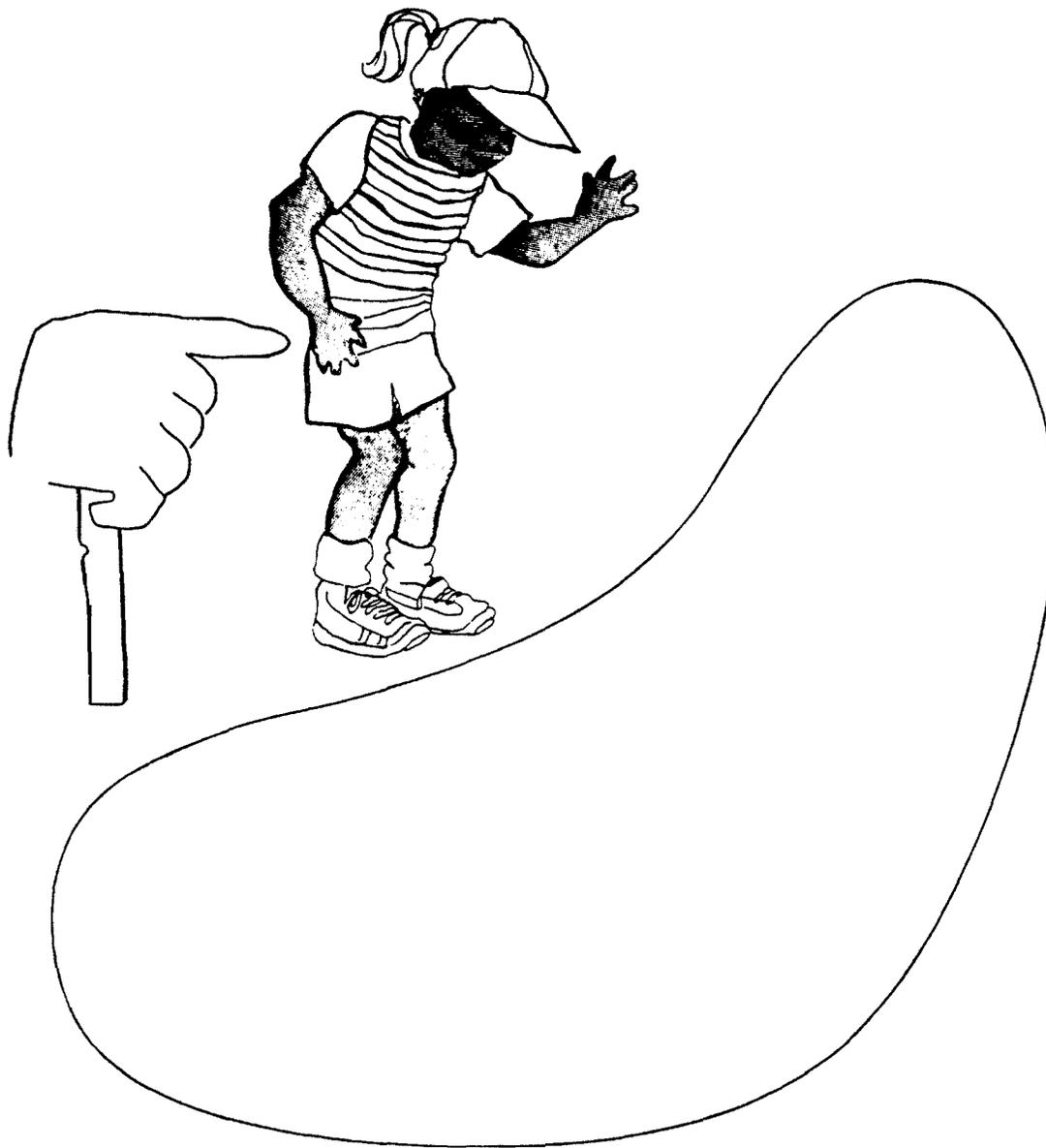
Reviewed by:

Errol G. Burns, Extension Specialist, 4-H Youth, KSU

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# A Special, Secret Place I Like To Go



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*3-Leadership, Level I, A Special Place I Like To Go*





## Some Of My Strengths

*Understanding Self  
Leadership, Level I*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

Self concept enhancement is possible through positive self esteem building activities.

#### **ABOUT THEMSELVES:**

To gain a better understanding of self, the younger members will learn to identify personal skills and strengths.

#### **Materials Needed:**

Members "Some Of My Strengths" activity page  
Names of all members on separate slips of paper  
Helper

**ACTIVITY TIME NEEDED:** 15-20 MINUTES

### Leader Notes

4-H'er of the Week/Month, etc.—Place the names of all your students in a box. Each week, month, etc., in front of the group, draw one of the names from the box. The member whose name is drawn becomes the 4-H'er of the Week/Month, etc.

Ask the rest of the group to tell you or your helper the things they like about the chosen member. List the ideas on a sheet of newsprint. Be patient and encouraging; stress that everyone has many good qualities. You might also wish to tell the students that it is important to take this seriously, because they, too, will one day have a turn. Try to get six to ten concrete statements listed. It is also a good idea to try to keep the lists equal in length. Post the newsprint on the "Proud Of" bulletin board. Have the 4-H'er of the Week bring in a picture of himself/herself to put with the newsprint.

### ACTIVITY

You have many things you can do. Some of them are things you're just learning, and some are things you already do quite well. You may not do them as well as people who have been doing them longer, and you may not do them better than everyone you know, but you can do them well.

You are special in your talents and abilities. No one has the same combination of abilities you have, so no one can be exactly like you in the skills you bring to the world. Your skills may change as you grow. You may get better and better at things you are doing now, or you may decide to learn to do new things.

But right now, today, you already have skills that are important to you. They may be physical skills, such as running or playing ball. They may be artistic skills, such as drawing, or singing, or telling stories. They may be people skills, such as being a trustworthy friend or helping others to like themselves.

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## Leader Notes

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The person in the picture on this page has a physical skill. Can you tell me what it is?

Hold up “Some of My Strengths” sheet.

Sometimes our skills, or the things we do well, are called strengths. They are called strengths because, when you are able to do some things well, you feel stronger about yourself. When you feel strong and know your own special skills, you are able to use these skills to help yourself and to help other people. That is why it is important to be able to say, “These are things I do well.” You may think you’re bragging if you say that, but you are bragging only when you say, “I can do this and you can’t.” Do you see the difference?

Now, I’ll hand each of you a copy of the “Some of My Strengths” sheet.

Hand out activity sheet.

Close your eyes and think of three things you know you can do well. One way to identify them is to think of things you like to do. Usually we most enjoy the things we can do fairly well.

Pause for response

Now, draw a picture to represent one of those skills in each of the hand-weight pictures or write the skill.

Give time for drawing.

Now, I’m going to put you in a small group, and, when I do, I would like you to sit in a circle on the floor, facing each other. Then, I would like you to tell the others in your circle one of the things you chose to put on the page that tells about your strengths. Remember, when you are the listener, you will want to help those who are telling about their strengths feel good about doing so, because telling others what you think you do well is sometimes a very hard thing to do.

\*\* Use the same method for grouping as you did with the colored slips of paper in “My Favorite” lesson. If they can’t remember their color, have them think of a number between 1 and 10. Have them tell you or your helper their numbers separately and privately. Then, match them up by number pairs, or devise a system of your own.

### **GOING FURTHER:**

Help members add this page to their books.

### **REFERENCES:**

“HELLO, BEAUTIFUL PERSON” materials authored by Marcia R. McFarland, Extension Specialist, 4-H Youth, KSU

Adapted by:

Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:

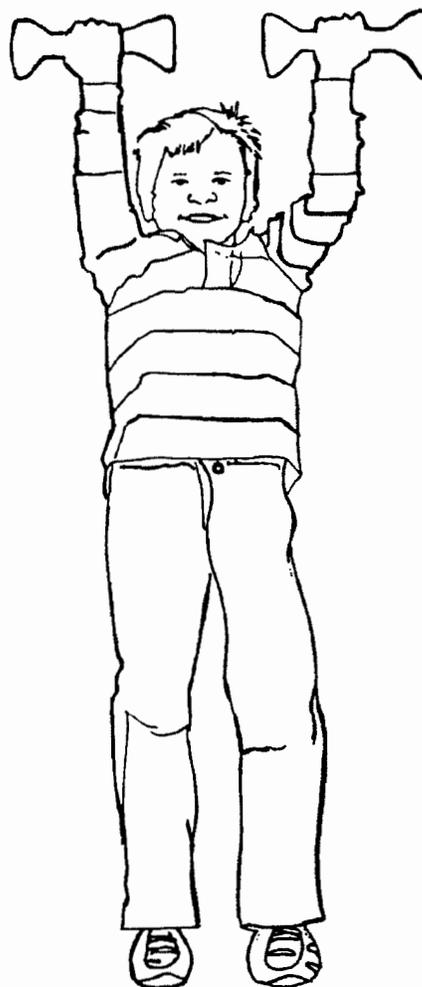
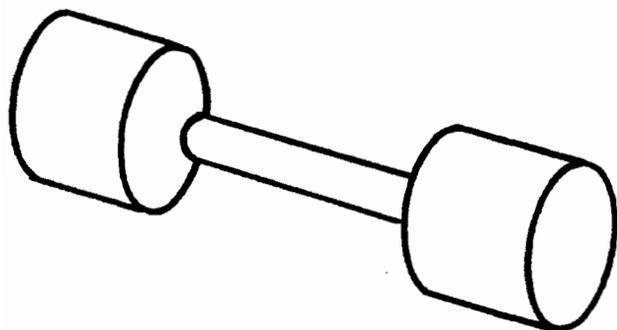
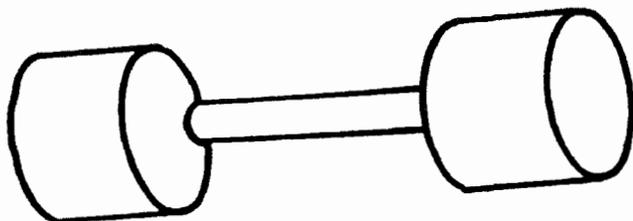
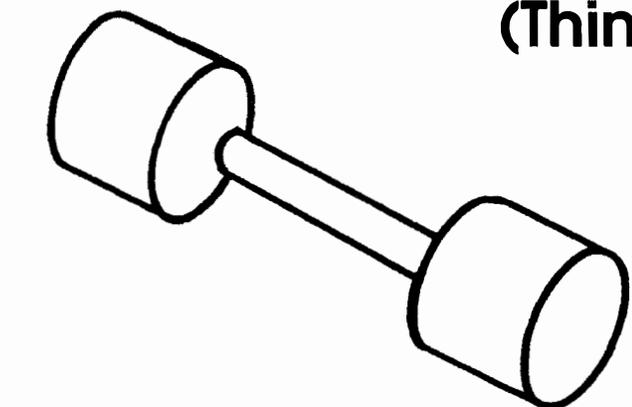
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# Some Of My Strengths . . .

## (Things I Do Well)



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## **Special Happenings:** *Understanding Self Leadership, Level 1*

### **What Members Will Learn . . .**

#### **ABOUT THE PROJECT:**

Self concept enhancement is possible through positive self esteem building activities.

#### **ABOUT THEMSELVES:**

To gain a better understanding of self, the younger members will identify 4 times in their lives that were especially important to them and why.

#### **Materials Needed:**

Members "Special Happenings" activity page  
Markers  
Person to help with activities

**ACTIVITY TIME NEEDED:** 30-45 MINUTES

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### **Leader Notes**

\*\*This lesson needs to be scheduled for a day and time of day that will allow 5 minutes alone with each child following the activity. This time for individual conferences is an important part of the lesson. Sit facing the child without a table or anything between you. A place at the back of the room where your conversation cannot be overheard by others is best.

---

### **ACTIVITY**

**Do Well:** Your story starts with a very special happening—your birth. What a special day it was when you were born! It was so special, in fact, that every year your family and friends celebrate your **birth day** with you.

When you were born, you couldn't take care of yourself. You needed a lot of help just to live. Since that time, you have learned to eat, to feed yourself, to sit up, stand alone, coordinate your arms and hands, legs and feet, crawl, walk, run, skip, talk, dress yourself, decide things for yourself, make your own bed, help around the house, go to school alone, write, read, calculate, work, and play with others.

While you were learning to do all this, a lot of things were happening in your world that were important to the way you now understand yourself. Some of these happenings may have seemed sort of ordinary, and some may have seemed very important.

Perhaps you got a new brother or sister, or several brothers and sisters.  
Perhaps you moved to another house or another town.  
Perhaps Grandma or Grandpa or an aunt, uncle, cousin, or friend came to live at your house.  
Maybe you changed bedrooms.  
Maybe you got a pet that you still love.  
Maybe you took a special trip or made a special friend.  
Maybe someone important to you got very sick or died or moved away.

---

Maybe you learned to do something that you had worked a long time to do.

These things were things that happened in your life, things we would call “special happenings.”

Can you remember **four** times in your life that seem to be important to you, things that you remember really well? In the four loops formed by the lines of the boy’s path on the page I just gave you, draw something that reminds you of each of those four times, putting one picture in each loop, or write a sentence about each happening in the loops.

I have planned some time alone with you today to talk about the happenings you have identified. Try to figure out **why** you believe these times were important to you, so that I can understand your important times, too.

**Going Further:**

During the individual conference time, if a helper is available, have members share items they have brought for the “Proud Of ” bulletin board.

Be sure to give lots of praise and support as members share their item.

**REFERENCES**

“HELLO, BEAUTIFUL PERSON” materials authored by Marcia R. McFarland, Extension Specialist, 4-H Youth, KSU

Adapted by:

Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:

Errol G. Burns, Extension Specialist, 4-H Youth, KSU

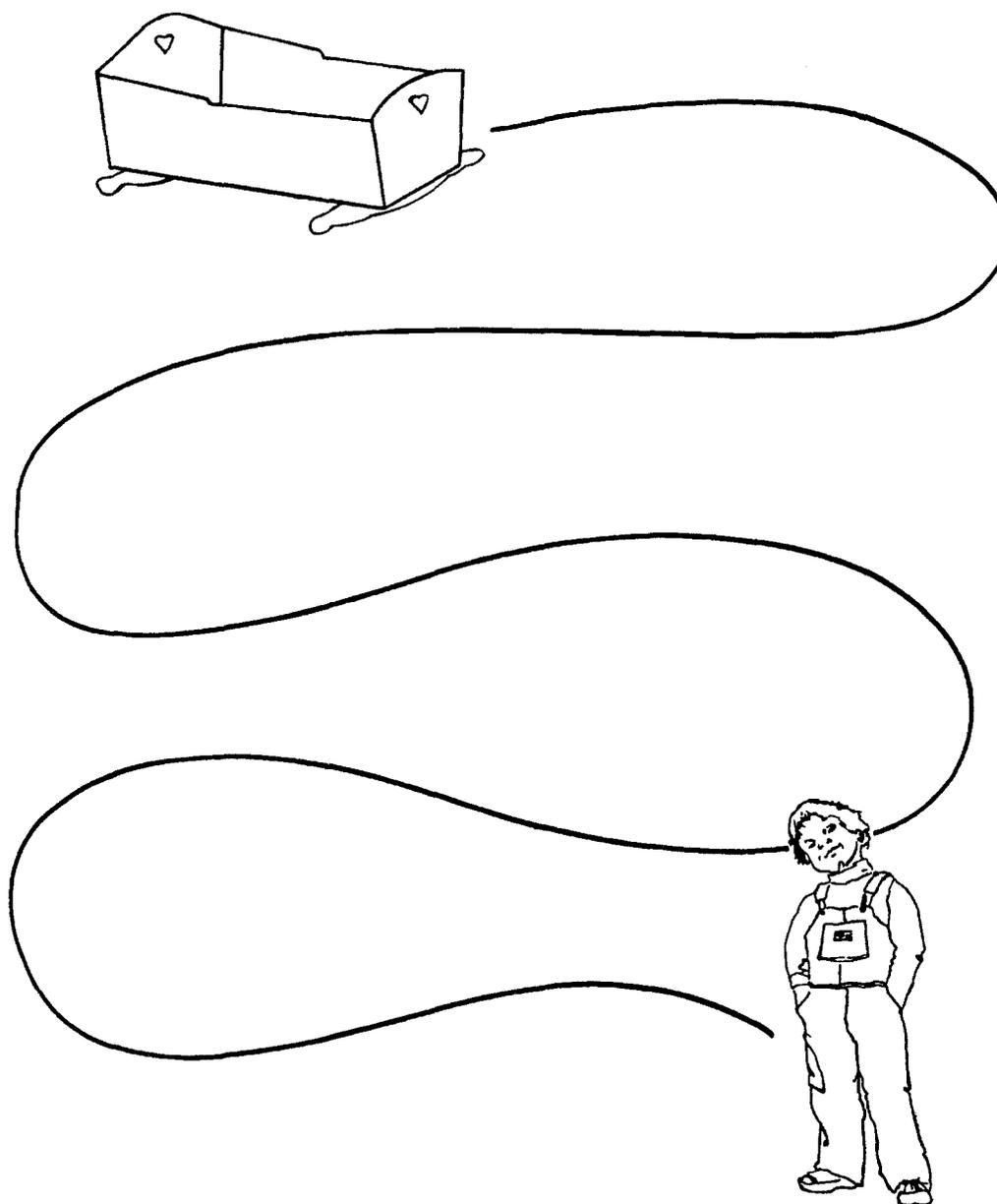
Hand out activity page.

You may need to help children identify **why** the happenings were significant. The other members of the group may work on the Graffiti Board from the last meeting. Depending on the size of your group, you may need to have additional activities or helpers available to keep the group busy and occupied during the individual conference times.

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# Special Happenings . . .



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*3-Leadership, Level I, Special Happenings*





# Things I Wish For

*Understanding Self  
Leadership, Level I*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Self concept enhancement is possible through positive self esteem building activities.

### **ABOUT THEMSELVES:**

To gain a better understanding of self, the younger members will wish for things to gain a better understanding of what is important to them. Through knowing what is important to them, they will better know themselves and how to make effective decisions.

### **Materials Needed:**

Members "Things I Wish For" activity page

**ACTIVITY TIME NEEDED:** 10-15 MINUTES

## Leader Notes

Hand out activity page.

Hold up "Things I Wish For" activity sheet

Allow time for completing exercise.  
Then, go on.

## ACTIVITY

Today, we're going to talk about wishes. I'm going to hand you each a sheet, so you can keep track of what we decide.

Can you remember the last time you made a wish?  
Can you remember what it was?

The person on this page is looking at a giant wishbone. Have you ever seen a wishbone? (Pause for response)

Why is it called that? (Pause for response)

Some people say if two people each hold a separate end of a wishbone and pull until it breaks, the one with the longest piece will get his or her wish. Did you ever do this? (pause for response)

Close your eyes, (pause) and pretend that you and someone you like a lot are making a wish on a wishbone, and that when it breaks, you are holding the longest piece. Now, open your eyes (pause). In the space formed by the wishbone, draw a picture or write about something that tells what you wished for.

Have you ever seen a shooting star? (Pause for response)

What did it look like? (Pause for response )

Some people say if you see a shooting star, you can make a wish and it will come true.

Close your eyes (pause) and pretend a shooting star is streaking across the sky. Make a wish on it. Now, open your eyes (Pause). In the space shaped like a star, draw a picture to represent or write about the wish you made.

Allow time for completing exercise.

What is your favorite kind of cake?

Pause for response

What is the difference between a regular cake and a birthday cake?

Allow time for response.

Some people say you can make a wish before you blow out the candles of your birthday cake, and if you blow out all the candles in one breath, your wish will come true.

Close your eyes and pretend you are holding a big cake in your favorite flavor with thick frosting all over it and your name in big sugar frosting letters across the top. Lighted candles are on the top of the cake, too. Make a wish and blow out all the candles (blow). Now, open your eyes.

Allow time to complete the exercise.

In the space shaped like a birthday cake, draw a picture to represent or write about the wish you made.

Sometimes, the things we wish for can tell us a lot about ourselves, because they show us what is important to us at that time. Knowing what is important to us helps us know ourselves and make decisions that feel right. Just for fun, look at what you have put on your page, and see if you can tell what is important to you today. If you do this again a year from now, or even a month from now, you may find your ideas have changed. You also may find that some of the things important to you today are still important a year from now.

### **GOING FURTHER:**

Conclude by adding page to book.

### **REFERENCES:**

“HELLO, BEAUTIFUL PERSON” materials authored by Marcia R. McFarland, Extension Specialist, 4-H Youth, KSU

Adapted by:

Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:

Errol G. Burns, Extension Specialist, 4-H Youth, KSU

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# Things I Wish For . . .



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## Some of My Ideas

*Understanding Self  
Leadership, Level I*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

Self concept enhancement is possible through positive self esteem building activities.

#### **ABOUT THEMSELVES:**

To gain a better understanding of self, the younger members will think of good ideas that they have had in the past, that they were proud of.

#### **Materials Needed:**

Members "Some of My Ideas" activity page  
Markers/pencils

**ACTIVITY TIME NEEDED:** 10-15 MINUTES

### **Leader Notes**

### **ACTIVITY**

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Your wonderful brain can do so many things.

It can remember and calculate and figure out and create.

It can tell your body how to breathe and walk and talk and heal itself.

It can tell you wonderful stories about yourself.

All people use their brains in their own special way. We don't all remember the same way or create or figure out the same way.

But, once we have discovered our best way to use our brain, we can all do marvelous things with it.

You already know a lot of things. Some of the things you know are things people have told you, and a lot of what you know you have discovered for yourself.

Today, we are going to talk about the part of your brain that gives you ideas. Sometimes your imagination helps you get great ideas. A great idea feels like a happy light that fills the room and fills your body and feels right inside you. When this happens, you often want to tell it to someone or do something with it.

Allow time for responses.

Do you remember the last time you had an idea like that? How did it feel to you? What did you do with it?

Hand out activity page.

Today's page has a picture of three light bulbs. Light bulbs can brighten a room with light, just as ideas can provide the light to brighten your world.

Allow time for task.

Close your eyes to see if you can recall some ideas you had recently that felt right. (pause)

When you have thought of several, draw a picture or write about one of your ideas in one of the light bulbs on this page. Try to recall at least three ideas and record them in each of these light bulb spaces.

Now that you have recorded some ideas, I would like you to find someone in the room who is wearing something the same color as something you have on and sit on the floor facing that person.

Wait until pairs are formed.

Now, I would like you to tell your partner one of your ideas. Remember, partner, your job is to admire the idea, not to judge it.

### **GOING FURTHER:**

Conclude by adding page to book.

### **REFERENCES:**

“HELLO, BEAUTIFUL PERSON” materials authored by Marcia R. McFarland, Extension Specialist, 4-H Youth, KSU

Adapted by:

Shelly McColm, former County Extension Agent, 4-H, Kansas

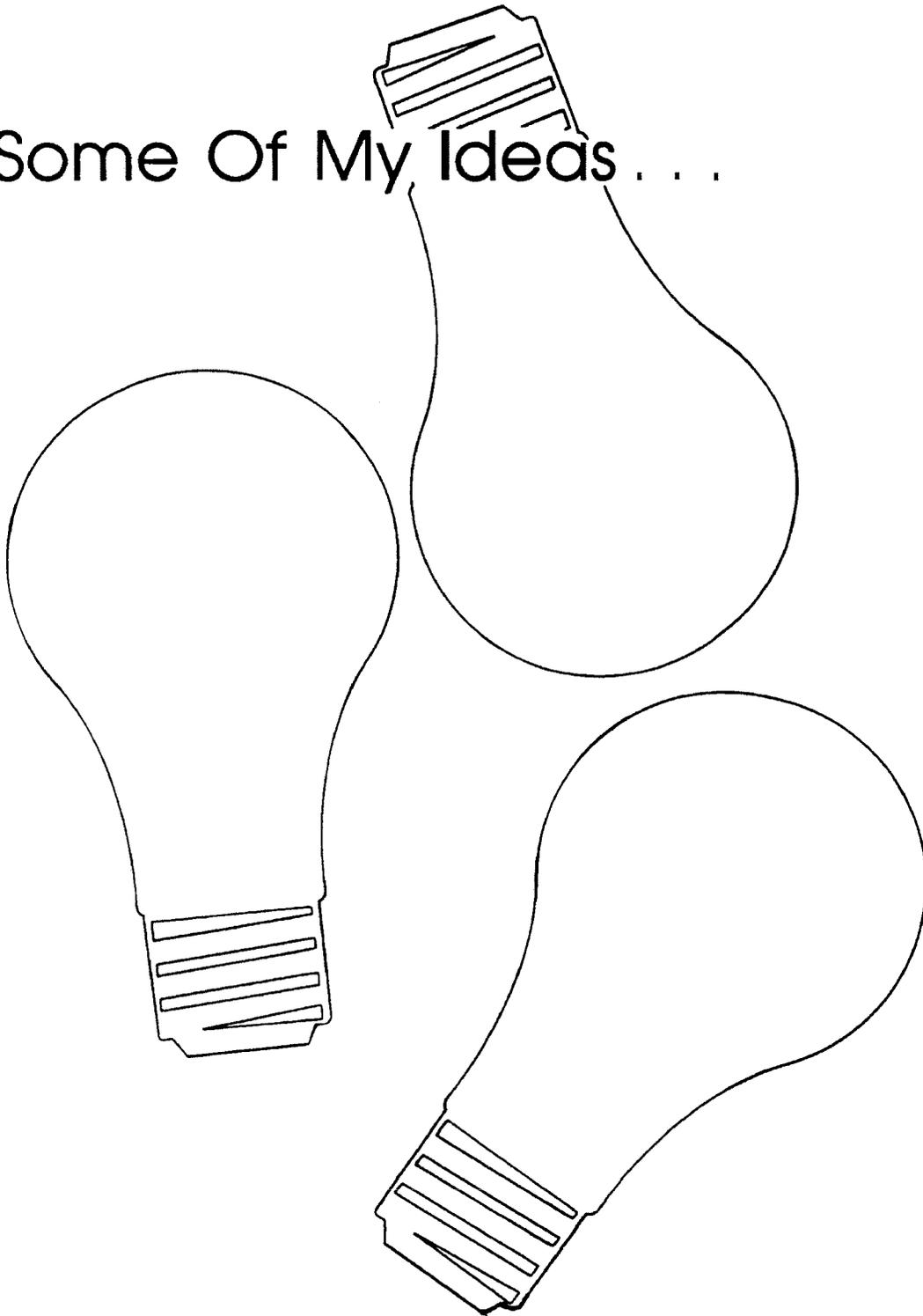
Reviewed by:

Errol G. Burns, Extension Specialist, 4-H Youth, KSU

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# Some Of My Ideas . . .



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# Yea, Me!

*Understanding Self  
Leadership, Level I*

## What Members Will Learn. . .

### ABOUT THE PROJECT:

Self concept enhancement is possible through positive self esteem building activities.

### ABOUT THEMSELVES:

To gain a better understanding of self, the younger members will celebrate themselves as beautiful people.

### Materials Needed:

Members "Yea, \_\_\_\_\_" activity page

**ACTIVITY TIME NEEDED: 10 MINUTES**

## Leader Notes

## ACTIVITY

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You have been making a book about some of the many wonderful parts of you.

Although this is the last page of this book, your story is just beginning. As you can see, the puzzle has not formed a whole person yet. There is still more of your story to discover.

I know you will have fun searching for more pieces now that you have started looking for them. It is fun to get to know more about yourself, because you are a fascinating, creative, beautiful person!

Hand out activity page.

You will find it interesting to read this book a few months from now to see what you were thinking and feeling in (month and year). You may also want to continue to record new discoveries on extra pages and add them to your book.

Today, you get the last page to your book.

Allow time to complete the name.

Please write your name on the blank space at the top of this last page.

What does that line say now? YEA, \_\_\_\_\_!  
(name)

Let's use that phrase in a cheer.

Repeat Cheer.

One-two-three-four  
This is me, and there's more  
Yea, \_\_\_\_\_!

Do it with me. Ready to cheer now?

---

---

Let's celebrate you in another way by coloring the parts of the puzzle that you have discovered with any color and in any way that makes you feel happy.

\*\* This activity is to be a celebration of the child as well as a celebration of the completion of the book.

Have fun continuing to discover you, Beautiful Person!

**GOING FURTHER:**

Help them acknowledge their completed book when they add this final page.

**REFERENCES:**

“HELLO, BEAUTIFUL PERSON” materials authored by Marcia R. McFarland, Extension Specialist, 4-H Youth, KSU

Adapted by:

Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:

Errol G. Burns, Extension Specialist, 4-H Youth, KSU

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Yea \_\_\_\_\_!



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*3-Leadership, Level I, Yea, Me!*





# Pen Pal

*Communicating  
Leadership, Level I*

## What Members Will Learn. . .

### ABOUT THE PROJECT:

Communication skills will be improved through activities dealing with the various components of communication, for example, talking, listening and writing.

### ABOUT THEMSELVES:

The younger members will gain a better understanding of written communication by expressing their personal thoughts and ideas through letter writing practices.

### Materials Needed:

Paper	Pencils
Butcher paper	Marker

**ACTIVITY TIME NEEDED:** 15-20 MINUTES

## Leader Notes

Ask the members to write a letter describing themselves to an imaginary pen pal. Encourage them to go beyond mere physical descriptions, adding things like hobbies, family composition, favorite subjects, etc. Have the members suggest names and decide, as a group, on the imaginary friend's name. If they have trouble, encourage them to list one or two word descriptions, such as, "play games, mother, father, 2 brothers," etc.

\*\* This activity may require assistance from the leader. Allow plenty of time for writing and spelling needs. After they have written their letters, have the members share their letter with the group, if they would like to share.

## ACTIVITY

Imaginary Friend—Have a child volunteer to participate for the drawing of the body outline. Have him/her lie down on the butcher paper and draw around the body with a marker. This outline will serve as the visiting imaginary friend for the PEN PAL activity.

### GOING FURTHER:

Following the activity, add this page to their "Hello, Beautiful Person" booklet.

### REFERENCES:

The above activity was adapted from the book titled "100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM," by Jack Canfield and Harold C. Wells

### Author:

Shelly McColm, former County Extension Agent, 4-H, Kansas

### Reviewed by:

Errol G. Burns, Extension Specialist, 4-H Youth, KSU



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# One Special Thing

## *Communicating Leadership, Level I*

### **What Members Will Learn. . .**

#### **ABOUT THE PROJECT:**

Communication skills can be improved through activities dealing with the various components of communication; for example, talking, listening and writing.

#### **ABOUT THEMSELVES:**

The younger members will gain a better understanding of oral communication by expressing themselves verbally to a partner and then sharing verbally with the whole group.

#### **Materials Needed:**

Large piece of paper to fit on the "PROUD OF" bulletin board  
Marker

**ACTIVITY TIME NEEDED:** 15-20 MINUTES

### **ACTIVITY**

**"GOSSIP"**—This age-old game is representative of how communication happens many times. The members will have a lot of fun with the game, too. Play several times before you highlight the aspects of communication, both speaking and listening effectively. Then, try it again to see if communication improves. The messages can be both silly and serious. If you don't know the game, check with a mother at least 40 years of age, and she can tell you. Otherwise, check with the Extension office.

#### **GOING FURTHER:**

Add one large sheet of paper to your "PROUD OF" bulletin board to record the special aspects of each member as his/her partner shares verbally with the group.

#### **REFERENCES:**

The above activity was adapted from the book titled "100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM," by Jack Canfield and Harold C. Wells

Author:

Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:

Errol G. Burns, Extension Specialist, 4-H Youth, KSU

### **Leader Notes**

Divide the group into pairs by the color of their eyes. Have each member find a partner who has the same color of eyes. Instruct the members to talk to each other for two minutes, each person telling the other as much as possible about himself. Ask the members to pick those things about themselves that they think are important to share. Ask members to take a minute to think about what they will say. Then, begin.

After two minutes, ask the class to come back together again as one large group (in a circle). Then, ask each member to introduce his/her partner by stating his/her partner's name and the one special thing that impressed him/her as most important about that person (What is the easiest thing to remember?).

You can end the discussion by asking the group to talk about what it was like to talk to the other person and what it was like to be talked about in the group.





# Getting to Know You

## *Getting Along With Others*

### *Leadership, Level I*

#### **What Members Will Learn. . .**

##### **ABOUT THE PROJECT:**

Interpersonal skills or getting along with others is a vital life skill.

##### **ABOUT THEMSELVES:**

The younger members will improve their interpersonal skills by sharing with a partner in an in-depth interview situation, practicing communication skills, such as listening and talking.

#### **Materials Needed:**

“Friendship Application” activity sheet

Pencils

Person to help with activities

#### **Leader Notes**

Provide assistance if needed. Encourage them to tell about themselves and why they think they would make a good friend to someone. Have them fold the application in half.

Once everyone has completed the application, have the members bring the applications up and put them in the middle of the group. Arbitrarily select an application and read it to the group, **without** revealing the name. Ask the children to try and guess whose application it is after listening to the qualities of friendship they listed. Reinforce positive qualities of friendship: *“This person certainly sounds like a good friend”* or *“I would surely like to have someone with these qualities as my friend.”*

If a child mentions sharing, perhaps you could describe a particular instance when you have observed this quality being exhibited.

Put this application back into the pile and now ask the members, one at a time, to come up and pick out any application

#### **ACTIVITY**

“Friendship Application”—As the members begin to arrive for the meeting, hand each of them a copy of the *“Friendship Application”* activity sheet. Have them complete the sheet.

Getting to know another person can be an exciting adventure. One of the most important aspects of getting to know another person is the exchange of information. In fact, one of the causes of problems in a relationship is the simple lack of information. When you don’t know something about someone, you usually fill in the missing information with guesses and hopes. As we begin to know another person, it is important to get some of our “who” and “why” and “what” questions answered.

Listed below are some questions that can be used to help members get acquainted. If numbers allow, put the group in two circles, an inner circle and an outer circle. Chairs should be placed facing each other. Have members answer the first 3 questions. Then, have the outer circle rotate one seat to the right and members answer the next 3 questions. Continue until the questions are all answered. This way each person gets to know a little more about a lot of other people. You could also use these questions in a small group of four to six members.

1. What was your favorite toy as a little child?
2. What is your favorite game to play?
3. What is your favorite animal?
4. What is your favorite pet?
5. What is your favorite sport to play?
6. What is your favorite sport to watch?
7. What do you like about swimming?
8. What do you like to do in the summer?
9. What do you like to do in the winter?
10. What do you like about school?

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## Leader Notes

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11. Where do you live?
12. What is your favorite TV show?
13. What is your favorite cartoon?
14. What is your favorite color?
15. What do you dress up as at Halloween?
16. What is the funniest thing that ever happened to you?
17. What is your favorite movie?
18. What is your favorite book?
19. What is the silliest thing you have ever done?
20. What is your best friend's name?
21. How many people are in your family?
22. What kind of pets do you have?
23. What is something you would NOT want to lose?
24. What do you want to be when you grow up?

except his/her own. After reading the application, he/she is to introduce the "new-found friend" to the rest of the club.

Encourage everyone to applaud as each person's introduction is completed.

(Feel free to add or delete from this list of possible questions)

### **GOING FURTHER:**

Ask members if they discovered things they have in common with others in the group.

### **REFERENCES**

The above activity was adapted from the book titled "100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM" by Jack Canfield and Harold C. Wells

Author:

Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:

Errol G. Burns, Extension Specialist, 4-H Youth, KSU

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My name is \_\_\_\_\_

I am \_\_\_\_\_ years old.

Three words that describe me are:

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Some sports I like are:

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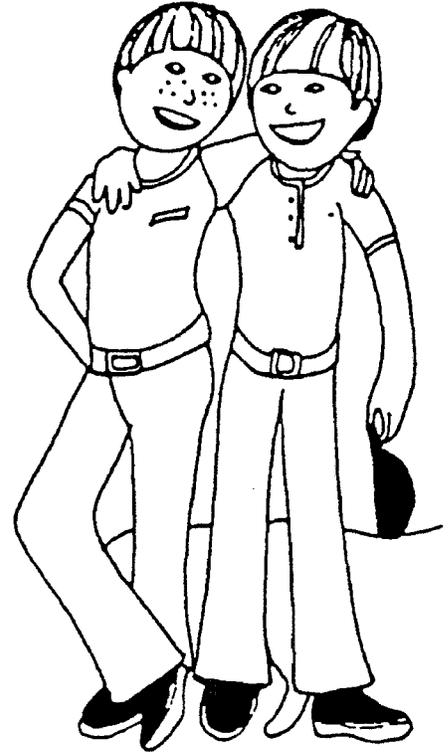
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Some pets I like are:

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I WOULD BE A GOOD FRIEND FOR SOMEONE BECAUSE:

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## Field Trip

*Learning to Learn  
Leadership, Level I*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

Learning, as a lifelong process, should be developed and promoted while a child is young. Youngsters should be given many opportunities to gain new knowledge and skills.

#### **ABOUT THEMSELVES:**

The younger members will gain new knowledge and/or skills particular to the type of field trip chosen.

#### **Materials Needed:**

Pencils and paper  
Person to help with activities

### Leader Notes

### ACTIVITY

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Field Trip—A visit to learn about a place or what happens there is a “field trip.” Choose a place in the community that the members want to learn more about. Make sure to visit a place most of the members have never seen before. Before you take them, tell the members about the place you will visit. Have them make a list of three or more questions they would like to be able to answer on the field trip. Make final arrangements and ENJOY!

#### **GOING FURTHER:**

Ask the members questions about what they learned and enjoyed on the field trip.

#### **REFERENCES**

Project Leader Guide, Kansas Cooperative Extension Service, Section VI, Eldon R. Weaver

Author:

Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:

Errol G. Burns, Extension Specialist, 4-H Youth, KSU



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# The Nicest Things Ever

*Learning to Learn  
Leadership, Level I*

## What Members Will Learn. . .

### ABOUT THE PROJECT:

Learning, as a lifelong process, should be developed and promoted while a child is young. Youngsters should be given many opportunities to gain new knowledge and skills.

### ABOUT THEMSELVES:

The younger members will gain new knowledge by sharing a learning experience/activity with other members.

### Materials Needed:

“Special Profile” activity sheet  
Large pieces of heavy paper for the group book  
Markers, crayons, pencils, etc.  
Tape measure (sewing), for measuring wrists  
Person to help with activities

**ACTIVITY TIME NEEDED:** 15-20 MINUTES

## ACTIVITY

“*Special Profile*”—As members arrive for the meeting, have them pair off in the following way: Have them find someone with the same size wrist. Pass out the “*Special Profile*” activity sheet, and ask partners to look at each other carefully from the side and notice hair, features, and shoulder line. Explain that everyone will draw a profile of his/her partner, using the activity sheet provided. They also need to ask questions to complete the three statements at the bottom of the page. Have partners introduce each other, using the profiles they have drawn and explaining the answers to the questions on the sheets.

Explain that the group will be preparing a **group** book that will include the “*Special Profile*” sheets and several entries that are listed below.

Pass out three blank pages with writing utensils. Instruct the members to put the following headings on the pages.

1. “The Nicest Thing I Ever Did for Anyone.” (Ask them to explain what it was, why they did it, and how it made them feel.)
  2. “The Nicest Thing Anyone Ever Did for Me.” (Ask them to describe it, why they think someone did it, and how it made a difference in what might have happened).
  3. “The Nicest Thing I Ever Did for Myself.”
- Allow time for writing and drawing.  
Assemble book as a group.

## Leader Notes

The above individual entries will follow each person’s “*Special Profile*” sheet.

NOTE: You may want to plan a “break” time this lesson, since there is a lot of writing.

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Have the whole group write *The Nicest Things Ever* **group** book. Let each member write and illustrate three contributions. You may identify one or two members who are really interested in the activity to make a cover for the book.

**GOING FURTHER:**

Ask members what they learned about each other from the activity.

**REFERENCES**

The above activity was adapted from the book titled, "100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM" by Jack Canfield and Harold C. Wells

Author:

Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:

Errol G. Burns, Extension Specialist, 4-H Youth, KSU



I wish . . .

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I laugh when . . .

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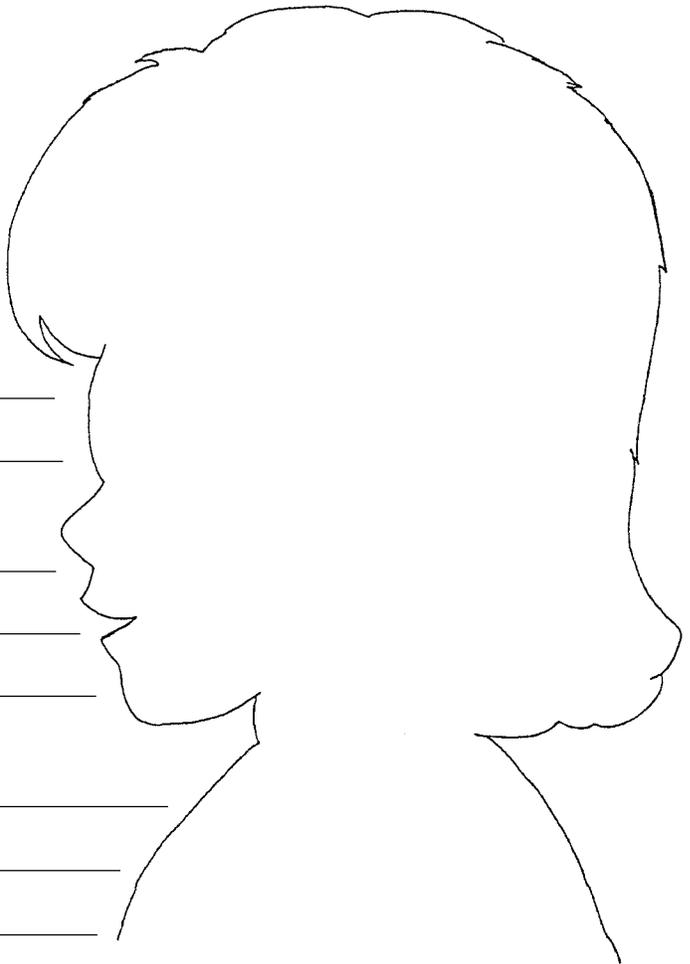
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I love to . . .

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*3-Leadership, Level I, The Nicest Things Ever*

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I wish . . .

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I laugh when . . .

\_\_\_\_\_

\_\_\_\_\_

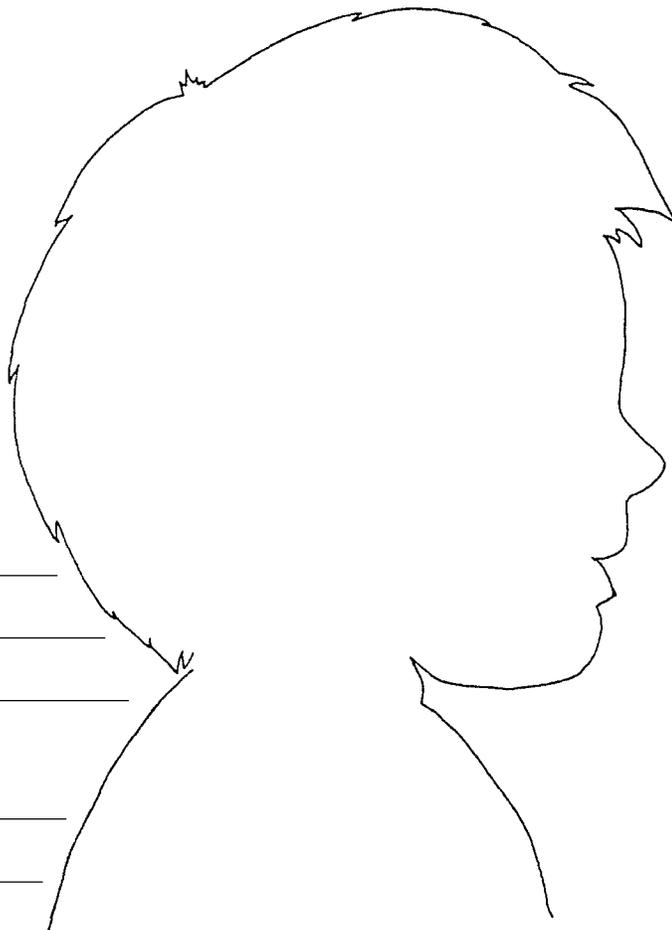
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I love to . . .

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\_\_\_\_\_



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# When I Make Decisions

*Making Decisions  
Leadership, Level I*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Decisions are an important part of life. Making decisions is something everyone must learn to do in a skillful way.

### **ABOUT THEMSELVES:**

The 4-H'er will gain basic knowledge on the importance of decision making and the basic process involved with making decisions, both large and small.

### **Materials Needed:**

Handout titled "When I Make Decisions"

Pencils

Person to help with activities

**ACTIVITY TIME NEEDED:** 15-20 MINUTES

## Leader Notes

**Pair-Up Time—Do this before you begin the lesson.**

Take any kind of old calendar pictures or old greeting cards and cut them in half.

Put all of the half pictures, cards, etc. in individual envelopes. Pass envelopes out to members as they arrive and have them find their matching partner. After they have found their partner, have them share with each other at least two decisions they had to make today.

Have the members get together in a circle and introduce their partners by telling the group the two decisions their partner had to make that day.

Hand out pencils and worksheets. Discuss each question with the entire group. Have the 4-H'ers mark their response as you complete a question.

After everyone has completed the handout, have the 4-H'ers find a partner who has a birthday close to theirs.

## ACTIVITY

Every day you make decisions, many little ones and a few big ones. A lot of these decisions are made without much thought. For example, when you want a sandwich, you have to decide if it will be peanut butter, jelly, or peanut butter and jelly. The choice you make probably won't make much difference in your life or to anyone else.

Sometimes, you make much more important decisions. You may decide to save to buy a bike. Then, you look at the different kinds of bikes to see which one you like and are willing to save for. These decisions require much more thought. You look at a situation, decide things you might do, then decide what you will do.

How to make decisions is something everyone must learn to do. You think about what you want. Then, you set goals you can reach. You discover things that will help you reach your goals. The next activity can help you learn how to decide.

On the sheet I'm handing out are some decisions most of you have made. We'll read each statement as a group. When we finish, put an "X" under the sentence that best describes how you make those decisions.

### **DIALOG FOR CRITICAL THINKING:**

1. How do you make decisions?
2. Most of the time are you a thoughtful decision maker?
3. What other decisions do you make each day?
4. Which decisions are important to you?
5. Which decisions are unimportant to *you*?

### **GOING FURTHER:**

As the leader, share some of your daily decisions. Also, share which decisions are more important than others for you to make; likewise with unimportant decisions.

### **REFERENCES:**

“**LEADERSHIP—Skills You Never Outgrow**” Leadership Project-Book I, Individual Skills for Younger Members. Cooperative Extension Service, University of Illinois at Urbana-Champaign

Author:

Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:

Errol G. Burns, Extension Specialist, 4-H Youth, KSU

Allow time for this interaction to take place. Let the partners share their individual answers with one another.

Come back together now as a total group, seated in a circle. Have the 4-H'ers think about their own answers. Ask the following questions.

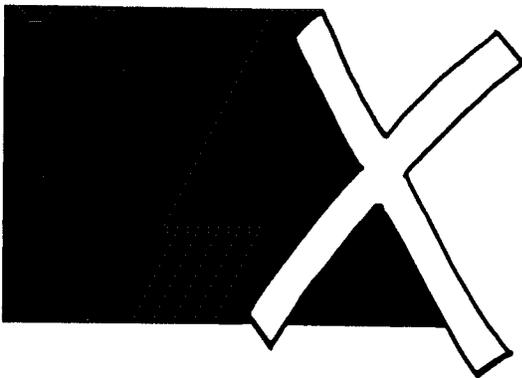
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## When I Make Decisions

Place an "X" in the space that shows the way you make decisions.

	<b>I think about it for quite a while and ask other's opinions</b>	<b>I think about it a little bit.</b>	<b>I don't stop to think. I just do it.</b>
1. Spending money on a bike	_____	_____	_____
2. Making friends	_____	_____	_____
3. Choosing hobbies	_____	_____	_____
4. Buying clothes	_____	_____	_____
5. Getting along with my family	_____	_____	_____
6. Joining clubs, teams, or activities	_____	_____	_____
7. What to eat for lunch	_____	_____	_____



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# Designing Your Own Clover

*Managing  
Leadership, Level I*

## What Members Will Learn. . .

### ABOUT THE PROJECT:

The ability to manage is an invaluable life skill that will enable persons to utilize their resources to reach their goals.

### ABOUT THEMSELVES:

The members will become aware of the importance of **planning** as a part of the management process.

### Materials Needed:

Handout entitled "Design Your Own Clover"

Markers/Pencils

Adult or older 4-H'er to help with activities

**ACTIVITY TIME NEEDED:** 15-20 MINUTES

## ACTIVITY

## Leader Notes

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Did you ever want something but didn't know how to get it? Most of us have, and we usually get help from someone else to figure out how to get what we want. When we do that, we are doing what is called "managing." Managing is using the things you have to get the things you want. You might have time, you might have money, you might have skills like the ones talked about in the lesson on strength, or you might have other people. All of these things you have are called "resources." When you figure out how to use your resources to get what you want, you are planning. Planning helps you get the things you want by figuring out what to do, when to do it, and how to do it.

To practice how to plan, we are going to design our own clover to help us decide what to do in 4-H. I'm giving each one of you a "Design Your Own Clover" worksheet.

Let's look at each section and have you fill it out as we go. The first leaf asks what you would like to learn in 4-H. That should be easy. (Pause for children to complete.) The next leaf asks you to list things you do that are not 4-H. (Pause) The third leaf wants you to think what you could do to help your community. (Pause) The fourth leaf asks what you could do just for fun. (Pause)

That was pretty hard; I'll bet you learned a lot.

Hand out "Design Your Own Clover" worksheets.

Have children complete each leaf before going onto the next one.

### **DIALOG FOR CRITICAL THINKING:**

How can any of your answers help your club or your family with their planning?

### **REFERENCES**

“**LEADERSHIP—Skills You Never Outgrow**” Leadership Project-Book I, Individual Skills for Younger Members. Cooperative Extension Service University of Illinois at Urbana-Champaign.

Author:

Shelly McColm, former County Extension Agent, 4-H, Kansas

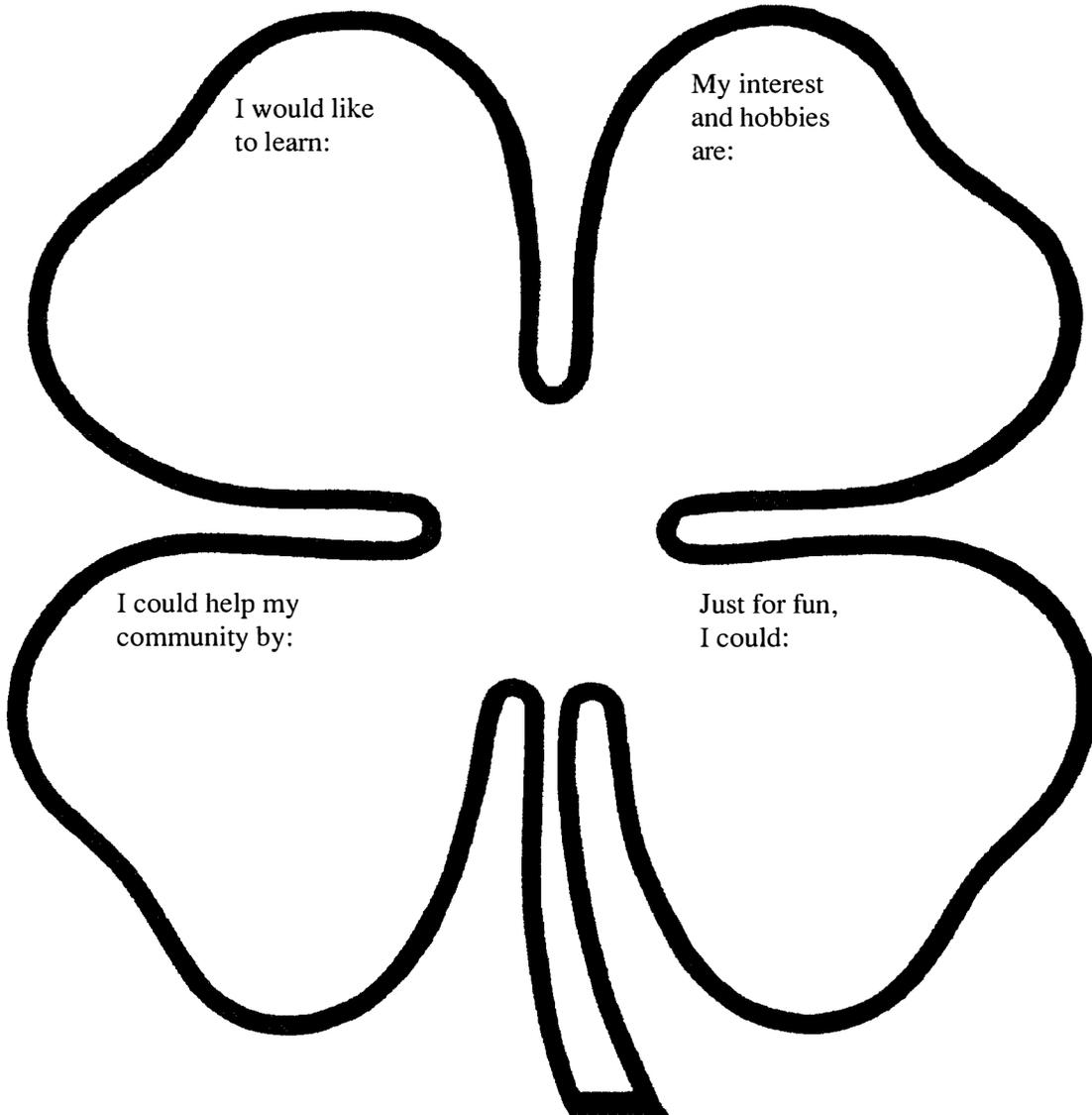
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## Design Your Own Clover



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## Things To Do

### *Managing Leadership, Level I*

#### **What Members Will Learn. . .**

##### **ABOUT THE PROJECT:**

The ability to manage is an invaluable life skill that will enable persons to utilize their resources to reach their goals.

##### **ABOUT THEMSELVES:**

The 4-H'er will become aware of the importance of time as a vital part of the management process.

#### **Materials Needed:**

Paper  
Pencils/Markers  
Personal Diaries

**ACTIVITY TIME NEEDED:** 10-15 MINUTES

### **Leader Notes**

Pass out pencils and paper. Instruct the members to make a list of the things they have to do each day. The list should be made at the beginning of the day or the end of the previous day. Have them divide the things on their list into three groups in order of importance.

A= MOST IMPORTANT

B= SECOND MOST IMPORTANT

C= THIRD MOST IMPORTANT

Go through a few individual examples with one or two members to show the process. Encourage the members to try this management activity several times before the next meeting.

### **ACTIVITY**

Did you ever want something but didn't know how to get it? Managing is using the things you have to get the things you want. You learn to manage your skills, time, money, and other resources. An important part of managing is planning. You decide what is important to you and that helps you decide how to use what you have. Planning helps you use your time so you can do the things you want to do. Planning also helps you decide the steps you should follow to reach your goals.

Organizing ideas, equipment, records, and people are other important parts of managing. The activity we will be doing today will let you practice and increase your skills in managing.

Begin the day by doing the "A" items. Do not move on to the "B" items until all the "A" items are completed. Do the "B" items next and the "C" items last. Even if you do not accomplish all the items on your list, you will have done the most important.

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**DIALOG FOR CRITICAL THINKING:**

1. How will you decide what letter each “thing to do” will receive?
2. How will you plan your next day’s list, if all of that day’s items are not completed for that day?

**REFERENCES:**

“**LEADERSHIP—Skills You Never Outgrow**” Leadership Project-Book I, Individual Skills for Younger Members. Cooperative Extension Service, University of Illinois at Urbana-Champaign.

Author: Shelly McColm, former County Extension Agent, 4-H, Kansas

Reviewed by:

Errol G. Burns, Extension specialist, 4-H Youth, KSU



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# Working Together

## *Working With Groups* *Leadership, Level I*

### **What Members Will Learn. . .**

#### **ABOUT THE PROJECT:**

The ability to function effectively as a member within a group is an essential life skill.

#### **ABOUT THEMSELVES:**

The members will go through the process of working cooperatively as group members to accomplish a group goal.

### **Materials Needed:**

Balloons

String

Chart paper with markers

**ACTIVITY TIME NEEDED:** 15-20 MINUTES

### **ACTIVITY**

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

People can do many more things when they work together than they can alone. People work together to reach goals. Successful groups work together as a team. Members cooperate with each other. You should know how to be an active part of a group. The activities that follow will let you explore how groups work and give you practice in working in a group.

### **Leader Notes**

Divide the group into teams. Give each team member a balloon. Have each person blow up a balloon and tie it to his or her ankle with a piece of string. When you give the signal, team members try to break the other team's balloons by stepping on them. Each person whose balloon is broken is done playing the game. The last team with an unbroken balloon is the winner.

Help members identify something in their community that needs to be done. Use a chart tablet with markers to brainstorm possible ideas for the entire group to discuss and decide on.

This could be helping a person or group of people who need help, or it could be doing something that would help the whole community. Some examples include doing yard work for a sick person, taking a recreation program to a nursing home, cleaning up a park, or collecting reusable cans or bottles and using the money for a worthy cause.

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## **DIALOG FOR CRITICAL THINKING**

1. Discuss how they will be able to complete the project together.
2. How well could the project be done if everyone did it alone as opposed to a group effort?
3. How will it possibly feel to work on the project as a group?
4. What things take more planning when a group works on a project together?
5. Can working together on a project help build stronger friendships?

## **GOING FURTHER:**

Help the members carry out the activity they selected.

## **REFERENCES:**

“**LEADERSHIP—Skills You Never Outgrow**” Leadership Project-Book I, Individual Skills for Younger Members. Cooperative Extension Service, University of Illinois at Urbana-Champaign.

Author:

Shelly McColm, former County Extension Agent, 4-H, Kansas

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*2-Leadership, Level I, Working Together*



# Kansas 4-H Leadership Curriculum

*Level II-Age 9, 10, 11*

## Age 9

### UNDERSTANDING SELF

1. All About Me
2. Who Are You?
3. My Important People
4. Being Friends
5. Your Coat of Arms

### COMMUNICATING

6. The Echo Game
7. Learning Project Words

### GETTING ALONG WITH OTHERS

8. Accent on the Positive
9. Trust Walk

### MAKING DECISIONS

10. Community Map

## Age 10

### UNDERSTANDING SELF

1. Your Coat of Arms

### COMMUNICATING

2. The Whisper Game
3. Back to Back
4. Silent Video
5. Giving Directions
6. Roll Call Topics and Ideas

### GETTING ALONG WITH OTHERS

7. What I Like About People

### LEARNING

8. Experimenting With Taste

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MAKING DECISIONS

9. Make a Decision

WORKING WITH GROUPS

10. Making a Machine

**Age 11**

COMMUNICATING

1. Is My Line Busy?
2. One Picture Equals

UNDERSTANDING SELF

3. The Pie of Life
4. What's So Important?

GETTING ALONG WITH OTHERS

5. Memorable Experiences
6. Interviewing

LEARNING TO LEARN

7. Checking Your Style

MAKING DECISIONS

8. Decision Collage

MANAGING

9. Life Goals

WORKING WITH GROUPS

10. Groups To Which I Belong



## All About Me

### *Understanding Self Leadership, Level II*

#### **What Members Will Learn. . .**

##### **ABOUT THE PROJECT:**

Understanding self is an important part of acquiring leadership skills. The more you know about yourself, the better you will like yourself.

##### **ABOUT THEMSELVES:**

That they are likable and capable.

That they are special.

They they have good ideas.

##### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

Handout, "All About Me," and a pencil for each member

Felt-tipped markers

Completed poster, "All About Me"

File folder and box, various colors of construction paper, scissors, straight pins

**ACTIVITY TIME NEEDED: 10-15 MINUTES**

#### **Leader Notes**

Members may cut from construction paper a shape that represents their favorite fruit. Use straight pin to fasten it to the member's shirt. Members may select a partner who has the same kind of fruit or a partner who has selected the same color of paper.

Show a box that an 8<sup>1</sup>/<sub>2</sub> by 11 paper will fit in and a file folder.

Allow time for members to select and get seated.

#### **ACTIVITY**

Each of you is a very special person. You were born as someone new, someone who never existed before. It's fun to learn about yourself and why you are so special.

We will be completing some items at each meeting. That way you will have something to take home each time. It might be a good idea to have a folder or a box to keep your things together at home. That way you can go through your club work later on.

If we are going to be leaders, we need to get to know ourselves. Today we will start off by sharing something about ourselves. We will share with a special partner, and we will pick that partner right now. Each of you has a piece of paper that resembles your favorite fruit. Someone else also has that fruit. Please find someone with the same fruit to be your partner. If you can't find the same fruit, find the same color.

When you find your partner, both of you sit down.

Now that everyone has a partner, we can decide what it is we want to share. Here are some ideas, but you may write something on another subject if you want to, or you may want to tell your story with drawings. We have felt-tipped markers to help you draw.

Here are the ideas:

Who Am I?  
I Am Proud Of . . .  
Someday I Want To Be . . .  
My Funniest Experience . . .  
If I Could Change The World . . .  
My Friend . . .

Hang poster "All About Me"

I am giving each member a copy of the "All About Me" worksheet and a pencil.

Give each member a copy of "All About Me" and a pencil.

Let's take about 5 minutes for us to finish our story. Then we'll share our stories with our partner.

Allow about 5 minutes.  
Assist the partners. After the sharing is done, it might be helpful if the partners answer a few questions.

### **DIALOG FOR CRITICAL THINKING**

What new things did you learn about yourself?  
What things do you wish you had added to your story?

### **GOING FURTHER:**

Be sure to take your worksheet home and share your story with your family members.

Remind the members to share their story with their family members.

### **REFERENCES:**

Adapted from Project Leadership book I, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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## Who Are You?

*Understanding self  
Leadership, Level II*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

Self-concept affects the way we feel about ourselves.

A strong, positive self-image is the most important factor in feeling good about ourselves.

#### **ABOUT THEMSELVES:**

Self-concept is the way in which we “see” ourselves, and it affects the way in which we feel about ourselves.

#### **Materials Needed:**

Handout, “Who Are You?,” and a pencil for each member

**ACTIVITY TIME NEEDED:** 15-20 MINUTES

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### Leader Notes

Background material for leader to review: As the child’s self-identity begins to take shape, she/he starts to see himself/herself as having the capacity to start making personal decisions. As the child matures, his/her self-concept moves toward greater self-direction. Self-confidence is the ability to recognize that one is a unique, worthwhile, and lovable person, one who deserves and can attain the best in life.

Allow about 10 minutes. After all have finished, have them respond to the questions listed in the other column.

### ACTIVITY

Members will select a partner who has the same initial as they have for their first, last or middle name.

How many of you watch the Muppets? Which of the characters do you enjoy the most? Why? Is there one character that makes you feel good about things? (Pause) How do you think Kermit the Frog sees himself? Would you describe him as having a good self-concept? What is self-concept? That is the word used to describe how we “see” ourselves. Today we’re going to have a game called “Who Are You?” It is an activity to help us “see ourselves.”

Each of you has a handout, “Who Are You?,” and a pencil.

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 may write down your partner’s answer to help you remember it. Write those answers on your partner’s sheet. Then switch jobs. Your partner asks you the same question “Who Are You?” and writes down your answer on your sheet. Continue until both of you have answered the question 5 times. After you have finished, exchange lists and look at what you have said about yourself. You and your partner can find a place in this room so you can visit quietly.

### **DIALOG FOR CRITICAL THINKING:**

1. Is what you said about yourself correct?
2. How do you feel about the way you described yourself?
3. If you could, would you change any part of yourself that you mentioned?

Ask these questions as a follow-up to the activity.

### **GOING FURTHER:**

Be sure to take your worksheet home and talk with your family members about the way in which you described yourself.

Remind the members to talk with their family members about the way in which they described themselves.

### **REFERENCE:**

Adapted from Project Leadership Book I, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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Name: \_\_\_\_\_

“Who Are You?”

“Who Are You?” (Have your partner write your answers to “Who Are You?”)



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*3-Leadership, Level II, Who Are You?*





# My Important People

*Understanding Self: Values  
Leadership, Level II*

## What Members Will Learn. . .

### ABOUT THE PROJECT:

Children look to their family and their friends for guidance and support. It is common for children to have a “significant other adult” within their group of friends.

### ABOUT THEMSELVES:

Adults, other than parents, can be important in their lives.  
They are important to other people.

### Materials Needed:

Adult or older 4-H'er to assist with activities.  
Copy of “My Important People” and a pencil for each member.

Completed collage poster, “Important People,” with pictures of people of differing ages, gender and occupations. (Pictures from magazines, advertisements, etc., pasted on sheet of paper.)

**ACTIVITY TIME NEEDED:** 15-20 MINUTES

## ACTIVITY

The activity is designed to encourage working together. The objective of this activity is for a group of children to jump collectively as far as possible. The first player begins at a starting line and makes one jump. The next player starts his/her jump where the previous person landed. The players can attempt to better their total collective distance on successive tries.

Allow approximately 5-7 minutes for this activity.

Who can tell me what we talked about at our last meeting? That’s right, we talked about self-concept. Why is self-concept important? (Pause) Yes, self-concept is how we feel about ourselves and how we “see” ourselves. When we feel good about ourselves, we are more friendly to others. If we are going to be leaders, we need to get along with others. Today, we are going to talk about the important people in our lives. Who do you think might be important in your life? Any ideas? Think about your family members, your friends, and your neighbors.

For this activity, you will need a partner. You may pick as a partner someone who is wearing a different color of shoes from you.

Are you all seated together? Great! Now, that you’re ready, we will hand you a worksheet and a pencil.

## Leader Notes

Place felt-tipped markers on the work table.

Hang completed collage “Important People”

Allow time for members to select a partner and get seated.

Give each member a copy of “My Important People” and a pencil.

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## Leader Notes

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Let's go over the instructions. First, you may list three important people in your life and one reason why each person is important to you. If you wish to draw your answer you may. There are felt-tipped markers on the work table.

We'll allow about 5 minutes.

Ask these questions as a follow-up to the activity.

### **DIALOG FOR CRITICAL THINKING:**

Now let's see what we learned:

Have the people on your list always been important to you?

Which people were important to you at other times in your life?

Why have your important people changed?

In whose life are you an important person?

Explain why you are important in that person's life.

Remind members to talk with their families about the important people in their lives.

### **GOING FURTHER:**

As usual, we would like you to take the worksheet home and talk with your family about the important people in their lives.

If you can, tour a hospital, retirement center, or child care center to see other important people doing important work.

### **REFERENCES:**

Adapted from Project Leadership Book I, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## My Important People



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## Being Friends

*Understanding Self - Values  
Leadership, Level II*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

It is important for us to be aware that our friends may be like or unlike us.

#### **ABOUT THEMSELVES:**

Each of us is a unique individual.

Our friends can be like us or they can be different from us.

#### **Materials Needed:**

2 lemons

2 wide-mouth containers

Watch with a second hand

**ACTIVITY TIME NEEDED:** 15 MINUTES

### **Leader Notes**

### **ACTIVITY**

---

Divide the group into two equal teams. Have someone time the team. The first person on each team places a lemon between his or her knees. At the signal, the member goes to the finish line, holding the lemon between the knees and drops the lemon into the container. If player drops the lemon, before she/he gets to the finish line, she/he must go back to the starting line and start over. After lemon is successfully dropped into the container, player picks up lemon from container and returns to his/her team and gives the lemon to the next player. This continues until everyone finishes. Teams should do the activity twice and see if they can improve their time.

Allow time for answers.

What can you tell me about our last meeting? (Pause) That's right. We talked about the important people in our lives. How many other important people have you thought about? (Pause)

Today, we are going to consider some of our important people, our friends. We're going to look at how our friends are like us and unlike us.

Allow time for responses.

Let's think about Kermit the Frog and Miss Piggy. They're friends. Can you think of some ways in which they are alike and some ways in which they are different? (Pause)

Allow time to find a partner.

For the next activity, you will need a partner, so pick a partner who is wearing a different color garment from the one you are wearing.

Are all the partners together? I'm giving each of you a copy of "Being Friends" and a pencil.

On your sheet, list three of your friends. Then, for each friend, tell how that friend is like you and how he/she is unlike you.

### **DIALOG FOR CRITICAL THINKING:**

Now that you've finished your worksheets, let's discuss some questions.

Ask these questions as a follow-up to the activity.

1. Describe how you and your friends are alike.
2. What do you notice about the ways you are different?
3. What similarities and differences seem important when you're making friends?
4. Why is it important to be friends with people who are not like us?

### **GOING FURTHER:**

This week try to talk with your family members about how you are like and unlike your friends.

Read a book or story about being a friend.

### **REFERENCES:**

Adapted from Leadership Project Book I, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H Youth, KSU

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Name \_\_\_\_\_

### Being Friends

FRIEND'S NAME

LIKE ME

UNLIKE ME

_____	_____	_____
_____	_____	_____
_____	_____	_____

### Supporting Activities

Talk with your family or your helper about how your friends are like you and unlike you.  
Find books or stories that tell about being a friend.



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## Your Coat of Arms

*Understanding Self  
Leadership, Level II*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

Members need to decide what they are doing and what is important to them. The pictures they draw on their coat of arms will represent things that are important to them.

#### **ABOUT THEMSELVES:**

The member will identify things in his/her life that are important to him/her.

The member will identify things he/she likes or dislikes.

The member will identify things that he/she is good at.

#### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

Poster of topics to be on completed Coat of Arms

Felt-tipped markers or crayons

Handout, "Coat of Arms," and a pencil for each member

**ACTIVITY TIME NEEDED:** 15-20 MINUTES

### Leader Notes

Place materials at work space.

Allow time for responses.

Hang "Coat of Arms" poster listing the 6 categories to be included.

### ACTIVITY

Who can tell what we talked about at our last meeting? (Pause) That's right! We talked about how our friends are both like us and unlike us. How many members shared that information with your family members?

Do you remember when we talked about our important people? (Pause) Today, we are going to talk about the things that are important to us.

How many of you have heard of the coat of arms? (Pause) What can you tell me about it?

I will tell you a bit of the background about the family coat of arms. It was once worn as a badge of identification so that everyone could recognize the family to which people belonged. The Britains, Scots, and the Irish, especially, used this custom. Each coat of arms represented, with pictures and words, things that were important to and unique about that family. The coat of arms became a symbol of the things that were important in the history of that family and that the family valued.

We are going to make our own coat of arms today. On your coat of arms, draw pictures, designs, or symbols in the different sections to show the ideas listed in them.

*1-Leadership, Level II, Coat of Arms*

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I'm giving each member a copy of the "Coat of Arms" and a pencil. The felt-tipped markers are at the work space. We'll take about 10 minutes for you to complete your coat of arms.

Now that you have identified on your coat of arms some things that are important in your life and that you value, we would like to hear about them. But before we tell about our coat of arms, we need to review our ground rules so that we can hear each other with our hearts. Remember:

1. One person speaks at a time.
2. No put-downs.
3. Respect other people's privacy.
4. Accept others' ideas and feelings.
5. It's OK to pass.

Remember that the things I value are important to me because of what has happened to me in my life. The things that are important to you are important because of what has happened in your life. Because we haven't lived the same life, we may not always think the same things are important. This doesn't make one of us right and one of us wrong. It just means we need to listen to each other to understand why each of us values different things. We need to become curious about each other.

You may find someone in the group who has used the same color in his/her coat of arms that you did. Sit facing that person and tell about your own personal coat of arms.

When you have finished telling about your coat of arms, tape them on the wall so we can all see them.

## **DIALOG FOR CRITICAL THINKING:**

Now let's talk about what we've just done.

1. What do your answers tell you about yourself and the things that are important to you?
2. How have the answers to items 3, 5, and 6 influenced you?
3. How did you feel when you shared your coat of arms with your partner? Did it make you feel good?
4. In what ways can telling about our coat of arms help our self-concept?

## **GOING FURTHER:**

Talk with your family members about the things you included on your coat of arms.

## **REFERENCES:**

Adapted from Leadership Project Book I, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

Give each member a copy of the "Coat of Arms" handout and a pencil.

Allow about 10 minutes.

Assist the members with their coat of arms. The choice of things to put on the coat of arms is to be made by the member.

Allow time for members to find a partner and get seated.

Members may tape their crests to the wall after they have shared their crests with their partner.

Ask these questions as a follow-up to the activity.

Name \_\_\_\_\_

### My Coat of Arms

1. A favorite way to spend my time:	2. One thing other people can do to make me happy:
3. My biggest disappointment:	4. Three things I am good at: 
5. Something I would like to become:	6. One thing I'd like to be known for:



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# The Echo Game

*Communication: Listening  
Leadership, Level II*

## What Members Will Learn. . .

### ABOUT THE PROJECT:

Every day is filled with many kinds of communication. Talking, reading, listening, and understanding face and body movements are communication skills. Communication is a part of almost everything you do. Eighty percent of our waking time is spent in communication. Most of our communication time is spent listening.

### ABOUT THEMSELVES:

They will become aware of the many ways they communicate.  
How to be a better communicator.

### Materials Needed:

Adult or older 4-H'er to assist with activities

Poster listing suggestions for topics

Some examples are:

“My Family”

“How I chose my favorite 4-H project,” or

“Things I do with my friends”

Copies of “The Echo Game” and a pencil for each member

**ACTIVITY TIME NEEDED: 10-15 MINUTES**

---

## Leader Notes

Allow time for responses.

Allow time for members to count off, find their partner and get seated.

Hang “Suggestions for Topics” poster.

Allow about 5 minutes. Assist the members.

---

## ACTIVITY

Who can tell me what an echo is? (Pause) Where have you heard an echo? (Pause) We are going to play an echo game today.

I’m giving each member a copy of “The Echo Game” and a pencil. We will count off so that we will each have a partner. Count off from 1 to 4. Choose a partner who has the same number you do.

I’ll explain the game to you. The partners can select a spot within this room and select a topic for your “Echo Game” sheet. (Pause) Do that now.

When the partners have found their spot, the first person should begin talking on the selected topic for 20 seconds. At the end of 20 seconds, the second person must try to repeat word for word what the first person said. (Pause) The second person may then talk for about 20 seconds on the chosen topic. The first person must try to repeat word for word what the second person said. (Pause) Do you have any questions?

### **DIALOG FOR CRITICAL THINKING:**

Now let's see what we learned. Discuss with your partner how you felt about playing "The Echo Game."

1. Was it hard to listen to the other person when you were trying to remember what was being said?
2. How correct is your word for word version of what the other person said?

Ask these questions as a follow-up to the activity.

### **GOING FURTHER:**

Remember to take home your worksheet and talk with your family members about listening carefully to what is being said.

Remind members to talk to their family members about listening carefully to what is being said.

### **REFERENCES:**

Adapted from Leadership Project Book I, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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Name \_\_\_\_\_

“The Echo Game”

- You may write or draw answers for the following:

How hard was it to listen when you were trying to remember what your partner was saying?

How correct was your word for word version of what the other person said?



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# Learning Project Words

*Communicating - Words*

*Leadership, Level II*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

The meaning of words they are using in their project. More about their project, and build confidence in speaking.

### **ABOUT THEMSELVES:**

New words from their projects.

Where to find meanings for new words.

How to become familiar with the new words used in their project.

### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

Handout, "Learning Project Words," and pencil for each member

Felt-tipped markers

Completed poster, "Project Words," (Leader may add other words or compile his/her own list.)

**Hand Pet** - Gerbil, hutch, sharpening teeth, cavy, vegetarian, nocturnal, pellets

**Bicycle** - Lightweight, middleweight, 3-speed, rear wheel sprockets, hub, spokes, crossbar

**Foods** - Cutboard, food groups, enriched food, nutrition, empty calories, stir, snacks

**Clothing** - measuring tape, needle, selvage, bobbin, presser foot, straight of goods, balance wheel

**Reading** - library, catalog, inter-library loan, reference librarian, circulation, shelving books, periodicals

Stopwatch or watch with second hand

**ACTIVITY TIME NEEDED:** 10-15 MINUTES

## Leader Notes

## ACTIVITY

---

Items needed: 2 lemons, 2 unsharpened pencils or plastic drinking straws

Divide players into two teams. At the signal, the first player of each team, using an unsharpened pencil, pushes a lemon from the starting line across the floor until it crosses the finish line. Player picks up lemon and brings it and the pencil to the starting line and gives it to the next person on his/her team. Each team should do the relay twice to see if the team can improve its time.

Who can tell me about our last meeting? (Pause) Yes, we played the "Echo Game" and tried to repeat, word for word, what our partner said.

---

## Leader Notes

---

How hard was it to listen to the other person when you were trying to remember what was being said? Does a leader need to remember what word was being said? (Pause) Sometimes, a leader may need to be able to do that. We can relate the need to listen carefully when we talk about our 4-H projects. Our club members have chosen some interesting projects in addition to this project.

Our activity today will give us a chance to become familiar with some of those new words you are finding as you work on your 4-H projects. Make a list of words you know from some other projects. Give their meaning if you know them.

Hand out "Learning Project Words" sheet.

Where have you found those words? Were they in your project book or have you heard others using them?

Allow time to respond.

The word list on the poster includes a number of words from different projects. If words from your project are not listed, you may add those words to your handout.

Hang poster of project words.

### **DIALOG FOR CRITICAL THINKING:**

Now let's talk about the project words you have.

1. Where do we find meanings for words?
2. What can you do to learn new words?
3. Why is it important to know the words used in your project?
4. How can you use your listening skills in acquiring new project words?

Ask these questions as a review to the activity.

### **GOING FURTHER:**

Talk with your family members about your new project words. Remember to refer to the list on your worksheet.

### **REFERENCES:**

Adapted from Leadership Project Book I, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H , KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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Name \_\_\_\_\_

Learning Project Words

List your project words

List their meanings



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## **Accent on the Positive**

*Getting Along With Others: Caring Leadership, Level II*

### **What Members Will Learn. . .**

#### **ABOUT THE PROJECT:**

Caring about others is an important part of getting along with others. Everyone likes to have friends and make new friends. You can become a caring person by finding things you like about each person you know.

#### **ABOUT THEMSELVES:**

We like to have friends and make new friends.

We like to get along with others.

A positive attitude will help us look for the good things in people.

#### **Materials needed:**

Adults or older 4-H'ers to assist with activities

Copy of "Accent on the Positive" and a pencil for each member

Poster with the word "Caring" printed on it

Watch with a second hand

**ACTIVITY TIME NEEDED: 15 MINUTES**

### **Leader Notes**

### **ACTIVITY**

---

Get acquainted or other interaction activity.

This activity may be used at any time during the meeting and is designed to help members practice getting along with each other.

Directions: Select teams by counting off, even numbers being on one team, uneven numbers on another team.

First member from each team goes the length of the room by putting one foot directly in front of and touching the other foot at each step. At no time may there be any space between the feet. The heel of the foot must be put down at each step so that it touches the toes of the other foot. When that person reaches the finish line, the second person starts, then the third, and so on. When everyone has finished, the teams should do the activity again to see if they can improve on their times.

Today we're going to think about people we know and the things we like about them.

Someone will need to keep track of each team's time.

Hang poster "Caring."

Who can tell me what this word means? (Pause)

Point to the poster. Listen to responses.

Caring means to have interest or concern. Can you think of an example? (Pause)

---

## Leader Notes

---

We will be working in small groups today, so you may stay in your relay group. Our activity today will be “Accent on the Positive.”

Give each member a copy of “Accent on the Positive” and a pencil.

There are spaces on your copy where you can write the names of people you know and some things you like about each person. (Pause)

You may write as many things about each person as you can think of. After everyone in your group has completed the list, you may share your answers with your group.

Does everyone understand? If so, go ahead and do your worksheet.

Assist the groups.

### **DIALOG FOR CRITICAL THINKING:**

Now that we have had a chance to share, let’s talk about our worksheets.

Ask these questions as a review of the activity.

1. How does it make you feel to share things you like about people?
2. How does it make other people feel?
3. How can you try to look for things you like in people?

### **GOING FURTHER:**

Be sure and share with your family members the things you like about them and your friends.

Remind members to share with their family members the things they like about them and their friends.

### **REFERENCES:**

Adapted from Leadership Project Book I, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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Name \_\_\_\_\_

**Accent on the Positive**

You may write or draw your responses.

**People I Know**

**Why I Like Them**



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## Trust Walk

*Getting Along With Others - Trusting Leadership, Level II*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

We all like to have friends and make new friends. In order to have friends, we must be a caring and trusting person. Getting along with others means accepting persons who are different from you.

#### **ABOUT THEMSELVES:**

Develop a caring attitude about others.

Identify ways in which they can become a trusting person.

Share with and trust others to help form new friendships.

#### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

Handout, "Trust Walk," and a pencil for each member

Bandanas or scarves to use as blindfolds. One scarf or bandana for each set of partners

An indoor room where you can establish a number of "stops" arranged so the seeing partner may guide the blindfolded partner throughout the room

#### Suggestions for items at "stops":

Empty plastic buckets

Lawn rake

A large empty paper sack

Clothespins

Air filled balloons

Piece of corduroy

Sandpaper

Steel wool

Chimes

Folding chair

Small pillow

Plant

Plastic/paper egg carton

Wadded tissue paper

Football

Plastic soft drink bottle

(capped and partially filled with sand or gravel)

Have adult or older 4-H'ers help you arrange the room. You may want to make some changes in the arrangement of items when the second group of blindfolded partners is ready for their "Trust Walk."

**ACTIVITY TIME NEEDED: 15 MINUTES**

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### Leader Notes

### ACTIVITY

Get acquainted or other interaction activity

Items needed:

1 deck of playing cards. Use 1 card for each person.

Select an equal number of red cards and black cards.

---

## Leader Notes

---

Today, we're going to do a "Trust Walk." (Pause) Do you have any idea what a "Trust Walk" could be? (Pause) Well, we'll talk about it a bit. First of all, we will need to find a partner. You may each draw a card and find a partner who has the same color as you or someone who has the number or designation nearest yours.

Allow time for members to find a partner and get seated.

Now, one of the partners will serve as a guide for the other person, who will be blindfolded. The guide will take the blindfolded person around the room, but remember, there can be no talking as long as the blindfold is on! The guide will help his/her partner to handle or touch the various items at the "stops."

Give a scarf or bandana to each set of partners.

Then you will change places with your partner.

Partners 1 will start at stop 1, partners 2 will start at stop 2, partners 3 will start at stop 3, etc. Does everyone understand the directions?

You have already selected your partner, so on with the blindfolds! We will take about 5 minutes for you to guide your partner through the room "stops."

Allow about 5 minutes for partners to guide partner through the room stops.

Now that you have gone through it, write down or draw your feelings about your trust walk. Let's discuss the "Trust Walk." Did you trust your partner? Why not?

Hand out worksheet.

### **DIALOG FOR CRITICAL THINKING:**

1. How do we get other people to trust us?
2. How do you know you can trust a person?
3. How do people know they can trust you?

Ask these questions as a review of the activity.

### **GOING FURTHER:**

Be sure to take your worksheet home and talk with your family members about trusting others and being a trustworthy person.

Remind members to talk with their family members about trusting others and being a trustworthy person.

### **REFERENCES:**

Adapted from Leadership Project Book I, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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Name \_\_\_\_\_

### Trust Walk

Write about or draw how you felt about your "Trust Walk."



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# Community Map

*Making Decisions — Identifying Resources  
Leadership, Level II*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Each community has special and unique facilities. It is helpful for people to know what community resources are available.

### **ABOUT THEMSELVES:**

Members will identify the resources within the community.

Members will list those community resources which require permission to use.

### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

“Community Map” handout and a pencil for each member

Map of your community. If there is not one available, you may sketch a community map and give members a copy (A small map sketch is included in the handout)

**ACTIVITY TIME NEEDED:** 15 MINUTES

## **Leader Notes**

Allow time for members to count off.

You may want to have an actual map of the community, if such maps are available.

Allow time for groups to organize.

## **ACTIVITY**

We will be working in small groups today, so you may count off by numbers. Count off in \_\_\_\_ and remember your numbers.

If we are going to be leaders, we need to get along with people, and we need to know about our community.

Our activity today will help us identify the resources within our community. What do we mean by the word “resources?” (Pause for answers) Resources means where we can get things, ideas, or support and encouragement. Can you think of some of the resources we use within our community? (Pause) What about schools? Grocery stores? The 4-H office? The doctor’s office? Can you think of others? (Pause)

Where are all these resources in our community? I am giving each of you a copy of the “Community Map” and a pencil.

Now get into your small groups.

---

## Leader Notes

---

There is a sketch of a map on your handout. Mark or indicate the location of the resources you know about on the map. Your group may try to determine which resources are located in one area of the community and which are located in different areas. We will take about 5 minutes to do this.

Allow about 5 minutes. Assist the small groups as needed.

### **DIALOG FOR CRITICAL THINKING:**

Let's talk about our maps and all the resources you have located on them.

1. Which of the resources in your community work with people?
2. Who can use the different resources in your community?
3. Who can you get permission from to use the resources in your community?
4. What resources in your community may offer services you don't know about?

(Leader: You may want to find resources such as Service Clubs, Rotary, Lions, etc., Community Education Services, Speakers Bureau, Fire Department tours, etc.)

### **GOING FURTHER:**

Remember to talk with your family members about the resources within your community.

Remind members to talk with their family members about community resources.

### **REFERENCES:**

Adapted from Leadership Project Book I, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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Name \_\_\_\_\_

### Community Map

Mark the locations of resources on your community map.




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## Your Coat of Arms

*Understanding Self  
Leadership, Level II*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

Members need to identify the things that are important to them about their family, their future, and themselves.

Members also need to become aware of the values of others.

#### **ABOUT THEMSELVES:**

Identifying things that are important to members and their families.

Developing an awareness of things that are important to others.

#### **Materials Needed:**

Adults or older 4-H'ers to assist with activities

Construction paper in several colors

Scissors

Crayons or felt-tipped markers

Poster illustrating cutting methods for crests

Poster listing the four topics for the crests

Sample of a completed crest

Masking tape

**ACTIVITY TIME NEEDED:** 30 MINUTES

---

### Leader Notes

Place materials on the work space. Hang poster illustrating method for cutting coat of arms (crest) from construction paper near or above the work space.

Hang poster listing the four categories to be represented on the crest above or near the work space.

As members arrive, they can go to the work tables and you, another adult, or 4-H'ers can explain the construction of the coat of arms. The list of things to include in their coat of arms is on the poster. Leader, adult, or older member can discuss the questions with members while they are completing the crest. Leader can share the background information when the crests are completed. Allow about 10 minutes.

---

### ACTIVITY

The family crest was once worn as a badge of identification so that everyone could recognize the family to which people belonged. The British, the Scots, and the Irish, especially, used this custom. Each coat of arms, as the crest is called, represented with pictures and words the things that were important to and unique about that family. The coat of arms became a symbol of the things that were important in the history of that family and that family's values.

Now that you have identified on your coat of arms some things that are important in your life and that you value, you can tell your partner about your crest.

Before we tell about our coat of arms, though, we need to review our "Ground Rules" so that we can hear each other with our hearts.

They are:

1. One person speaks at a time.
2. No put-downs.
3. Respect people's privacy.
4. Accept each others' ideas and feelings.

5. It's okay to pass.

Remember that the things I value are important to me because of what has happened to me in my life. The things that are important to you are important because of what has happened in your life. Because we haven't lived the same life, we may not always think the same things are important, but that doesn't make one of us right and one of us wrong. It just means we need to listen to each other to understand why each of us values or thinks different things are important. We need to become curious about each other.

Now, find someone in the group who has used the same color in their coat of arms that you did. Sit facing that person, and tell about your own personal crest. Take about 5 minutes to do that.

Allow about 5 minutes.

After you have finished telling about your "coat of arms," you may tape it to the wall, so everyone can see it.

Members may tape their crests to a wall when they have finished sharing with their partner.

### **DIALOG FOR CRITICAL THINKING:**

Let's review a little about what we've done.

1. What do your answers tell you about yourself and the things that are important to you?
2. How have the things you put on your coat of arms influenced your life?

Ask members these questions as a follow-up to the exercises.

### **GOING FURTHER:**

Be sure to talk with your family members about your coat of arms.

Remind members to tell their family members about their coat of arms.

### **REFERENCES:**

Adapted from Leadership Project Book I, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## Your Coat of Arms

This activity will help you decide what you are doing and what is important to you. On the coat of arms below, draw pictures, designs, or symbols in the different sections to show the ideas listed on them.

1. A favorite way to spend my time:	2. One thing other people can do to make me happy:
3. My biggest disappointment:	4. Three things I am good at:
6. One thing I'd like to be known for:	5. Something I would like to become:



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# The Whisper Game

*Communicating: Listening  
Leadership, Level II*

## What Members Will Learn...

### ABOUT THE PROJECT:

Listening is the most used form of communication. Because we do so much listening, it is important for us to practice being good listeners.

### ABOUT THEMSELVES:

Identify ways to improve their listening skills.

Practice improving their listening skills.

### MATERIALS NEEDED:

Adult or older 4-H'er to assist with activities

4 cards with a motto or slogan or a popular song title written on them

Pencil for each person

### ACTIVITY TIME NEEDED: 15-20 MINUTES

## Leader Notes

## ACTIVITY

---

Who can tell me about our last meeting? (Pause) Good. We made our "Coat of Arms." What did we include in our coat of arms? (Pause) That's right. We included things that were important to us. Something we would like to do or be able to do. A word or words that we would like to hear someone use to describe us. And, are we forgetting something? Yes, we each drew a symbol to represent us. (Pause) We certainly had some impressive coats of arms, didn't we?

If we are going to be leaders, we need to develop our listening skills. Today, our activity is going to include some whispering. (Pause)

First, each of us is to write a slogan, song title, or a motto on the file card I am giving you. Who can tell me what a slogan is? (Pause) An example of a slogan is: "Royals Baseball, It's a Hit." An example or motto might be: "A bird in the hand is worth two in the bush." When you have written your slogan, song title, or motto on your card, place it in the box.

Now, let's get our chairs in a line and get seated. The first person will draw a file card from the box, read it to himself/herself, lay the card face down, then whisper the message to the next person, so no one can see or hear the message.

Each person repeats the message to the person next to him or her. The last person should repeat the message aloud. No one is allowed to repeat any portion of the message more than one time.

Give each member a file card and a pencil. Allow time for members to write a slogan, song title, or motto on their file card. Let members place completed file card in the box.

Let members place chairs in a line and get seated.

Now that we have completed our “Whisper Game,” I want to tell you about an example of how messages can get changed in everyday life.

As a bus load of people was preparing to leave a bus terminal, one of the passengers noticed that a non-paying person, a “bum,” had boarded the bus and was in the restroom. She whispered to the person next to her. “There’s a bum on the bus.” Somebody else heard the message and whispered it to someone else. Finally, the message was relayed to the bus driver, but the message he got was: “There’s a bomb on the bus.” He called the police, and they came and removed everyone from the bus so the bomb squad could check it. In the process, the “bum” got off also and left the terminal. After finding no bomb and asking some questions, the police discovered what the source of the message had been.

Tell the story of the “Bomb on the Bus.”

### **DIALOG FOR CRITICAL THINKING:**

Let’s ask ourselves some questions about this message and others.

1. How did the message sound?
2. What do you think caused the message to change?
3. What does this tell us about the importance of being a skilled listener?
4. Can you think of times when the messages get changed in daily life?

### **GOING FURTHER:**

Remember to talk with your family members about how messages get changed in everyday life.

Remind members to talk with their family members about how messages get changed in daily life.

### **REFERENCES:**

Adapted from Leadership Project Book I, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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## Back to Back

### *Communicating: Nonverbal Leadership, Level II*

#### **What Members Will Learn. . .**

##### **ABOUT THE PROJECT:**

Nonverbal communication means “without words.”

Posture, tone of voice, facial expressions, and attitude are examples of nonverbal communication.

Nonverbal communication can occur in all verbal communication.

##### **ABOUT THEMSELVES:**

They can use nonverbal communication to their advantage or disadvantage.

##### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

Handout, “Back to Back,” and a pencil for each member

Watch with a second hand or stopwatch

##### **ACTIVITY TIME NEEDED: 15 MINUTES**

## **Leader Notes**

## **ACTIVITY**

---

As we work toward becoming leaders, we need to develop skills in communicating. What form of communication did we use at our last meeting? (Pause) That’s right. We whispered, and we talked about how messages get changed.

We had a chance to practice our listening skills, too. What can you tell me about the importance of listening? (Pause) Who can tell me how we can become better listeners? (Pause) That’s right, we need to pay attention, listen carefully, and remember what was said.

For our activity today, we will need a partner, so you may pick someone who has a different number of brothers and/or sisters from you.

Give each member a copy of “Back To Back” and a pencil. Allow time for members to find a partner and get seated.

I am giving each of you a copy of the worksheet “Back to Back” and a pencil. When we finish our activity, we will complete the worksheet. You and your partner will find a place in the room where you can meet. You will sit back to back, but make sure no parts of your bodies are touching. For 20 seconds, talk with your partner about any subject you like, but do not look at or touch each other. Don’t start until I say so.

Clap your hands. Allow time for partners to talk back to back. Clap your hands after 20 seconds. Reverse roles.

Okay, partners, find your spot and get seated back to back, but don’t start yet. Now, when I clap my hands, begin talking, and when I clap my hands the second time, you will stop.

---

## Leader Notes

---

Any questions? Okay, now reverse roles and have the listening partner do the talking.

Allow time to complete the exercise.

Okay, you may turn around so that you are facing your partner. Now that you can both see and hear, talk for 20 seconds about any subject you like. Okay, reverse roles again.

Clap your hands to start the pairs. Clap your hands again after 20 seconds.

### **DIALOG FOR CRITICAL THINKING:**

Now, let's talk about our activity.

Ask questions as a review to the lesson.

1. Describe how you felt while seated back to back, and while facing each other.
2. Were you comfortable, nervous, or embarrassed?
3. Did your feelings change from one part of the activity to another?
4. Was it easier to understand and remember what your partner said in one situation than in another?
5. What did you learn about verbal and nonverbal communication?

### **GOING FURTHER:**

Remember to talk with your family members about nonverbal communication.

Remind members to talk with their family members about nonverbal communication.

### **REFERENCES:**

Adapted from Leadership Project Book I, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by Errol G. Burns, Extension Specialist, 4-H, KSU

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## Back to Back

1. Pick a partner and find a place where you have some space to yourself.
2. Sit back-to-back, but make sure no parts of your bodies are touching. You should be able to talk easily without seeing each other.
3. For 20 seconds, talk with your partner about any subject you like. You may not look at or touch each other.
4. Next, turn around so that you're facing your partner. Now that you can both see and hear, talk for another 20 seconds about any subject you like.
5. At this time, one partner should stand up while the other partner stays seated. Talk for another 20 seconds. Trade places, so that the seated partner is now standing and the other partner is seated. Talk for another 20 seconds about any subject you like.



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## Silent Video

### *Communication - Nonverbal Leadership, Level II*

#### **What Members Will Learn. . .**

##### **ABOUT THE PROJECT:**

Nonverbal communication is often called “body language.”

Facial expression, gestures, voice, posture, attitudes and behaviors are all examples of nonverbal communication.

##### **ABOUT THEMSELVES:**

They can use facial expressions and body movements to give clues about what they are thinking and/or saying.

They have a certain type of body language they use.

##### **Materials Needed:**

Adult or older 4-H'er to assist with activities

Video (You may be able to borrow one from your County Extension office.

Be certain to preview the video first, so you can select the portion to show to the members.)

VCR and monitor

**ACTIVITY TIME NEEDED: 15 MINUTES**

#### **Leader Notes**

Do this activity to get communication going.

Allow time for responses.

Play the video without sound.

#### **ACTIVITY - HUMAN TANGLES**

About ten players stand in a circle, place their hands in the center, and take hold of the hands of two other people, other than those immediately next to them. Now, the group works together in an attempt to untangle the knot, without releasing handholds.

Who can tell me what we talked about at our last meeting? (Pause) We talked about verbal and nonverbal communication. What can you tell me about nonverbal communication? (Pause) Who can give me some examples? (Pause) What is another name for nonverbal communication? (Pause) How can you tell what people are saying or thinking when you cannot hear any sounds? (Pause)

Today, we are going to have an activity where we are going to look for nonverbal communication. We are going to watch a small portion of a video, and we will try to guess what the people are saying and what ideas they are trying to communicate.

After we have watched that part of the video, we will discuss what nonverbal communication is. \_\_\_\_\_ and I will be here if you have questions.

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### **DIALOG FOR CRITICAL THINKING:**

1. Describe what you think the video was about.
2. How could you tell what was happening?
3. Describe how the actors' expressions and body movements helped you to understand what was happening.
4. Describe the feelings the people on the video were showing.
5. Is it easier to understand someone you already know than to understand a stranger when there are no sounds?

Ask these questions as a review to the activity.

### **GOING FURTHER:**

Talk with your family members about nonverbal communication. Watch for nonverbal communication at a football game or other sporting event.

### **REFERENCES:**

Adapted from Leadership Project Book I, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by Errol G. Burns, Extension Specialist, 4-H, KSU



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## Giving Directions

*Communicating: Speaking  
Leadership, Level II*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

It is important to develop an ability to give clear and short directions.

#### **ABOUT THEMSELVES:**

How to write clear and brief directions.

How to give clear and brief directions.

#### **MATERIALS NEEDED:**

Adult or older 4-H'ers to assist with activities

A file card (listing a task) for each member

Suggestions: sharpening a pencil, pounding a nail, wrapping a package with paper and tape, placing a pillow case on a pillow, making a peanut butter and jelly sandwich, etc.

**ACTIVITY TIME NEEDED:** 20 MINUTES

### ACTIVITY

#### **Leader Notes**

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Play the game for 3-5 minutes.

Let's play a game today called "three-up."

This is a game with very simple rules. We'll start sitting down. Anyone can stand up whenever she/he wants to, but you cannot remain standing for more than five seconds at a time before you sit down again. Then you can get right up again if you want to. Our object as a group is to have exactly three people standing at the same time.

In what way can we compare the game we played and our last meeting's topic? That's right! We talked about nonverbal communication at our last meeting, and our game was played with nonverbal communication. Today, we watched the other members for clues to see what they were going to do.

Being observant is one of the traits of a leader. Being able to give clear and brief directions is also a trait of a leader.

Hang poster, "Giving Directions." Allow time for members to count off and get into their groups.

We're going to have a chance to practice giving directions today. (Pause) You can divide into two groups by counting off in two's.

Give each member a task card and a copy of the "Giving Directions" sheet.

I am giving each member a card with a task written on it, a "Giving Directions" sheet, and a pencil. Each member is to write the directions for the task that is stated on his/her file card. We'll take about 3-5 minutes. Are the directions clear?

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## Leader Notes

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Now, each person in the group will tell the directions in his/her own words, without telling what the task is or using his/her hands. The group is to guess what task is being described.

After the sheets are completed, have the members read their directions to the group.

If the group cannot guess the task, the member may demonstrate the task using imaginary props.

### **DIALOG FOR CRITICAL THINKING**

Okay, let's discuss the activity.

1. How could you tell if the directions given were correct?
2. How could you tell if the directions were clear?
3. How did you decide what information to include when writing the directions?
4. What did you learn about writing clear directions?

### **GOING FURTHER:**

Talk with your family members about giving clear directions.

Remind members to talk with their family members about giving clear and brief directions.

### **REFERENCES:**

Adapted from Leadership Project Book I, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## *Giving Directions*



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*3-Leadership, Level II, Giving Directions*





## Roll Call Topics and Ideas

*Communicating: Speaking  
Leadership, Level II*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

Roll call ideas can be a big boost for the club and members. The members gain confidence when they can respond to roll call with their own ideas.

#### **ABOUT THEMSELVES:**

Responding to roll call can help them acquire confidence.  
Speaking strongly will help other people understand them.

#### **Materials Needed:**

Adult or older 4-H'ers to assist with activities  
Handout, "Roll Call Ideas," and a pencil for each member  
Deck of cards

**TIME NEEDED:** 20 MINUTES

### Leader Notes

Select an equal number of red cards and black cards.

Allow time for responses.

Hang "Brainstorming" poster.

Let each member draw a card and allow time for the groups to assemble. Give each member the handout, "Roll Call Idea," and a pencil. Tape newsprint to the wall and record the ideas with a felt-tipped marker or crayon.

### ACTIVITY

Who can tell me about our last meeting? (Pause) Yes, we practiced giving directions. What was the hardest part of giving directions? (Pause)  
Where have you had a chance to practice giving clear and brief directions? (Pause)

If we're going to be leaders, we will need to be able to give clear and brief directions. A leader also needs to come up with ideas. Who can tell me a way that we can come up with new ideas? (Pause) One way is to brainstorm.

How many of you have heard the term "brainstorming?" (Pause) What can you tell us about it? (Pause) We think of new ideas, all ideas accepted, no put-downs, everyone gets a chance to talk, and there is nothing negative said. (Pause)

Today, we are going to brainstorm about roll call ideas. Remember, we use a roll call idea at each meeting. These ideas might be about subjects that each member could respond to. Think about a subject that will interest members. An example might be "My Favorite Hobby."

We'll form small groups so we can all have a chance to brainstorm. Each member may draw one card and the color of the card will identify the group to which you belong.

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## Leader Notes

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I am giving each member a copy of “Roll Call Ideas” and a pencil. We’ll tape newsprint to the wall and, as you say your idea, we will write your idea on the paper.

\_\_\_\_\_ will work with Group 1 and I will work with Group 2.

### **DIALOG FOR CRITICAL THINKING:**

Let’s see what we’ve found out.

1. Why did you choose the topics you did?
2. Are the topics ones all members of the club can answer to?
3. Name some topics that members would not want to answer to.
4. What kind of subjects can help members learn something?

Ask questions as a review of the activity.

### **GOING FURTHER:**

Talk with your family members about roll call ideas.  
Look at the handout for other ideas for roll call.

Remind the members that there are suggestions for gathering new roll call ideas on their handout.

### **REFERENCES:**

Adapted from Leadership Project Book I, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## Roll Call Ideas

Think of five or more roll call ideas your club could use at meetings. Think of subjects that everyone can answer to.

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

### OTHER IDEAS:

- 1—Name a car you like.
- 2—Name your favorite game to play with your family.
- 3—Tell your favorite season of the year & why.
- 4—Name one thing you do well.
- 5—Name one community activity you like.



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# What I Like About People

*Getting Along With Others: Caring*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Caring and sharing are two important aspects of getting along with others. When we share positive feedback with others, we help others feel good about themselves.

### **ABOUT THEMSELVES:**

Things they like about people.  
The art of positive thinking.  
The art of positive feedback.  
They can recognize traits people they like have in common.

### **Materials Needed:**

Adult or older 4-H'er to assist with activities  
Handout, "What I Like About People," and a pencil for each member

## Leader Notes

Allow time for responses.

Let members count off so there are 4 or 5 in each group. Then, have the groups assemble.

Give each member a copy of "What I Like About People" and a pencil.

Give each group some newsprint and a felt-tipped marker.  
Let small groups write for about 5 minutes. When finished, groups may hang their list(s) on the wall.

## ACTIVITY

If we're going to be leaders, we need to develop a caring attitude. We're going to talk about caring today, and that means being positive, doesn't it?

How does it make you feel when people tell you that you have done something well?

Today, we're going to do an activity that will help us see what we like about people. In order to do today's activity, we'll count off so that we have 4 or 5 in each group.

I am giving each member a copy of "What I Like About People" and a pencil. You need to list things you like about people. When you have finished, you can make a group list from your individual lists. Remember:

1. All ideas are acceptable.
2. No put-downs.
3. Everyone gets to talk.

Each group has some newsprint and a felt-tipped marker. You may take turns writing on the newsprint all of the things you like about people you know. Then, we'll let each group display its list.

\_\_\_\_\_ will work with Group 1, and I will work with Group 2.

### **DIALOG FOR CRITICAL THINKING:**

Now, let's take a look at what we've got.

1. What were some of the things that many people you like seem to have in common?
2. How do you feel when you share with others the things you like about them?
3. What other opportunities can you think of when you might share positive feelings with others?

Ask questions as a review for the activity.

Allow time for responses.

### **GOING FURTHER:**

Share with your family members the things you like about them.

Look at the newspaper and find a story that tells something good about somebody.

Remind the members to share with their

family members the things they like about them.

### **REFERENCES:**

Adapted from Leadership Project Book I, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## What I Like About People

This activity can be done with your family, your club, or with a group of friends. List some of the things you have noticed about each other that you like. 4-H puts a lot of emphasis on the positive—the good things we experience, enjoy, and appreciate.

Try to encourage your club members to think about positive things at club meetings.



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# Experimenting With Taste

*Learning: Conducting Experiments*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Learning is gaining new knowledge or skills. You can do this by learning from others, by reading or studying, or by trying things.

### **ABOUT THEMSELVES:**

Their taste buds do not adjust quickly to changes in taste. They can discover things by experimenting.

### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

Handout, "Experimenting With Taste," and a pencil for each member

Tart apple or orange

Knife (to cut fruit)

One cookie for each person

Small paper plate for each person

**TIME NEEDED:** 15 MINUTES

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## Leader Notes

## ACTIVITY

Who can tell me what we talked about at our last meeting? (Pause) That's right. We talked about what we like about our friends, and we found we have many things in common with our friends.

Today, we're going to be scientists. (Pause) What do you think scientists do? (Pause) That's right. Some scientists work on developing new things. They also work on discovering why things happen. (Pause)

Today, we'll be scientists and investigate some things about taste. (Pause) We are told that contrasts sharpen food tastes. Can we prove that this is true? (Pause)

Give each member a handout, "Experimenting with Taste," and a pencil. Wash fruit and cut into enough pieces for each person to taste. Place cookies on small plate. Members eat a fruit piece. Then eat a cookie. Then eat another fruit piece.

We are going to do the experiment described on the sheet I just handed you. Let's review what we are to do. First, eat a fruit piece. Then eat a cookie. Then eat another fruit piece. When you're through, we'll discuss what happened.

Allow 2 to 3 minutes.

### **DIALOG FOR CRITICAL THINKING:**

Now, let's talk about our experiment.

1. Did you notice any difference in the flavor and tartness of the two fruit pieces?
2. Why do you think that was?  
(The first piece of fruit probably tasted tart-sweet to you. The cookie tasted much sweeter, though, so the second piece of fruit tasted tart to sour by contrast. Our taste buds cannot adjust so quickly to such flavor contrasts.)
3. Could you have learned this lesson simply by reading or listening? Why not?

### **GOING FURTHER:**

Talk with your family members about tasting experiments they may have done.

Remind the members to talk with their family members about tasting experiments they may have done.

### **REFERENCES:**

Adapted from Leadership Project Book I, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## Experimenting With Taste

Contrast sharpens food tastes, we are told. Can we show that this is true? Try this experiment with your helper, a family member, or a person from your club. You'll need a tart apple or orange, a paring knife, one cookie for each person, and small plates.

What to do:

1. Wash fruit and cut into enough pieces for each person to taste.
2. Eat a fruit piece.
3. Then eat a cookie.
4. Then eat another fruit piece.

Did you notice any difference in the flavor and tartness of the two fruit pieces? How do you explain the difference? If you are not sure, turn this page upside down to find the answer.

The first piece of fruit probably tasted tart-sweet to you. The cookie tasted much sweeter, though, so the second piece of fruit tasted tart to sour by contrast. Our taste buds cannot adjust so quickly to such flavor contrasts.



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# Make a Decision

## *Making Decisions - Steps*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

To list the steps in the decision-making process.

We should learn the steps in decision making so we can make the best possible decisions.

#### **ABOUT THEMSELVES:**

Every day they make decisions, many little ones and a few big ones.

How to utilize the decision-making process.

How to recognize and develop good alternatives to situations.

#### **MATERIALS NEEDED:**

Adult or older 4-H'er to assist with activities

Handout, "Make a Decision," and a pencil for each member

Newsprint or large sheets of butcher paper

Felt-tipped marker

Completed poster of the decision-making process

#### **POSTER**

SOCS - The Decision-Making Process

SITUATION - define the problem or situation

OPTIONS - brainstorm the possible choices or options

CONSEQUENCES - think of what might happen with each choice

SOLUTIONS - select a solution based upon the consequences

**ACTIVITY TIME NEEDED: 45 MINUTES**

## Leader Notes

## ACTIVITY

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Who can tell me about our last meeting? (Pause) Yes. We conducted an experiment. What do we mean by an experiment? (Pause)

Now, let's learn more about becoming leaders. If we are going to be leaders, we will need to know how to make decisions after we gather information.

Throughout our lives, we will have situations which require us to make decisions.

Let members volunteer responses.

Who can define a "decision?"

Write definition for decision on butcher paper.

A decision is when a choice has to be made between two or more things.

---

## Leader Notes

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We all make many decisions every day. Some of these decisions are better than others.

Think about today and remember what kinds of decisions you had to make. Start with when you woke up. We'll list the decisions you made.

Now we're going to participate in an experiment on decision-making. We are going to clear away all the chairs, and the group will stand in the middle of the room.

We are going to read a series of words. As they are read, you will go to the side of the room which indicates your preference or choice. After each choice, the group will assemble back in the middle of the room. For example: On this side is water. On this side is fruit juice. Which of these would you choose as your drink?

Examples of other choices:

On this side is:

McDonald's

Worlds of Fun

chocolate cake

jet plane

football

Kansas State Fair

On this side is:

Wendy's

Kansas City Zoo

apple pie

train

basketball

county fair

These choices are not right or wrong. They show preferences. People make decisions based on their likes or dislikes or on past experiences.

In many cases, this is fine. However, there are many times when our decisions are more complex than two simple choices, and the situation is completely new, so we cannot rely on past experiences alone.

Let's look at the list of decisions you had to make today. Can we find one that most of us had to make? (Pause for reaction) How did we make this decision? What steps were involved? What did you do first?

Our problems in life cannot be solved by other people or drugs but only by using a proven process.

All problems need to be thought through, and a process known as decision-making is how we look at a problem and try to find a workable answer to our problem.

There is a process for making good decisions called the SOCS method. SOCS consists of four steps that help people make good decisions.

In the first step, we need to be sure what the problem or situation is, so that we are clear about it in our own heads. For example: Your friend offers you one of his/her parent's cigarettes.

Let's think of all the possible ways to solve the problem. We need to be creative and make sure we have thought of as many things as possible. What are some possible choices?

List on a piece of newsprint the decisions the members made.

Clear away all the chairs and ask the group to stand in the middle of room.

Leader or older 4-H'ers will stand on a chair at the edge of the group and read off the choices, pointing in the direction each choice represents. (All examples as you see fit.)

After using several of these examples have the youngsters sit back down in their chairs.

Identify a decision that was listed on newsprint. Write the decisions on a new sheet of newsprint. Write responses to the questions on the same sheet.

Use poster, "Making Decisions." Discuss each step.

Write this on newsprint.

List the choices on the paper.

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## Leader Notes

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Smoke it.  
Walk away.  
Ignore your friend.  
Say: "My parents would be mad at me if I did."

What would be the consequences of each alternative? Think of both positive and negative results from following through on each alternative.

For example:	POSITIVE	NEGATIVE
Smoke it	Stay Healthy	Might get lung cancer smell bad, get in trouble
Say: "No, thank you"	Might keep your friend	Might lose your friend
Tear it up	Stay healthy	Make friend angry

Let your friend smoke	Friend might get lung cancer, smell bad, parents get mad
-----------------------	--

Give each member the handout, "Making Decisions."

After you have weighed the consequences, select what you feel is the best solution to the problem. Then act on it. Through experience in decision-making, everyone becomes better at making good decisions.

We can make good decisions by using the SOCS method:

SITUATION - define the problem or situation

OPTIONS - brainstorm possible choices or options

CONSEQUENCES - think of what might happen with each choice

SOLUTIONS - select a solution based upon the consequences

### **DIALOG FOR CRITICAL THINKING:**

Now, let's review what we've learned.

1. How do you think listing advantages and disadvantages of possible solutions can help you make wiser decisions?
2. Do you think being able to use the SOCS method for making decisions will help you make wiser choices?

### **GOING FURTHER:**

You may want to share this method with your family or friends.

### **REFERENCES:**

Adapted from Leadership Project Book I, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## Making Decisions

Each of us makes decisions every day. If we follow the SOCS method, we can make better decisions.

The SOCS method is:

**SITUATION** - define the problem or situation

**OPTIONS** - brainstorm possible choices or options and list them on a piece of paper.

**CONSEQUENCES** - think of what might happen with each choice and write these consequences on your paper. List good and bad consequences.

**SOLUTIONS** - select a solution based upon the consequences you feel are most beneficial



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# Making a Machine

## *Working With Groups: Cooperating Leadership, Level II*

### **What Members Will Learn. . .**

#### **ABOUT THE PROJECT:**

Cooperating is working together to achieve a goal. When we work together with others, it is possible to accomplish more than we can by working alone.

#### **ABOUT THEMSELVES:**

Working together with others gives them a feeling of satisfaction. Working together with others helps them to know more people.

#### **Materials Needed:**

Playing cards—one-half red, one-half black  
Adult or older 4-H'ers to assist with activities

**ACTIVITY TIME NEEDED:** 20 MINUTES

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### **Leader Notes**

Let each member draw a card. Red card holders form a group and black card holders form a group.

Allow time for groups to organize and get seated.

Allow about 5 minutes

---

### **ACTIVITY**

Who can tell me what we talked about at our last meeting? (Pause) That's right. We talked about making decisions. What can you tell me about making decisions? (Pause for reactions) We used the SOCS method didn't we? That is:

Situation - define the problem

Options - brainstorm possible choices

Consequences - think of what might happen with each choice

Solutions - select a solution based upon the consequences

Have you practiced using this method to make decisions?

We are going to have a chance to do some decision making today. You have already formed your groups. (Pause) Group 1 may meet in that end of the room (point to the area), and group 2 will meet in the other end of the room (point to that area).

Each of our groups is going to make a machine with each member a moving part. You may want to have the parts use sounds, move about and work at different heights. (Pause)

We'll take about 5 minutes for your groups to decide what machine you will be. Then each group will demonstrate its machine and see if the other members can identify it. \_\_\_\_\_ will work with Group 2 and I will work with Group 1.

---

## Leader Notes

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Okay, we're ready for our machine demonstrations. (Pause)

Let each group demonstrate its machine while the group tries to guess the name of the machine.

### **DIALOG FOR CRITICAL THINKING:**

Now, let's talk about what we just did.

1. Discuss the part you played in your machine.
2. How would the machine work if your part was missing?
3. How did you feel being part of a group that made the machine?
4. How is it similar to a machine when a group does a job together?

### **GOING FURTHER:**

Talk with your family members about cooperation in your family. Watch the cooperation that takes place between the workers at a fast-food restaurant.

Remind members that they may wish to share their club activities with family members.

### **REFERENCES:**

Adapted from Leadership Project Book I, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



## Is My Line Busy?

*Communicating - Listening  
Leadership, Level II*

### What Members Will Learn. . .

#### ABOUT THE PROJECT:

When we are sending messages, we are not always sure that they are being received the way we mean them. When we are receiving messages, we are also not always sure that we are hearing what was intended.

#### ABOUT THEMSELVES:

They can increase their skills in hearing what others are saying.

They can develop skills in letting others know they heard what was said.

#### Materials Needed:

Adult or older 4-H'ers to assist with activities

Handout, "Is My Line Busy?" and a pencil for each member

Newsprint

Completed poster "Is My Line Busy?" Topics # 1

- A place you would like to be
- A recent vacation you enjoyed
- Something you fixed or repaired recently

Completed poster "Is My Line Busy?" Topics # 2

- Describe a place you like to be, where you feel safe and secure
- What does being a friend mean to you?
- Tell about something you have done recently that was creative

**ACTIVITY TIME NEEDED:** 10 MINUTES

### Leader Notes

### ACTIVITY

---

Who can tell me about nonverbal communication? (Pause) That's right. Nonverbal communication means "without words." What are some ways we show nonverbal communication? (Pause)

Today we are going to have an activity about listening, since listening is the most used form of communication.

When we are sending messages, we are not always sure that they are being received the way we mean them. (Pause) When we are receiving messages, we are also not always sure that we are hearing what is intended. (Pause) We want someone to let us know if our communication is "busy," that is, not getting through. We want someone to let us know if we have understood correctly. We are going to practice one way to give this kind of feedback when we are the listeners. We call this technique "paraphrasing."

Write the word "paraphrasing" on newsprint.

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## Leader Notes

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You may select a partner by finding someone who is wearing a different color of garment from yours. The partners should then decide which person will be the speaker and which person will be the listener.

Allow time for members to select a partner and decide which of them will be the speaker and which will be the listener.

I will be giving the group several topics, and in each pair, the speaker will be expected to respond to each topic with a short, one- or two-sentence response. The listener is then to repeat word for word, what the speaker said. For example, if the speaker responds: "I like to go to the lake and picnic near the water," the listener should repeat, "I like to go to the lake and picnic near the water."

Ask if everyone in the group understands the task. (Pause) If they do, hang poster "Is My Line Busy" Topics #1. (Responses should take less than a minute, so you and your helper should watch pairs closely.) Partners may switch roles, and they may use the same topics to practice.

A place you like to be. A recent vacation you enjoyed. Something you fixed or repaired recently.

When both partners have had a chance to listen and respond to the three topics, explain that this kind of "parroting" response is not the kind of checking out of understanding that is helpful in conversation, but it does give us a warm-up for our paraphrasing skill.

Parroting is listening for each word, while paraphrasing is listening for the whole message.

Write definition on newsprint.

Tell the group that you are again going to give them three topics. This time the listener is to tell the speaker what he/she said about the topic without repeating what was said word for word. For example, if the speaker said, "It's seven o'clock. When are we going to eat?" the listener could reply, "You are wondering when we are going to eat, because it is already 7 p.m."

The listener can start the sentence by saying, "Do you mean that . . .?" Ask the group members if they understand the task. If they do, begin by hanging the poster, "Is My Line Busy" Topics #2.

Describe a place you like to be, where you feel safe and secure.  
What does being a friend mean to you?  
Tell about something you have done recently that was creative.

### **DIALOG FOR CRITICAL THINKING:**

1. Which did you find most difficult, parroting or paraphrasing? Why?
2. How does paraphrasing help you in your communication?

### **GOING FURTHER:**

Talk with your family members about "parroting and paraphrasing." Use your worksheet if it helps.  
Practice your new paraphrasing skills.

Hand out worksheet, "Is My Line Busy?"

### **REFERENCES:**

Adapted from Kansas 4-H CARES,  
Marcia McFarland and Kirk Astroth, Kansas State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## Is My Line Busy?

Read the following paragraphs and discuss them with someone in your family or a friend. "Sometimes when people phone me, I say hello with my mouth, but my mind is busy, I don't really hear what the other person is saying. I'm too busy thinking about other things I have to do or the things I like or don't like about the person calling. When I meet a person and he or she starts telling me something, I sometimes look like I am interested and listening while my mind is wandering. If they ask me a question, both of us soon discover that my line is busy.

"Fortunately, my line is not always busy. There have been times when people want to share concerns. Somehow I manage to listen then. In most cases, I didn't have the answer to the problems, but my listening serves as a kind of mirror to help them to see themselves in their situations, and to solve, at least in part, their own problems."

Unfortunately, most of us have a busy line, sometimes. Even when we get calls from those who are special to us, we somehow take them for granted. Then, one day, we wonder why they are no longer willing to talk with us and to share with us. We feel left out, hurt and ask, "How did it happen?" Maybe it's because our "line was busy."



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# One Picture Equals

*Communicating - Nonverbal  
Leadership, Level II*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

People use many ways to communicate, including the words they say, tone of voice, volume, and body language.

### **ABOUT THEMSELVES:**

Nonverbal communication colors what they say.

Nonverbal communication affects how people react to them.

### **Materials Needed:**

Adult or older 4-H'ers to assist with activities and lesson  
Handout, "One Picture Equals," and pencil for each member  
Magazines, newspapers, advertisements, brochures, and catalogs  
Scissors  
Paste sticks  
Construction paper (one sheet for each member)  
Completed poster, "One Picture Equals"

**ACTIVITY TIME NEEDED: 15 MINUTES**

## **Leader Notes**

Before this lesson, make a poster with examples of pictures and captions on it.

Handout magazines, newspapers, etc.

Members can select a partner who has a different color of eyes from them.  
Display the "One Picture Equals" poster.

Hand out "One Picture Equals" worksheet.

Now have members mount their pictures on the worksheet, front and back.

## **ACTIVITY**

We're going to work with partners today and find examples of nonverbal communication in pictures. We'll use the magazines, newspapers, etc. to find the picture. Write a caption or thoughts about what nonverbal communication is being expressed in the pictures. (Pause) Look at hands, arms, shoulders, feet, legs, and whole body positions, as well as faces. (Pause) \_\_\_\_ and I will assist as needed. Look at the poster if you need to.

Allow about 10 minutes. When members have completed their pictures they can each share one picture with the group.

### **DIALOG FOR CRITICAL THINKING:**

Okay, let's discuss what we've done.

1. What different meanings could some of the body positions have?
2. What are the body positions or facial expressions that indicate a specific feeling or idea?
3. How can we put together both body position and spoken word to understand what people really mean?

**GOING FURTHER:**

Talk with your family members about nonverbal communication.

**REFERENCES:**

Adapted from Leadership Project Book II, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

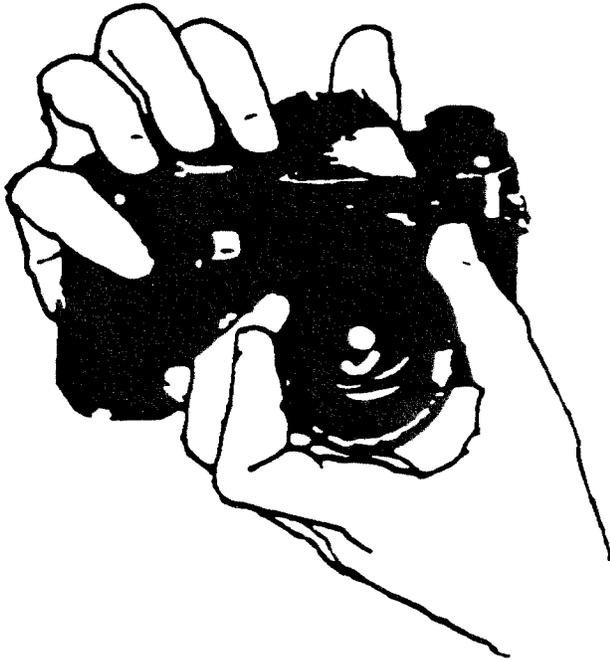
Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## One Picture Equals

Collect magazine pictures or take photos that show “body language.” These would be of people whose body actions tell what they are feeling or thinking. Organize them into a booklet and write captions on what they say to you. Look at hands, arms, shoulders, feet, legs, and whole body positions, as well as faces.



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# The Pie of Life

*Understanding Self  
Leadership, Level II*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

The way we spend our time gives us information on things we value.

### **ABOUT THEMSELVES:**

Identify the things that are important to them.

Note the areas in the "Pie of Life" that are out of balance.

We don't all use our time in the same way.

### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

Handout, "The Pie of Life," and pencil for each member

Completed poster, "The Pie of Life"

**ACTIVITY TIME:** 15 MINUTES

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## Leader Notes

Members may select a partner whose middle name starts with a different letter from his/hers.

Hang completed "The Pie of Life" poster.

Give each member a copy of "The Pie of Life" and a pencil.

Adults and older 4-H'ers can assist the partners as needed.

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## ACTIVITY

Welcome to your Leadership Project. This project will help you build your leadership skills. You will be learning more about yourself, your family, your friends, and the groups in which you participate.

If we are going to be leaders, we need to learn how we spend our time. (Pause) Do you think we all use our time in the same way? (Pause) I have put up a poster showing how we can divide up our time each day.

I am giving you a copy of "The Pie of Life." We will be using this handout to help look at how we spend our time and why. Please work with your partner to complete your "Pie of Life."

The sheet has a list of things you might do each day. Write the hours you spend on each item. The hours should total 24. We know you'll have to guess on some things, but do the best you can.

After your list is completed, then you complete your "Pie Graph." Our helpers can come around and give you some help. We'll allow about 10 minutes.

### **DIALOG FOR CRITICAL THINKING:**

I hope you enjoyed that activity. Let's ask ourselves some questions.

1. What interesting things did you learn about yourself?
2. How would the use of your time change from day to day as you grow older?

3. What things do you think might be changed?

**GOING FURTHER:**

Share your “Pie of Life” with your family members.

Remind members to share their “Pie of Life” with their family members.

**REFERENCES:**

Adapted from Leadership Project Book II, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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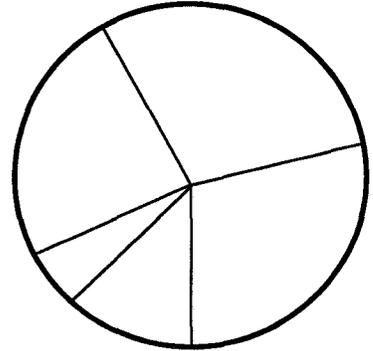
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## The Pie of Life

Examine how you spend your time. This exercise will give you some new information on what you value and how you spend your time.

How many hours do you spend (the hours should total 24):

- \_\_\_\_\_ Sleeping?
- \_\_\_\_\_ Working away from home (include school)?
- \_\_\_\_\_ Doing chores at home (include studying)?
- \_\_\_\_\_ With your family (include meals)?
- \_\_\_\_\_ Pursuing a hobby by yourself?
- \_\_\_\_\_ Doing things with your friends?
- \_\_\_\_\_ Doing other things \_\_\_\_\_?



Draw a pie graph that represents 24 hours in a day. Divide the pie into sections to represent how you use your time in a day. The pie above is just to show you an example.



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## What's So Important?

*Understanding Self - Disclosure  
Leadership, Level II*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

Learning about yourself—what's important to you, your likes and dislikes, and your interests and skills—is an important part of understanding yourself.

#### **ABOUT THEMSELVES:**

What is important to them.

They make decisions based on what's important to them.

#### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

Newsprint or butcher paper

Felt-tipped markers

3 x 5 cards and a pencil for each member

**ACTIVITY TIME NEEDED:** 20 MINUTES

### Leader Notes

Let members suggest items to write on newsprint or butcher paper. Be sure to stress that the list would be items they, personally, would use.

Hand out 3 x 5 cards or pieces of paper and a pencil to each person.

Mark the items on the list with a star.

### ACTIVITY

Who can tell me about camping out? (Pause)

Is camping out difficult? Why? Why not? What do we have to do without when we are camping out? (Pause) What things are the hardest to do without? (Pause) Electrical power may be one of the hardest things to do without.

Let's make a list of all the things you personally use around the house that require electricity.

Wow, that is quite a list we have. Now, let's think about the three things you could live without most easily if there were a power shortage and you had to cut down on the use of electricity. We'll mark your choices behind each item that is written on the paper. Each member can tell us what three items he/she could live without and \_\_\_\_ will mark those items on the list.

Just for fun, let's do it two ways. First, I want you to put the three items you feel you could do without on the 3 x 5 cards you just received. Turn the card in. Then, we'll ask each of you to give us your choices as we mark them on the newsprint. That's interesting to see the list. We agreed on a lot of the items. Now, let's compare the answers to the 3 x 5 cards and see if there is any difference.

Now, each member can tell us what three items would be the last things he/she would want to give up.

### **DIALOG FOR CRITICAL THINKING:**

Let's discuss our choices and our reasoning.

1. Why were the starred items most important?
2. What made the decisions or choices hard to make?
3. What other situations can you think of that might have decisions that are hard to make?
4. What does this tell you about yourself?
5. Were the lists we got from secret ballot (the 3 x 5 cards) different from the other list? If so, why do you think that was the case?

### **GOING FURTHER:**

Talk with your family members about decision making.

Remind members to talk with their family members about decision making.

### **REFERENCES:**

Adapted from Leadership Project Book II, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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# Memorable Experiences

*Getting Along With Others:  
Personal Management*

## What Members Will Learn. . .

### ABOUT THE PROJECT:

Each of us has had exciting experiences in life. It makes us feel good when we have a chance to share these exciting experiences with others.

### ABOUT THEMSELVES:

To identify their exciting experiences.

To recognize their feelings about an exciting experience.

To share their exciting experiences and feelings with a group.

## Materials Needed:

Adults or older 4-H'ers to assist with activities

A 5 x 7 file card for each member

A pencil for each member

Poster, "Memorable Experiences"

The three most exciting experiences in my life.

The three happiest experiences in my life.

The three most important experiences in my life.

The three people who have meant the most to me.

The three most upsetting experiences in my life.

The three questions I would most like to have answered.

**ACTIVITY TIME NEEDED: 20 MINUTES**

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## Leader Notes

Before you begin the discussion, have members count off, so there are 3 or 4 members in each group.

Hang "Memorable Experiences" poster. The three most exciting experiences in my life. The three happiest experiences in my life. The three most important experiences in my life.

Assist the small groups. Allow about 10 minutes.

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## ACTIVITY

We talked about listening at our last meeting. Who can tell me something about listening? (Pause) That's right. We need to pay attention when we are listening. We need to be interested in what the other person is saying, too. Today, we'll be able to practice the listening skills we learned at our last meeting, because we're going to be thinking and talking about the most memorable experiences in our lives. (Pause)

I am giving each of you a file card and a pencil. You may select one of the memorable experiences listed on the poster.

On your file card, list your three experiences. (Pause) Underline the experience you want to tell your group about. You may get together with your group now. You may take turns in your group and tell why the experience was memorable, what happened, and other important facts. Be sure to tell how you felt about it. \_\_\_\_\_ will work with Group 1 and I will work with Group 2.

### **DIALOG FOR CRITICAL THINKING:**

Let's see what we've learned.

1. Why were these situations the ones you chose?
2. How did you feel when you were talking?
3. How would you like people to act in this sharing?
4. What do you think these experiences make you feel? (fear, happiness, frustration, love, etc.)

### **GOING FURTHER:**

Talk with your family members about your "Memorable Experiences." Ask them to share three of their "memorable experiences" with you.

Remind members to share their "Memorable Experiences" with their family members.

### **REFERENCES:**

Adapted from Leadership Project Book II, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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## **Interviewing**

*Getting Along With Others:  
Meeting/Accepting*

### **What Members Will Learn. . .**

#### **ABOUT THE PROJECT:**

Meeting and accepting people are some of the first steps in making new friends.

#### **ABOUT THEMSELVES:**

Meeting and accepting people helps them to make new friends and can be enjoyable.

#### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

Completed poster, "Interviewing"

Try to ask questions about the person, not about things. Some sample questions are:

What is your favorite feeling?

What do you value most?

If you could be anything or anyone, what would you be?

What makes you angry, happy, sad?

Do you feel good right now?

Who do you trust most?

**ACTIVITY TIME NEEDED: 10 MINUTES**

### **Leader Notes**

### **ACTIVITY**

Everyone likes to have friends and make new friends. You like to get along well with others. This means caring about them. You can become a caring person by finding things you like about each person and ways you can let each one know it.

How did it make you feel when you had a chance to talk about your memorable experiences? (Pause) How did you feel when your partner told you about his/her memorable experiences? (Pause) Did you feel that someone cared about you?

We are caring individuals when we are accepting of other people.

We are going to have a chance to be a caring person when we interview our partner and get to know that person. For a partner pick someone who has different color eyes from you.

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## Leader Notes

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You are to interview your partner and ask her/him at least five questions. (Pause) Then reverse roles. (Pause) After you have finished interviewing each other, you may share one thing you learned about each other. \_\_\_\_\_ and I will be here to assist you. Is everybody ready?

Hang poster, "Interview Questions."

There are some sample questions on the poster. If you want to ask other questions, you may. Try to ask questions about the person, not about things.

Assist the partners.  
Allow about 10 minutes for partners to interview each other and share one thing they learned about each other.

### **DIALOG FOR CRITICAL THINKING:**

Let's review what we learned.

1. What did you learn about interviewing someone?
2. How did you show your interest in the other person?
3. What made your interview a good one?
4. How did you feel when you were being interviewed?

### **GOING FURTHER:**

Ask some of your family members to answer the interview questions. Listen to an interview on the radio or TV. How do those interviews differ from yours?

Remind members to share the interview questions with their family members.

### **REFERENCES:**

Adapted from Leadership Project Book II, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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## Checking Your Style

*Learning - Environment*

*Leadership, Level II*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

Learning is acquiring knowledge, physical skills, or attitudes. It also involves thinking of things in new ways.

#### **ABOUT THEMSELVES:**

They tend to do many things by habit.

There are conditions that can help them learn.

#### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

Handout, "Checking Your Style," and a pencil for each member

Newsprint or butcher paper

Felt-tipped markers

Masking tape

**ACTIVITY TIME NEEDED:** 15 MINUTES

### Leader Notes

List the three ways of learning on newsprint or butcher paper.

Give each member handout, "Checking Your Style," and a pencil.

Allow about 10 minutes

### ACTIVITY

We are constantly learning. We learn by acquiring knowledge, physical skills, or attitudes. How do you think we do this learning? (Pause) That's right. We do this learning by study, by trying things, or by learning from other people.

Do you remember when you interviewed your partner here at the 4-H meeting? How do you think you learned that day? (Pause) Good! You learned from another person, your partner.

Many times we do things by habit, and this does not help us learn very well.

Becoming aware of the times and situations when we are ready to learn sometimes helps us to plan better for learning.

I am giving each of you a list of items for you to "Check Your Style" of learning. There are several learning conditions listed. Each of you is to decide what is best for you and check the one that applies. \_\_\_\_\_ and I will be here to assist you.

**DIALOG FOR CRITICAL THINKING:**

Now, let's see what we've discovered.

1. What situations are best for you?
2. If you were going to make up the perfect way to learn, what would it be?
3. How can you improve the ways you learn right now?

**GOING FURTHER:**

Talk with your family members about ways in which you could improve your learning conditions.

**REFERENCES:**

Adapted from Leadership Project Book II, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## Checking Your Style

We tend to do many things by habit, and this does not help us learn very well. Becoming aware of the times and situations when we are ready to learn sometimes helps us to plan better for learning. Review the following learning conditions and decide what is best for you. You may want to have your family members do this, too. Check all that apply.

I am more alert for new learning in the

- early morning
- midday
- evening

The better way(s) for me to learn is to

- read it
- hear it
- see it in pictures
- try it
- write it in my own words
- explain it to someone else
- draw a diagram or picture of it

The kinds of learning situations that I don't like are

- large groups
- small groups
- using learning games
- working with someone who picked me
- working with someone picked for me
- working with someone I don't know
- working by myself
- working on team projects
- working in a very noisy place
- being interrupted while I'm learning
- having to stop when I'm not finished
- having nothing to do while I wait for others to finish



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## Decision Collage

*Making Decisions-Resources  
Leadership, Level II*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

Our decisions are based upon the availability of resources. These resources can include time, energy, ability, talent, people, and money.

#### **ABOUT THEMSELVES:**

Their decisions are made on both short-term and long-term goals.

Their decisions are often related to one another.

Their decisions can involve other people.

#### **MATERIALS NEEDED:**

Adult or older 4-H'ers to assist with activities

Poster, "Decision Making"

Newsprint or butcher paper

Felt-tipped marker

Magazines, advertisements, brochures, catalogs

Scissors

Glue sticks or rubber cement

Masking tape

**ACTIVITY TIME NEEDED: 20 MINUTES**

### Leader Notes

Place materials on work space. Allow time for responses.

Let members volunteer their definition.

Write definition on newsprint.

Hang poster, "Making Decisions."

Write decisions on newsprint.

Refer to poster, "Making Decisions."

### ACTIVITY

What did you find out about yourself at our last meeting? (Pause)

Throughout our lives, we will encounter situations which require us to make decisions. Who can define "decision?"

**A decision is when you have to make a choice between two or more things.**

Are there some decisions you make each day, some decisions you make sometimes, and some decisions you will have to make in the future?

What are some decisions you make each day?

What are some decisions you make sometimes?

What are some decisions you will have to make in the future?

Now that we have a list of decisions, you may take a sheet of newsprint.

Mark a section for:

1. Have to make every day
2. Have to make sometimes
3. Have to make in the future

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You may list some of your decisions in each of these sections. Then find pictures or words that remind you of decisions you make.

Allow about 10 minutes

Paste the things you collect in the collage. When we have finished our collage, we can share them in our group. \_\_\_\_ and I will be here to assist you.

Is everybody finished? Let's share our collage by telling about one decision you make sometimes.

Let members share their collages

### **DIALOG FOR CRITICAL THINKING:**

1. Which of these decisions will be important one year from now?
2. How are some of the decisions related to one another?
3. Which decisions involve other people?
4. What will influence your decisions?

### **GOING FURTHER:**

Share your decisions in your collage with your family members.

Remind members to share with their family members.

### **REFERENCES:**

Adapted from Leadership Project Book II, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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## **Life Goals**

*Managing - Goals  
Leadership, Level II*

### **What Members Will Learn. . .**

#### **ABOUT THE PROJECT:**

Both individuals and groups have goals.

Individual goals are things wanted or needed by one person.

#### **ABOUT THEMSELVES:**

They can identify some of their goals.

They can identify others' goals.

#### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

Handout, "Others' Goals," and a pencil for each member

**ACTIVITY TIME NEEDED:** 15 MINUTES

### **Leader Notes**

### **ACTIVITY**

Both individuals and groups have goals. Individual goals are things wanted or needed by one person. For example, you may have a goal to buy a T-shirt or get a paper route.

Group goals are worked on by several people who want the same thing. For example, a football team wants to win a game or a group of youth may need a chaperone or sponsor for their group.

Remember when we talked about resources? (Pause) Can resources help you achieve goals? (Pause) How? (Pause)

Give each member a handout, "Others' Goals," and a pencil

Today, we are going to interview each other. We want to learn some more clues for understanding goals. The handout I have given you has some suggested questions for your interviews. You may add other questions if you wish.

Allow about 10 minutes for the interviews and summaries.

After you have finished interviewing your partner, describe what his/her goal was, how long it will take, and who will do it? \_\_\_\_ and I will be here to assist you.

#### **DIALOG FOR CRITICAL THINKING:**

1. Which goals were individual? Were there any group goals?
2. Which goals were wants and which were needs?
3. Were the goals over a short or a long time?
4. How difficult was it for your friends to state goals?

5. How realistic do you think their goals were?
6. Do you think it's a good idea for people to think about what their goals are?

### **GOING FURTHER:**

Talk with your family members about your survey of "Others' Goals." You may want to interview some of them.

Remind members that they may wish to share their survey of "Others' Goals" with their family members.

### **REFERENCES:**

Adapted from Leadership Project Book II, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## *Others' Goals*

Interview family members or friends, so you can learn some more clues to understanding goals. Before you interview anyone, plan some questions you wish to ask. For example, you might ask:

- Tell me something you intend to do this month.
- Is it something you need or you want?
- When do you think you will do it?
- Will you do it alone or will someone help you?



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## Groups To Which I Belong

### *Working With Groups Leadership, Level II*

#### **What Members Will Learn. . .**

##### **ABOUT THE PROJECT:**

We live in groups, learn in groups, play in groups, and worship in groups. We know that working together is fun and a democratic way to get things done.

##### **ABOUT THEMSELVES:**

They can work together with other people toward a common goal.

##### **Materials Needed:**

Adults or older 4-H'ers to assist with activities  
Handout of "Groups To Which I Belong" for each member  
Felt-tipped markers and/or crayons  
Copy of completed "Groups to Which I Belong" poster

**ACTIVITY TIME NEEDED: 20 MINUTES**

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### **Leader Notes**

Use this activity as a warm-up if it's appropriate.

Allow time for responses.

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### **ACTIVITY**

Put your palms together, then, keeping them together, turn the joined hands toward you and down. Try starting behind you with the palms together and change fingers from pointing down to pointing up.

We talked about goals last time we met. Who can tell me something about goals? (Pause) That's good. Goals help us decide what is important to us.

In what ways do you think groups may be important to us? (Pause)

We live in groups and learn in groups. We know that working together is fun and a good way to get things done. Many kinds of work simply cannot be done by just one person, so we have to work together. Can you name some of those group jobs? (Pause)

A group consists of two or more persons working together toward a goal. People watching a fire are simply gathered together; firemen working to put out the fire are working as a group.

A 4-H club play is important in helping members learn to:

1. Trust and respect each other
2. Make use of the talents of each member
3. Make decisions that help the whole group

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For our activity today, we will be working in small groups so you may count off in numbers.

Allow time for members to count off, get into their groups and be seated.

Let's look at our handout. In each of the balloons you may list one group to which you belong.

Give each member a "Groups to Which I Belong" handout.

There are felt-tipped markers, crayons and pencils on the work table if you wish to decorate your balloons. \_\_\_\_ will be working with Group 1 and I will be working with Group 2.

Assist the members as needed. Allow about 8-10 minutes

We'll take about 8-10 minutes.

**DIALOG FOR CRITICAL THINKING:**

1. To how many different groups do you belong?
2. Why are these groups important to you?
3. What reasons do you have for staying with the group?
4. Why do people belong to groups?

**GOING FURTHER:**

Share your "Groups To Which I Belong" handout with your family members.

Remind members to share their handout with their family members.

**REFERENCES:**

Adapted from Leadership Project Book II, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

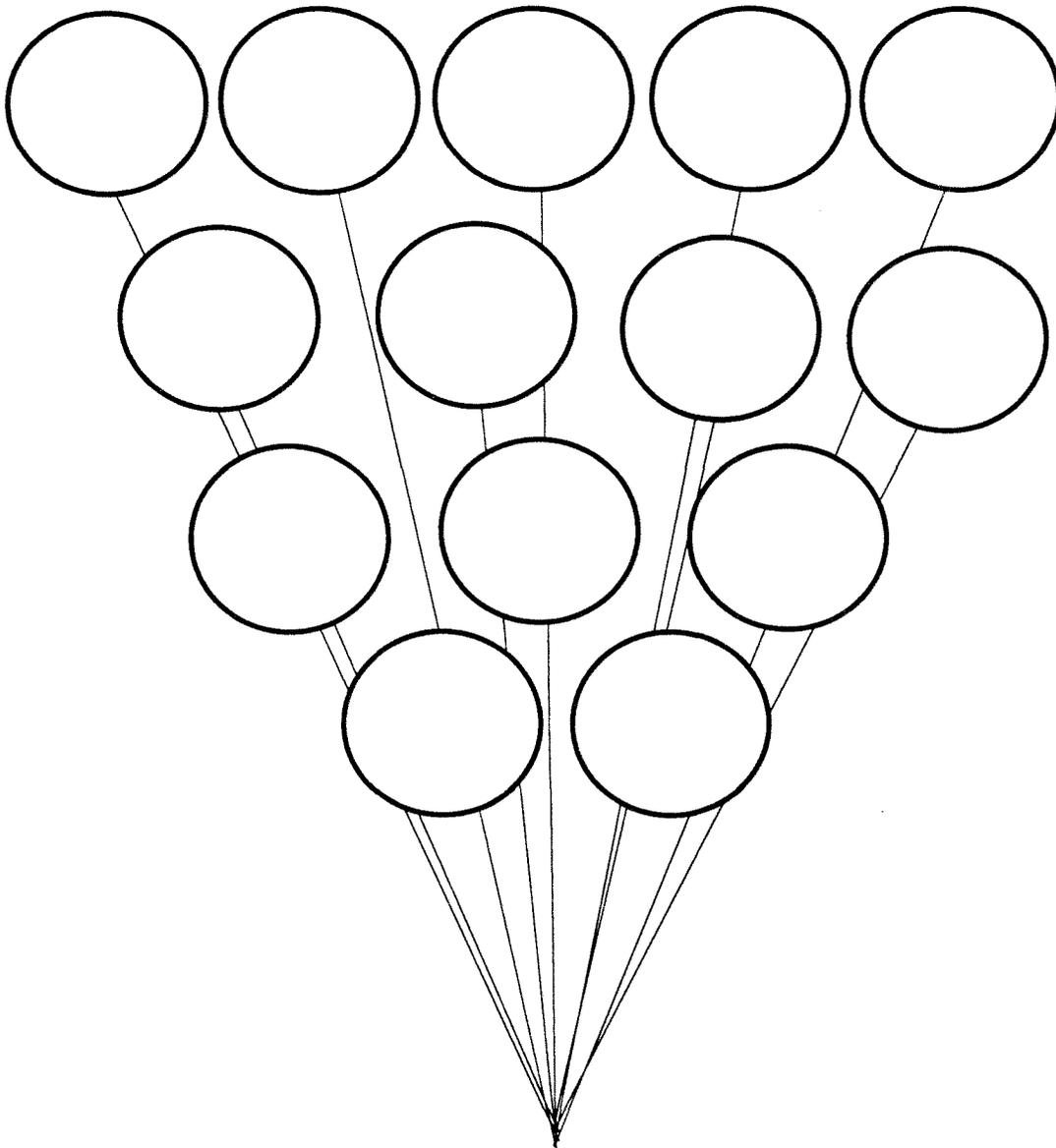
Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## Groups To Which I Belong

List groups of which you are a member. Include groups that have names (formal) and those groups of people who work together even without a name (informal). Other members of your groups can add to the list. Be sure to include all kinds of groups, such as family, church, 4-H, scouts, friendship groups, team, etc. In each of the balloons write one group to which you belong.



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# Kansas 4-H Leadership Curriculum

*Level III, Age 12, 13, 14*

## Age 12

### UNDERSTANDING SELF

1. Collage

### COMMUNICATING

2. Eye'm Listening
3. Sounds of Silence

### GETTING ALONG WITH OTHERS

4. Family Members

### LEARNING TO LEARN

5. Recycling
6. The Sign Says

### MAKING DECISIONS

7. Resource Hunt

### MANAGING

8. Goal Search
9. Plan a Day

### WORKING WITH GROUPS

10. Design Your Own Clover

## Age 13

### UNDERSTANDING SELF

1. The Touch of Others
2. A Letter of Confidence

### COMMUNICATING

3. Discussion Assignment
4. The Gossip Line

### GETTING ALONG WITH OTHERS

5. A Gift for You
6. Wanted Posters

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LEARNING TO LEARN

7. The Numbers Game

MAKING DECISIONS

8. Was It a Good Decision?

MANAGING

9. Ideas for Management

WORKING WITH GROUPS

10. Environmental Awareness

**Age 14**

UNDERSTANDING SELF

1. Personality Influences
2. Finding Values

COMMUNICATING

3. Behavior Charades
4. Poster Assignment

GETTING ALONG WITH OTHERS

5. My Name is...
6. Put-downs

MAKING DECISIONS

7. Relationship Wheel

LEARNING TO LEARN

8. Life Is Like...

MANAGING

9. What Are Your Plans?

WORKING WITH GROUPS

10. All Things Wrong



# Collage

## *Understanding Self Leadership, Level III*

### **What Members Will Learn. . .**

#### **ABOUT THE PROJECT:**

“Self-concept” is used to describe how each of us sees himself or herself. Developing a positive self-concept helps us appreciate our worth and importance.

#### **ABOUT THEMSELVES:**

They will learn to recognize the things that are important to them. They will learn the symbols that represent them.

#### **Materials Needed:**

Adult or older 4-H’ers to assist with activities  
Handout, “Collage,” and a pencil for each member  
Newspapers, magazines, advertisements  
Scissors  
Glue sticks  
Cardboard or posterboard  
Sample of completed “Collage,” done by you  
Banner “Leadership is Understanding Ourselves”

**ACTIVITY TIME NEEDED: 20-25 MINUTES**

### **Leader Notes**

Place materials on work tables.  
Allow time for partners to get together.

Hang banner “Leadership is Understanding Ourselves”  
Allow time for responses.

Hang completed “Collage.”

### **ACTIVITY**

You will need a partner for today’s activity, so let’s take time now to select a partner whose eyes are a different color from yours.

As we work toward developing our leadership abilities, we want to know more about ourselves. For instance, we want to know our strengths, and what we would like to do in the future. Can you think of other things we should know about ourselves?

Today, each of us is going to have a chance to make a collage that will represent us. Who can tell me what a collage is? (Pause for possible answers.) Did you know that it is a French word which means “to glue?” In our work, it means to paste a variety of pictures or words that represent our feelings or things we like or dislike. When finished, it should describe us.

You may go through the materials on the work table and select cartoons, pictures, words, phrases, or other items that you feel describe or represent some aspect of you. Arrange them on the paper, and paste them in place.

We'll have a chance to practice our decision-making skills we used in our last meeting.

You have already selected a partner, so we'll all get settled in our work space. \_\_\_\_\_ and I will be here if you have questions.

After you have completed your collage, you may share it with your partner. We'll take about 10 minutes for you to make your collage.

### **DIALOG FOR CRITICAL THINKING:**

Now, let's discuss our experience.

1. What things on your collage do you see that seem to be similar to your partner's?
2. What pictures or cartoons, etc., show your feelings?
3. How is this picture of you different from one you might have done one year ago?
4. How might it be different a year from now?

### **GOING FURTHER:**

Tell your family members or your helper about your collage. See what they say.

### **REFERENCES:**

Adapted from Leadership Project Book II, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

Allow time for members to complete their collages.

Allow time for responses. Let them share as a group, if they will. If they won't, have them discuss with their partners.

Remind members to share their collage with their family members.



# Eye'm Listening

*Communication — Verbal and Nonverbal  
Leadership, Level III*

## **What Members Will Learn. . .**

### **ABOUT THE PROJECT:**

The ability to communicate well with others can help a person understand other people's needs.

Communication is more than just speaking and listening.

### **ABOUT THEMSELVES:**

Members will become more aware of the part communication plays in developing relationships with others.

Members will become more aware of the importance eye contact and body language have in communicating with others.

### **MATERIALS NEEDED:**

Adult or older 4-H'ers to assist with activities

**ACTIVITY TIME NEEDED: 20-25 MINUTES**

## **Leader Notes**

## **ACTIVITY**

Allow time for responses.

Who can tell me about our last meeting? (Pause) Yes, we talked about understanding ourselves? (Pause) How were we able to explain ourselves? (Pause) We made a collage with items that represented us. Was it easier to talk about yourself when you had specific things to discuss with your partner? Why do you suppose that is?

Allow time for participants to find a partner and be seated.

Today we are going to look at ways we can share our ideas and feelings with each other. We call this sharing "communication" (or the way we communicate with others). Since you'll need a partner, pick a person who is wearing a different colored garment from what you're wearing.

If we are able to communicate well with others, we can learn more about ourselves and the way others see us, and we will be healthier. We will also be able to understand the people around us better and learn to like and enjoy each other.

If we can do these things, we will be able to act responsibly with other people without changing ourselves to try to please everyone.

When we talk about communication, we are talking about a sender of a message (the speaker) and a receiver of a message (the listener). We say we have communicated well when the receiver understands the message in the same way the sender wanted it understood. (Pause)

Careful listening is like a sound mirror. A careful listener can be a mirror of the words, feelings, and actions of the speaker. (Pause)

Being a good listener, then, is a very important part of communicating well.

There are several things you can do as a listener that will say to your partner, "I'm listening." One of the most important techniques is to look at the speaker's eyes. Believe it or not, we call this "eye contact," and it is a great help in communicating.

Another listening behavior is to lean toward the speaker just a little bit and sit or stand firmly in place, so that it is obvious you are paying attention and not preparing to leave. You can also nod your head occasionally or say "mm-hmm" every so often. (Pause)

Let's try some of these techniques. You need to sit facing your partner and decide which one of you will be the speaker and which one the listener. When you are ready, I will give a topic to the group, and the speaker is to begin to talk about this topic as soon as it is given. While the speaker is talking, the listener is to use the listening skills just discussed. When I clap my hands (or flip the lights, etc.) the speakers are to continue talking while the listeners look away, yawn, lean back, do something with their hands, close their eyes, etc. (Pause) Do you understand? Please say so, if you don't. Okay! Your topic is "Something You Did Last Weekend." Start.

### **DIALOG FOR CRITICAL THINKING:**

1. How did the speaker feel when eye contact was given, compared to the time when there was no eye contact?
2. How did the listener feel when he or she had to look away?
3. Can you think of other situations when this has happened? How did you feel?
4. What can you do to improve your personal communication skills?

### **GOING FURTHER:**

Talk with your family members about communicating with others. Practice good communication skills with your family, your friends, and at school.

### **REFERENCES:**

Colors of 4-H Leadership (Video with a series of vignettes which contain examples of nonverbal communication.)

Adapted from 4-H CARES, Marcia McFarland and Kirk Astroth, KSU

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

Allow time for partners to get ready.

Ask if everyone understands the task. If they do, give them the following topic: **"Talk about something you did last weekend."**

Let the speakers talk for 1½ minutes before clapping your hands. Allow pairs to spend another minute with the topic, then call time and ask the group the following questions.

Remind members to talk with their families or friends about what they learned.



# Sounds of Silence

*Communicating — Nonverbal  
Leadership, Level III*

## What Members Will Learn. . .

### ABOUT THE PROJECT:

Nonverbal means “without words.” Facial expression, attitude, posture, and eye contact are ways to communicate without words. They are examples of nonverbal communication.

### ABOUT THEMSELVES:

They can do a better job of communicating, if they learn to observe non-verbal communications.

The way they look when talking or listening can communicate more strongly than their words.

### MATERIALS NEEDED:

Adult or older 4-H’ers to assist with activities

Poster with examples of emotion:

#### Sounds of Silence

love	fear	satisfaction
sorrow	surprise	happiness
	anger	

**ACTIVITY TIME NEEDED: 20-25 MINUTES**

## Leader Notes

## ACTIVITY

Who can tell me something we talked about at our last meeting? (Pause)  
That’s right. We talked about listening. And we found out that eye contact is very important in listening. Have any of you practiced eye contact as you listened to others this past week?

Allow time for people to find a partner.

Again today, you’ll need a partner. Pick someone whose telephone number has a last digit that is different from yours.

Hang poster, “Sounds of Silence.”

Are all you partners ready? Each set of partners will need to find a place in this room where they can plan together, because, today, we are going to learn how to express ourselves without words. To do that, each set of partners will need to select a topic from the poster I am hanging. If you want to select another emotion, you may. (Pause)

You and your partner need to agree on one emotion you would like to share with the group. The emotion has to be expressed in nonverbal communication. No talking! (Pause)

\_\_\_\_\_ and I will be here if you need help or have questions. We'll take about 5 minutes for all pairs to prepare their "Sounds of Silence" presentation. Then, each pair will express the selected emotion with non-verbal communication. The rest of the group will guess what emotion is being expressed.

Allow about 5 minutes for partners to prepare.

Allow time for each pair to make its presentation.

### **DIALOG FOR CRITICAL THINKING:**

Now that we've had time to hear from everyone, let's consider a few questions.

1. What emotions sometimes look the same?
2. What parts of the body do you look at when you are trying to understand a person's emotions?
3. What emotions do you feel have actions or signs that are easily recognizable? What are some of these signs?
4. How can "reading" nonverbal signs help you communicate better?

Allow time for responses.

### **GOING FURTHER:**

You may want to talk with your family about nonverbal communication, or you may want to practice "reading" nonverbal signs in your discussions with others.

Remind members to talk with their family members about nonverbal communications.

### **REFERENCES:**

Adapted from Leadership Project Book II, University of Nebraska  
Colors of 4-H Leadership (Video with a series of vignettes which contain examples of nonverbal communication.)

Butterberry Hill (Video Series) Communication & Misunderstanding

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



# Family Members

*Getting Along With Others  
Leadership, Level III*

## What Members Will Learn. . .

### ABOUT THE PROJECT:

A significant part of family life is sharing with and caring about our family members.

Getting along with others also includes looking for and appreciating the fine qualities in our own family members.

### ABOUT THEMSELVES:

They will learn to identify the fine qualities in their family members. They will develop an appreciation of their family members.

### MATERIALS NEEDED:

Adults or older 4-H'ers to assist with activities and lesson  
Handout, "Family Members," and a pencil for each member  
Poster, "Family Members," prepared by you

Draw a stick figure family like your own. Draw lines between figures to show who helps take care of each family member.

**ACTIVITY TIME NEEDED: 20-25 MINUTES**

## Leader Notes

Hang banner, "Leadership is Getting Along With Others."

Allow time for responses.

Allow time for responses.

Decide in advance how many groups of what size you would like.

Hang poster "Family Members." Give a handout, "Family Members," and a pencil to each member.

## ACTIVITY

What can you tell me about our last meeting? (Pause) That's right. We demonstrated nonverbal communication. What types of nonverbal communication have you observed this past week?

How can nonverbal communication help us in getting along with others? Can it help us in getting along with our family members?

Today, we want to learn about families. For part of the time, we'll work in groups, so let's count off so there are 3 or 4 in each group.

Who can tell me what a family is? (Pause) How are families different? (Pause) How are family members different? (Pause) Each family is a special and unique group. We can learn to look for and appreciate fine qualities in our family members.

What are some responsibilities family members have? (Pause for responses.) Yes, family members care for one another. We are going to look at our own families and show who helps take care of each family member. I am giving each of you a worksheet and pencil.

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## Leader Notes

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On your paper, draw a stick figure family like your own; that is, the same number of people, sizes, etc. Draw lines between figures to show who helps take care of each member. You may get together with your group while you are completing your drawings. When you have finished your drawings, you may share them with your group and explain as necessary.

Allow about 5 minutes for members to complete their stick figure drawings. Let members share their drawings with the group.

### **DIALOG FOR CRITICAL THINKING:**

Now that you have shared in your groups, let's answer a few questions as a total group.

1. Who takes care of one another in your family?
2. What is good about some people doing more?
3. What things would you suggest to make the "caring for each other" better?

Discuss questions with total group.

### **GOING FURTHER:**

Talk with your family members about appreciating your family. You might have them do an activity like you have done.

Remind members to tell their family members about appreciating one's family.

### **REFERENCES:**

Adapted from Leadership Project Book II, University of Nebraska  
Butterberry Hill (Video Series) Affection and Friendship

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## Family Members

Name \_\_\_\_\_

Draw a stick family like your own. Draw lines between figures to show who helps take care of each family member.





# Recycling

*Learning To Learn*

*Leadership, Level III*

## What Members Will Learn:

### ABOUT THE PROJECT:

Learning is acquiring knowledge, physical skills, or attitudes. This can be done by studying, by trying things, or by learning from other people. It is easier to learn if you know several ways to acquire new knowledge.

### ABOUT THEMSELVES:

They will discover that there is more than one way to learn.

They will learn that they have creative skills.

### MATERIALS NEEDED:

Adults or older 4-H'ers to assist with activities

Poster listing different types of games

#### Games

Checkers

Tennis

Volleyball

Relay Races

Basketball

Scavenger Hunt

Horseshoes

Pin the Tail on the Donkey

**ACTIVITY TIME NEEDED: 25-30 MINUTES**

## Leader Notes

Determine in advance how many groups you will need for your activities.

Allow time for responses.

Hang "Games" poster. Make sure everyone understands the objective.

Circulate among groups, as necessary.

Allow time for small groups to explain their games to the entire group.

## ACTIVITY

Before we start into our activities today, let's count off in \_\_\_'s, so we'll have some groups to work in.

Who can tell me what recycling means? (Pause) What things can be recycled? (Pause) Have you ever thought of recycling a game? (Pause) We do that a lot with melodies.

We're going to divide into groups and create some new games. (Pause) The way we can do that is to take a familiar game and change some of the rules. Here are some games that may help you get some ideas for a starter.

Now, we'll take about 8-10 minutes to work together in our groups. When we're finished, each group will explain the new game it has created.

Let's hear from the groups about their new games.

### **DIALOG FOR CRITICAL THINKING:**

Now, let's discuss our experience.

1. How hard was it to think through new rules for old games?
2. Were you able to design rules that made sense?
3. Were the rules just for fun, or did you hope to teach something?
4. When you played the game, what happened?
5. How does this experience apply to other situations in life?

Help participants understand that trying to think in new ways is difficult, and that's why change is hard. As leaders, though, they need to think creatively and look forward to change.

### **GOING FURTHER:**

Talk with your family members about the new game you and your group created. Try playing your new game and see what kinds of things happen.

Remind members to share their new game with their family and friends.

### **REFERENCES:**

Adapted from Leadership Project Book II, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



# The Sign Says

## *Learning To Learn Leadership, Level III*

### **What Members Will Learn. . .**

#### **ABOUT THE PROJECT:**

Learning can be done in a variety of ways.  
Finding and organizing information is a good way to learn.

#### **ABOUT THEMSELVES:**

Discovering information on their own can be fun.  
Sharing information with others will help them learn.  
They can help the community by accepting responsibility.

#### **MATERIALS NEEDED:**

Adults or older 4-H'ers to assist with activities.  
Copy of "Safe Cycling for Bikers of All Ages" for each member

Brochures available from:

Kansas Department of Transportation  
Bureau of Management Services  
7th Floor  
Topeka, KS 66612

Deck of Cards  
Newsprint  
Felt-tipped markers

**ACTIVITY TIME NEEDED: 20-25 MINUTES**

### **Leader Notes**

### **ACTIVITY**

As we already know, learning can be done in a variety of ways. Today, we'd like to learn by finding information and sharing it with others. Our topic will be bicycle safety. Most of you ride bicycles, so this information should be interesting to you.

Remember when you had just learned how to ride your bicycle? (Pause)  
What were some of the things you were cautious about when you first learned how to ride? (Pause) Sometimes signs helped you know what you were to do to be safe.

Allow time for responses.

We are going to work in small groups and make universal traffic signs. After we make our signs, we'll need to find groups to test to see if they know what the signs mean. By the way, why are they called "universal traffic signs?"

Allow time for responses.

To make our groups, I want each person to draw a card from this deck I have. Red cards are one group, and black cards are another.

After you have divided into groups, take the brochure I'm giving you and find the information on universal traffic signs. Then, have your group get some work materials and make a copy of the universal traffic signs. You can use the work table to complete your signs. (Pause) We'll take about 8-10 minutes, then we'll see if each group can identify the other groups' signs.

### **DIALOG FOR CRITICAL THINKING:**

1. How were you able to figure out which were the right signs?
2. How well did your small group do on the test?
3. How were you able to help those members who did not know the signs?
4. What other groups could you "test" with your signs?
5. How could you apply this experience to finding out other information and sharing it?

### **GOING FURTHER:**

Talk with your family members about bicycling safety. Practice using safety rules when bicycling.

### **REFERENCES:**

Adapted from Leadership Project Book II, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

Divide your group into two smaller groups by having each person draw a card from a deck. Red cards are one group, black cards are another. If you need more groups, divide by hearts, clubs, diamonds, and spades.

Hand everyone a brochure.

Remind members to talk with their family and others about bicycling safety, and encourage them to follow the rules.



# Resource Hunt

*Making Decisions*

*Leadership, Level III*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

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

### **ABOUT THEMSELVES:**

They can use a variety of resources to help them get what they want. They can make improved decisions with wise use of resources.

### **MATERIALS NEEDED:**

Adults or older 4-H'ers to assist with activities and lesson  
Completed list of "Resource Hunt" to hang, done by the leader  
Copy of "Resource Hunt" worksheet and a pencil for each member

### **ACTIVITY TIME NEEDED: 20-25 MINUTES**

## Leader Notes

Do a little exercise to get the group going. Explain the exercise to the group. No partners are needed.

Wait for groups to organize.

Pause for responses.  
Write them on newsprint.

Give each member a copy of the "Resource Hunt" and a pencil.  
Hang "Resource Hunt" poster.

Allow time for groups to finish.

## ACTIVITY

Balancer—Let's try a little activity to see how well our bodies respond to their brain cues. Stand and place your arms behind your back. Grab your left wrist with your right hand. Keep your trunk and head erect. Bend your knees deeply, to a squat position. Now, touch your left fingers to the floor. Did anyone have trouble? See, we're different in many ways!

Today, we are going to talk about resources. Before we start, please count off in two's for small group work.

Now, who can tell me what a resource is? (Pause) Can you think of resources we use every day? (Pause) Since we need resources, we're going to have a Resources Hunt. In our Resource Hunt, you are going to be looking at resources in your neighborhood that could help your family.

Make a list of 10 to 15 resources in your neighborhood that can be used to help your family spend less money, care for each other better, or buy needed things. You can refer to this poster as an example, if you need to. (Pause) You can list the resources in the categories on the worksheet I'm giving you. When you are finished, you can share your list with your small group. \_\_\_\_\_ will work with group 1 and I will work with group 2. We'll take about 10 minutes.

Now, let's list your answers on a piece of newsprint.

When youth have finished, have them give their answers and make a list of them on newsprint.

### **DIALOG FOR CRITICAL THINKING:**

As we look at our list, let's see if we can answer some questions about our choices.

1. Which kind of resources were easiest to list?
2. What resources might make you think of additional resources?
3. Are some of these resources more important to people at different ages?
4. How can these resources help you to make improved decisions?

### **GOING FURTHER:**

Share your resource list with your family or your helper.

Remind members to share their information about resources with their families.

### **REFERENCES:**

Adapted from Leadership Project Book II, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## Resource Hunt Worksheet

Name \_\_\_\_\_

Make a list of 10 to 15 resources in your neighborhood that can be used to help your family spend less money, care for each other better, and buy needed things.

Write the resources you have thought of in the categories below:

**Help family spend  
less money**

**Care for each  
other better**

**Buy needed  
things**





# Goal Search

## *Managing Leadership, Level III*

### **What Members Will Learn. . .**

#### **ABOUT THE PROJECT:**

Goals usually take the form of something we want to do or something we would like to have. To reach our goals, we must learn to manage our resources.

#### **ABOUT THEMSELVES:**

How to recognize their skills, time, money, and other resources.  
How to decide the steps they need to follow to reach their goals.

#### **MATERIALS NEEDED:**

Adults or older 4-H'ers to assist with activities and lesson  
Sample of completed "Goal Search" to hang, done by leader

#### **Goal Search**

Picture  
or  
Words

Picture  
or  
Words

Picture  
or  
Words

I will become a pilot—

- I will get best grades possible
- I will go to Air Force Academy

Magazines, newspaper, brochures, advertisements

Scissors

Felt-tipped markers

Glue sticks

Masking tape

Paper

Pencils

**ACTIVITY TIME NEEDED: 20-25 MINUTES**

### **Leader Notes**

Place materials on work table.

Have members choose a partner whose last name begins with a different letter from his/her own.

### **ACTIVITY**

Today we'll need a partner, so find someone whose name begins with a different letter from your own. Now, decide who is partner 1 and who is partner 2. Partner 1 kneels on the floor. Partner 2 (who is behind him/her) holds partner 1's feet firmly while partner 1 leans forward slowly and reaches as far forward as possible to mark the floor. Then, they shift places and see who has made the farthest mark. Use a piece of masking tape as your marker. Partner 1 may not touch the floor with his/her hands.

Does anyone dream about things? (Pause) What could be the difference in dreaming and having a goal? (Pause) Goals usually take the form of something we want to do or something we would like to have.

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## Leader Notes

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Today, each of us can look through the materials on the work table and find three pictures or words describing the things he/she would like to have or do. (Pause) When you've found them, place them on a piece of paper and write a goal under each item. Then list the resources you think you'll need (money, time, people, etc.) in order to accomplish the goal. Once you've listed those items, list the steps you might take to reach your goals. You usually have to reach smaller goals to get you to the larger goal. We call the in-between steps "short-term goals." If you need help with ideas, look at the poster, or ask one of us for ideas.

Allow time for responses.  
Hang completed "Goal Search" poster.

Allow time for everyone to finish, or nearly finish. Keep an eye out for those who are not getting the job done. They may need additional help.

### **DIALOG FOR CRITICAL THINKING:**

Now that you have finished, let's talk about our experience.

1. How difficult was it to state your wishes as goals?
2. Would these goals require a long time or a short time to make them happen? Why?
3. What short-term or smaller goals would you have to reach before achieving the long-term goals?
4. What other things in your life could we say are goals?

### **GOING FURTHER:**

Share your goals with your family or your helper.

Remind members to share their goals with family or friends.

### **REFERENCES:**

Adapted from Leadership Project Book II, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



# Plan a Day

## *Managing Leadership, Level III*

### **What Members Will Learn. . .**

#### **ABOUT THE PROJECT:**

Many things happen during the day which can be planned. Other things may just happen unexpectedly. We can be prepared for the unexpected if we plan for the “unplanned activities.”

#### **ABOUT THEMSELVES:**

They can plan for a day’s activities.  
They can build in time for unplanned activities.  
They can identify the most important activities.

#### **MATERIALS NEEDED:**

Adults and older 4-H’ers to assist with activities and lesson  
Sample of completed “Plan a Day” poster, done by leader  
Copy of “Plan a Day” worksheet and a pencil for each member  
Newsprint, pencil, paper  
Felt-tipped markers and/or crayon  
Cloth bag that can be tied shut  
Items to be put in bag, examples:  
An unsharpened pencil, golf ball, nickel, shoelace, washer, clothespin,  
sealed package of microwavable popcorn, small metal box of bandaids

#### **ACTIVITY TIME NEEDED: 20-25 MINUTES**

### **Leader Notes**

Do an activity to focus everyone’s attention.

Put the objects in the bag, tie securely, and see who can figure out what they are. In order to let everybody have a chance, have the youths write their answers on a piece of paper before the bag is opened. Hand out paper and pencil to everyone.

Hang completed poster “Plan a Day.”  
Give each member a copy of “Plan a Day” worksheet and a pencil.  
Allow 10-15 minutes for them to finish.  
When all are finished, discuss the exercise with them.

### **ACTIVITY**

Before we start our lesson, let’s do an activity to get us thinking. I have a bag full of items. See if you can decide what the items are without opening the bag. Write your answers on a piece of paper.

There are 24 hours in a day. What do we do with all this time? (Pause) It would be good for us to know that, just like we need to know how we spend our money.

You may find a partner who is wearing a different color of shoes from you. Each set of partners can find a spot in this room. Work with each other to plan what you do during your 24 hour day. I’ll give each of you a worksheet and hang a poster of a possible day for you to compare to your day. If you have questions, \_\_\_\_\_ and I will come and help you.

When you have finished, decide which activities are most important, then you can tape your “Plan a Day” sheet to the wall, so we can all see it.

### **DIALOG FOR CRITICAL THINKING:**

Now, let's see what we did and what we learned.

1. What is the best way to plan for a day's activities?
2. What are "unplanned" activities?
3. How could you best deal with the "unplanned" and still finish the planned activities?
4. What activities did you identify as the most important?
5. How could you be sure they happened?
6. What did you learn about planning a day from this activity?
7. How can you use what you learned?

### **GOING FURTHER:**

Talk with your family or your helper about your plan for a day. Maybe have them do a similar activity.

Remind members to share their experience with family and/or friends.

### **REFERENCES:**

Adapted from Leadership Project Book II, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## Plan a Day

Name \_\_\_\_\_

List the activities you will be doing during an entire day. List the amount of time you think each activity will take. The total should come to 24 hours.

	<b>ACTIVITY</b>	<b>AMOUNT OF TIME</b>
(Example)	Sleeping	8 hours, 0 minutes
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
	10.	
	11.	
	12.	
	13.	
	14.	
	15.	





# Design Your Own Clover

*Working With Groups*

*Leadership, Level III*

## What Members Will Learn. . .

### ABOUT THE PROJECT:

People in a community often share common goals and ideas.  
People working together accomplish more than one person alone.

### ABOUT THEMSELVES:

They have individual needs.  
Some of their needs are unique, some are shared.  
They can learn to cooperate with other people.

### MATERIALS NEEDED:

Adult or older 4-H'ers to assist with activities  
Handout, "Design Your Own Clover," for each member  
Felt-tipped markers  
Newsprint  
Completed "Design Your Own Clover" poster

**ACTIVITY TIME NEEDED:** 20-25 MINUTES

## Leader Notes

Allow time for responses.

Give each member a "Design Your Own Clover" handout. Members may complete their clover by reading the headings and answering the questions. If they don't want to use words, they can use symbols. Allow time for them to complete their clover. Then, discuss questions.

Use an example from one of the clovers, and have them describe how working together could make things easier.

## ACTIVITY

It won't come as a surprise to any of you that many of the things you do each day are done in groups. What are some of the groups you are a part of? (Pause) Who can start us off?

Okay, so we belong to a lot of groups. Why do people do things in groups? (Pause) That's right! People can do many things when they work together as a group that they can't do alone. People work together to reach goals. Groups that work well together work as a team, and members cooperate with each other.

Today, we are going to have an opportunity to consider the importance of working together. To help you do that, you will be designing your own clover of interests. As you work on your clover, think about how working with others could help you with your interests.

### DIALOG FOR CRITICAL THINKING:

Now that you're done, let's discuss our work.

1. What things are on your clover that you could share with someone?
2. Do you think there are others with the same ideas who could help accomplish what you want?
3. How can people working together accomplish more than one person alone?

**GOING FURTHER:**

Share your completed clover with your family members.

Remind members to share their clovers with their families.

**REFERENCES:**

Adapted from Leadership Project Book II, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

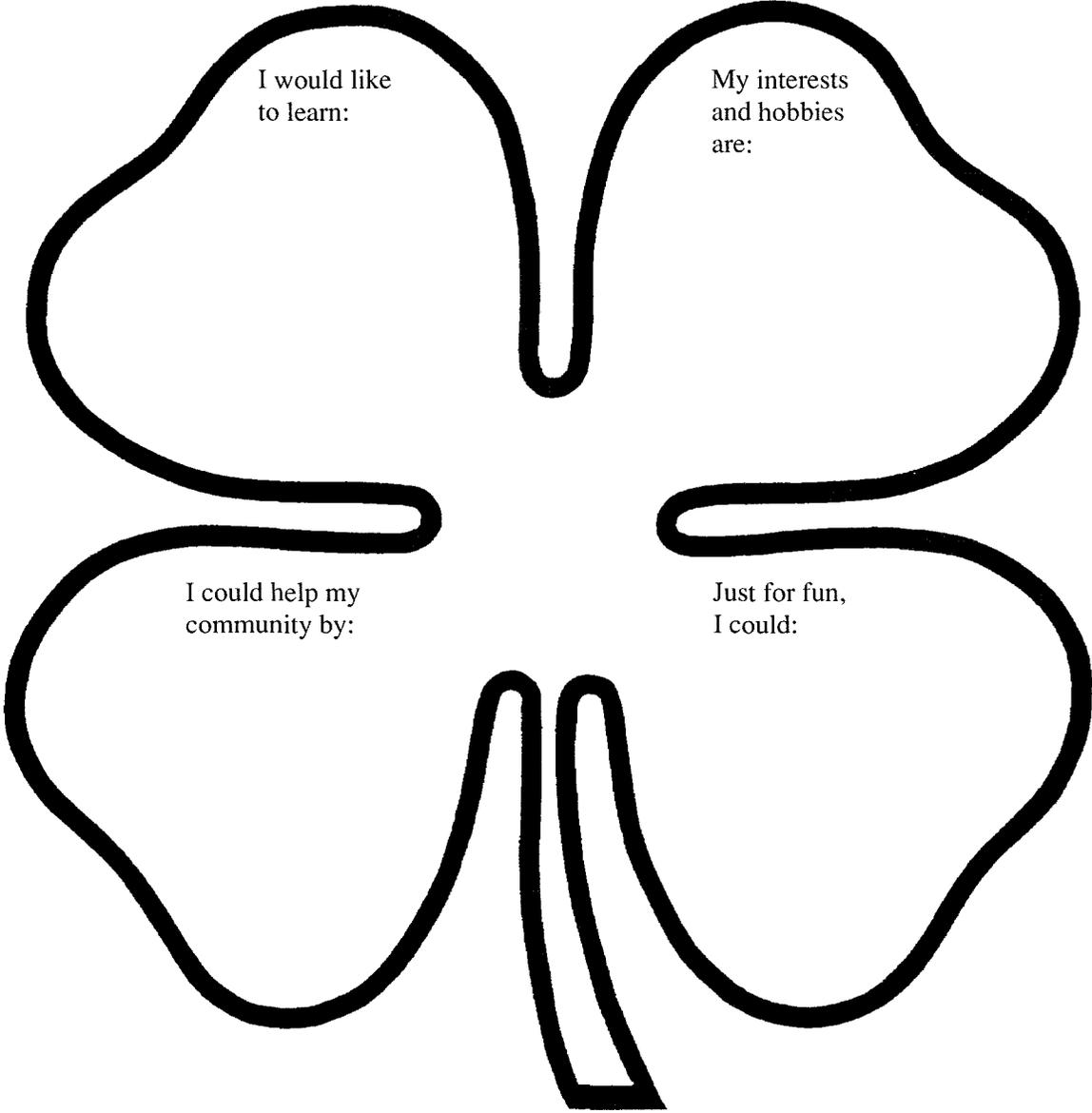
Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## Design Your Own Clover

Name \_\_\_\_\_



I would like  
to learn:

My interests  
and hobbies  
are:

I could help my  
community by:

Just for fun,  
I could:





# Kansas 4-H Leadership Curriculum

*Level III, Age 13, 14*

## Age 13

### UNDERSTANDING SELF

1. The Touch of Others
2. A Letter of Confidence

### COMMUNICATING

3. Discussion Assignment
4. The Gossip Line

### GETTING ALONG WITH OTHERS

5. A Gift For You
6. Wanted Posters

### LEARNING TO LEARN

7. The Numbers Game

### MAKING DECISIONS

8. Was It a Good Decision?

### MANAGING

9. Ideas for Management

### WORKING WITH GROUPS

10. Environmental Awareness

## Age 14

### UNDERSTANDING SELF

1. Personality Influences
2. Finding Values

### COMMUNICATING

3. Behavior Charades
4. Poster Assignment

### GETTING ALONG WITH OTHERS

5. My Name Is...
6. Put-downs

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MAKING DECISIONS

7. Relationship Wheel

LEARNING TO LEARN

8. Life Is Like...

MANAGING

9. What Are Your Plans?

WORKING WITH GROUPS

10. All Things Wrong



# The Touch of Others

*Understanding Self  
Leadership, Level III*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

By getting to know yourself, you develop a better understanding of who you are and what is important to you. You can gain appreciation for the things that make you special and work toward developing a positive self image.

### **ABOUT THEMSELVES:**

To gain a better understanding of self.  
Gain appreciation for things that make them special.  
Develop a positive self concept.

### **MATERIALS NEEDED:**

Adult or older 4-H'ers to assist with activities  
Handout of "The Touch of Others" for each member  
Newsprint or butcher paper  
Felt-tipped markers  
Completed poster, "Leadership"  
    Leadership is helping yourself or other people achieve goals.  
    Leadership involves guiding and influencing others.

**ACTIVITY TIME NEEDED:** 15 MINUTES

## Leader Notes

Hang "Leadership" poster.

Allow time for responses.

Allow time for members to get into their groups.

## ACTIVITY

If we're going to be leaders, we need to develop skills in working with others.

Think of those people who helped you as you were learning new things. Do you remember when you learned to ride a bicycle? (Pause)  
Do you remember who helped you? (Pause)  
Did you have training wheels on your bicycle? (Pause)  
Who has helped someone learn to ride a bicycle? (Pause) How did it make you feel to help someone learn something? (Pause)  
Can you think of other things someone has helped you learn?

Today, we'll be talking about some of the skills and behaviors we have learned from others. (Pause)  
We'll tell where and from whom we have learned those skills and behaviors.

In order to do that, we will get into two groups. You may count off by two's and then, you may get into your groups.

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## Leader Notes

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I am giving each of you a handout, “The Touch of Others.” There are several items about learning skills and behaviors listed on the sheet. (Pause) Each group may pick out five items to discuss.

Give each member the handout, “The Touch Of Others.” Give each group some newsprint and a felt-tipped marker.

For instance, the first item asks, “Who taught you how to dance?” Give the person’s name. (Pause) The next item asks, “Where?” (Pause) Give the location where you learned to dance. Sometimes you learned things from several people, so keep that in mind as you answer. Write the responses from your group on the newprint. List as many as you can.

Go ahead and start. We’ll take about 10 minutes.

Allow about 10 minutes.

### **DIALOG FOR CRITICAL THINKING?**

Now, let’s review what we learned.

Ask these questions to review the activity.

1. What role do other people play in helping us learn and grow?
2. What other things can people teach us about ourselves? How have we helped other people?
3. How have people whom we know influenced our attitudes, interests, and skills?

### **GOING FURTHER:**

Talk with your family members about some of their skills and who helped them and where they learned that skill.

Remind members to talk with their family members about who helped them learn new skills and where they learned them.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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Name \_\_\_\_\_

### The Touch of Others

1. How did you learn to ride a bicycle? Who helped?
  
2. Who taught you how to dance? Where?
  
3. When did you first learn to jump rope?
  
4. Who taught you Monopoly, or poker, or how to play chess?
  
5. How did you first learn to kiss your parents?
  
6. Who taught you to ride the bus or drive?
  
7. How did you learn to type or keyboard?
  
8. Where did you learn manners?



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# A Letter of Confidence

*Understanding Self  
Leadership, Level III*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Leaders need to feel confident.

It can be helpful for people to build confidence for each other.

### **ABOUT THEMSELVES:**

To be leaders they need to feel confident.

How to recognize positive things about other people.

How to tell people what positive things you have noticed about them.

### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

File cards (enough for each person in the group to have one file card)

Envelope for each member

Pencil for each member

"Leadership" Poster

Leadership is helping yourself or others achieve goals.

Leadership involves getting things done.

Leadership involves guiding and influencing others.

**TIME NEEDED:** 15 MINUTES

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## Leader Notes

Review past lesson.

Hang "Leadership" poster.

Give each member as many file cards as there are persons in the group. Discuss the importance of being sincere and honest about the characteristics they are to list before you begin.

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## ACTIVITY

At our last meeting, we talked about how others had helped us learn new skills and behaviors. What else did we acquire when we were learning those new skills and behaviors? (Pause) It made us feel good that someone was interested in us, didn't it? Do you feel it helped you acquire confidence? (Pause) Usually, having someone help us, as well as acquiring that knowledge, helps us feel confident. Can leaders use confidence?

What do we mean by the term "leader?" (Pause) What are some of the qualities a leader has? (Pause) To be leaders, we need to feel confident. In this activity today, we are going to help build confidence for each other. (Pause) One way in which we can build confidence is to recognize positive things about other people and tell them about those positive things.

We will be working as a group today. I am giving each of you an envelope and as many file cards as there are members in the group. (Pause) Write the name of a person in the group on each file card. Then, write one positive characteristic about him or her on the file card. (Pause) Continue until you have completed a file card for each member in our group. Does

everyone understand the directions?

Allow five to ten minutes.  
Give assistance as needed.

Is everyone finished? Good! Now, write your own name on your envelope and place it on the table. Each member can place each person's file cards in his or her envelope.

Allow time for members to place a completed file card in each member's envelope.

Now, you can collect your envelope and read all your "Confidence Builders."

### **DIALOG FOR CRITICAL THINKING:**

Let's see how we did with the activity.

Ask these questions to determine how well the activity went.

1. What was the most fun part of this activity?
2. How did you feel when you read the comments others had written about you?
3. How did you feel when you were writing about others?
4. What was hardest about this task?
5. What do you think you learned about yourself?

Allow time for each person to share how he/she felt.

### **GOING FURTHER:**

Talk with your family members about your "confidence boosters." Practice sharing "confidence boosters" with your family members.

Remind members to talk with their family members about their "confidence boosters."

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed: Errol G. Burns, Extension Specialist, 4-H, KSU



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# Discussion Assignment

*Communicating - Discussion  
Leadership, Level III*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Friends can influence us in our choice of clothing, words, attitudes, and participation in activities.

This pressure may not always be fair or right.

### **ABOUT THEMSELVES:**

They can say no without offending their friends.

### **MATERIALS NEEDED:**

Adults or older 4-H'ers to assist with activities

Completed "Leadership" poster

Leadership is helping yourself or others achieve goals

**ACTIVITY TIME NEEDED: 20 MINUTES**

## **Leader Notes**

## **ACTIVITY**

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Review past lesson.

What are some things we have found out about ourselves? (Pause) Yes, other people have helped us learn new skills and behaviors. (Pause) How have we helped others? (Pause) Do these caring qualities have an effect on us as future leaders? How? (Pause)

Hang "Leadership" poster.

Begin by explaining that we all want to be part of a group. How does it make us feel when we are part of a group? (Pause) Can you think of times you have done something because of pressure from friends or from a group? (Pause)

Write responses on newsprint.

What are some examples of things you do that can be influenced by friends? (Pause) Let's list them on newsprint.

Allow time for responses.

Write "Peer Pressure—when people our

How do you feel when friends pressure you to do something? (Pause) We call this peer pressure. Peer pressure can be positive, or it can be negative.

Positive peer pressure motivates us to improve as individuals and to be "all that we can be."

Negative peer pressure usually encourages us to "go along with the crowd" and perhaps do something that we know is wrong or against the rules.

With which type of pressure are you the most familiar? What kind of pressure is the easiest to resist?

Allow time for responses.

You'll need a partner for the next activity, so select a partner who has on a different size shoe from you. Now, you and your partner may brainstorm about ways to "be yourself" or "how you can say no without offending your friends." Come up with as many ideas as you can.

Allow time for members to select a partner and get seated.

You may share your ideas with the group, if you wish. Start now, and we'll take about five minutes.

Allow about five minutes.

Does anyone want to share his/her ideas?

Allow time for responses.

### **DIALOG FOR CRITICAL THINKING:**

Okay, let's do some critical thinking about what we've discussed.

Ask these questions to review the lesson.

1. What are examples of behavior which brings the most pressure for you?
2. What are some ways in which we can communicate this information about peer pressure?
3. What can you do when you're feeling pressured to do something you don't want to do?

### **GOING FURTHER:**

Talk with your family members about peer pressure and how they can help you.

Remind members to talk to their family members about peer pressure.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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# The Gossip Line

*Communicating - Listening  
Leadership, Level III*

## What Members Will Learn. . .

### ABOUT THE PROJECT:

Communication skills are among the most important of the leadership skills.

Communication is the exchange of ideas or information.

A good communicator must have skills both in sending good messages and receiving others' messages.

Receiving others' messages requires good listening and observing skills.

### ABOUT THEMSELVES:

They can learn communication skills.

Their life will be more enjoyable as they learn communication skills.

## Materials Needed:

Adult or older 4-H'ers to assist with activities

"Communication and Leadership" poster

Communication skills are among the most important of the leadership skills.

Prepared statement or story of 100 words or less

For example:

Individuals need to know reasons for thoughtful selection of the best type of bicycle for their individual needs, including how to measure for the correct size. There are several types of bicycles. Middle-weight, high-rise, free style, adult tricycle, tandem, light-weight, and all-terrain are some of the types of bicycles which are available. The rider must safely straddle the top tube, feet flat on the ground, with an inch between crotch and crossbar of bicycle. The rider must be able to sit on the seat with a heel on the low pedal with the leg straight from hip to the heel. The other foot should be supporting the driver and bicycle in an upright position.

**ACTIVITY TIME NEEDED: 20 MINUTES**

## Leader Notes

Review previous lesson.

## ACTIVITY

At our last meeting, we talked about communicating how we feel.

What are the two things we talked about? (Pause) That's right. We talked about how to "Be Yourself" and "How to Say No."

We also talked about peer pressure and how we can handle negative peer pressure.

We are going to conduct an experiment today on listening. (Pause) The

first thing we will do is to have five people leave the room and wait.  
(Pause) Do we have five volunteers?

Allow time for the five members to volunteer and leave the room.

We will call you back into the room one at a time. Each of you will receive verbal instructions which he or she will be asked to pass on to another member.

One of the remaining members may read this statement to the first person called back into the room. After it is read, turn the paper face down and no one look at it again until all five individuals have been called back into the room.

(Give statement to member to read.  
Statement is listed at front of lesson.)  
Call the first member back into the room. Allow time for 1 member at a time to return to the room.

A second person is then called back into the room. The first returnee must carefully repeat the statement to him or her. The statement can be told only once. It cannot be repeated, and no questions are to be answered about it.

Person 2 is called into the room and person 1 tells the statement to that person. He or she gives the statement only once, answering no questions. This process is repeated, with the last person to come in receiving his version of the statement from the previous returnee. Person 5 reports the statement to the group as he or she understands it. A member will then re-read the original statement. Ask these questions to review the lesson. Allow time for thoughtful responses for each question.

### **DIALOG FOR CRITICAL THINKING:**

Let's talk about what we've learned.

1. What happened to the message between the time it was first read until person 5 shared it with the group?
2. In what ways did the message change?
3. What observations do you have about how messages change?
4. What kinds of information were changed most?
5. What does this tell you about how well we listen or are able to remember what we hear?
6. How do you think partial or incorrect messages influence our relationships with others?

### **GOING FURTHER:**

Talk with your family members about how messages can change when we do not listen carefully.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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## **A Gift for You**

*Getting Along With Others - Caring Leadership, Level III*

### **What Members Will Learn. . .**

#### **ABOUT THE PROJECT:**

Understanding and appreciating the people you meet is vital to success in leadership. Skills in meeting, accepting, caring, and trusting are basic to building teamwork.

#### **ABOUT THEMSELVES:**

They can develop skills in understanding and appreciating the people they meet.

They can develop skills in caring about others.

#### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

File cards (Enough for each member to have one card for each person in the group)

Pencil for each member

**ACTIVITY TIME NEEDED:** 15 MINUTES

### **Leader Notes**

Review past lesson.

### **ACTIVITY**

We're all working at being leaders. What are some things about leadership that we have talked about? (Pause) Communication. Understanding ourself. That brings to mind another important part of leadership, getting along with others.

Today we are having an activity about a part of getting along with others—caring.

On birthdays, we often receive presents or give presents to friends. This is fun, but every day can be a gift-giving day if we are able to tell people positive things about themselves, and every day can be a gift-giving day if we listen to the positive things others say about us and receive them well. (Pause)

Today, each group member is to think of a gift for each person in the group. (Pause) This may be a tangible object, for example "a traveling bag for Jane, who has often said she liked people who can go on long trips." It can be symbolic as "a four-leaf clover to wish over," or it can be an intangible gift, "the sound of your baby brother's laughter."

Give each member some file cards and a pencil.

I am giving each of you a file card for each member in our group. On each card, write the name of one of the members. Then, think of a gift for

*1-Leadership, Level III, A Gift for You*

each member and write it on the cards.

When you have finished, you may give each member his or her card. We'll take about 10 minutes.

Allow about 10 minutes. Assist the members, as needed.

### **DIALOG FOR CRITICAL THINKING:**

Now that you have given your gifts, let's review what we've learned.

1. What process did you go through in your mind to decide on gifts?
2. How did it make you feel to give your gifts?
3. How did it feel to receive others' gifts?

Ask these questions to review what was learned.

### **GOING FURTHER:**

Talk with your family members about your "gifts."  
Think about "gifts" you could give to your family members.

Remind members to talk with their family members about their "gifts."

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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## Wanted Posters

*Getting Along With Others - Meeting Leadership, Level III*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

In order to develop leadership skills, we need to develop skills in meeting, accepting, caring about, and trusting people.

#### **ABOUT THEMSELVES:**

Members will develop a feeling of who they are.

Members will identify their strong points.

Members will understand and appreciate other people.

### Materials Needed:

Adult or older 4-H'ers to assist with activities

"Wanted Poster" handout and pencil/marking pencil for each member

Straight pin or masking tape to fasten poster to back of individual

Copy of completed "Wanted Poster"

**TIME NEEDED:** 15 MINUTES

### Leader Notes

### ACTIVITY

Review last lesson.

We talked about caring in our last meeting. Who can tell me what we mean by caring? (Pause) Yes, caring can mean being understanding, interesting, and friendly. (Pause) When you meet a person, how can you tell if that individual is a caring person?

Hang completed "Wanted Poster."

How do you feel when you first meet a person? Do you wonder what that person is like, if she/he is friendly and likable? Today, all our group members will be introducing themselves through a "Wanted Poster" that they create themselves.

Give each member a "Wanted Poster" and a pencil.

I am giving each person a "Wanted Poster" and a pencil. On the poster is a space for your name. Next is the statement, Wanted For Always Being . . . Think about yourself—are you always on time, or are you always friendly? You may have more than one item or reason to write in each of the statements.

Assist the members with their posters, as needed.

Fill in the remaining portions of the poster by completing the statements.

Allow about 10 minutes.

When your posters are completed, have someone fasten the poster to your back. We'll give ourselves about 10 minutes to finish.

Allow time for members to share their "Wanted Posters."

Now, stand up and read each other's Wanted Poster and share your own poster with others.

### **DIALOG FOR CRITICAL THINKING:**

Okay. Let's see what we've learned.

1. What was the hardest part of making your poster?
2. What did you learn about others?
3. What things were alike on both your poster and other people's?

Ask these questions to review the activity.

### **GOING FURTHER:**

Share your "Wanted Poster" with your family members. See if they can add other good things about you to your poster.

Remind the members to share their "Wanted Poster" with their family members.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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**WANTED**

Name \_\_\_\_\_

Occupation \_\_\_\_\_

**FOR**

Always being \_\_\_\_\_

\_\_\_\_\_

Having strong needs for \_\_\_\_\_

\_\_\_\_\_

Greatly valuing \_\_\_\_\_

\_\_\_\_\_

Living by the slogan \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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# The Numbers Game

*Learning  
Leadership, Level III*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Learning is essential for survival in a changing society. As things change, we have to learn new knowledge, skills and attitudes that help us not only cope with the changes but also give positive new directions to our lives.

### **ABOUT THEMSELVES:**

They will identify the ways in which they learn best. They will explore ideas or attitudes that block learning and creative thinking.

### **Materials Needed:**

Adult or older 4-H'ers to assist with activities  
Handout, "Numbers Game" sheet (2 handouts for each member), and a pencil for each member  
Clock or watch with second hand for timing

**ACTIVITY TIME NEEDED:** 20 MINUTES

## Leader Notes

## ACTIVITY

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We have been talking about the different parts of leadership. Who can tell me one of these parts we have talked about? (Pause) Good. Communication is one. Getting along with others is another one, and, of course, there is understanding ourselves.

Another element of leadership is learning. Learning new knowledge, skills, and attitudes helps give us positive direction for our lives.

When a group of people is dealing with a set of complex issues, it takes a great deal of insight to bring all the information together in a way that makes sense. There is a short test that shows how information that is apparently random is not as haphazard as it seems.

You need to be sure members understand the last sentence.

Since it takes only a few minutes to do it, we will do an activity and learn something about how to approach complicated tasks. I'm giving each of you a pencil and worksheet.

Hand out the "Numbers Game" sheet face down. Give members a pencil.

When I hand out the sheets, please leave them face down on the table until I give you the signal. I will be keeping time on this activity.

Okay! Turn the page over and put your pencil on Number 1, but don't do

more than that until I say to. Your task is to draw a line connecting all the numbers from 1 to 60, **in order**. Draw a line to number 2, then to 3, etc. It is all right to cross lines. Raise your hand when you have finished. Now, **START**, and continue as fast as you can.

Emphasize the fact that seeing the pattern reduces the area to be examined and speeds up completion time. Analyzing the structure of the task can increase efficiency.

Now, let's try it again. Hand in your old sheets, and I'll give you a new one. Keep it face down until I tell you to start.

Ready? Start on your new sheet.

### **DIALOG FOR CRITICAL THINKING:**

Now, let's see what we've learned.

1. What did you learn about yourself in this activity?
2. How can looking for patterns in other problems help solve them?
3. What caused different people to finish at different times?
4. Did anyone try to see if there was a pattern before he or she started?
5. Did you see a pattern as you began the exercise?
6. Does having a time limit make a difference?

### **GOING FURTHER:**

Tell your family members about your new way to solve complicated problems.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

Begin timing. Note the elapsed time when the first person finishes and also when the last one is through (or you call time). When everyone is finished, announce the completing times for the first and last person, but don't say names. Ask if anyone saw any order or pattern in the numbers. Display a "Numbers Game" sheet and show the following pattern:

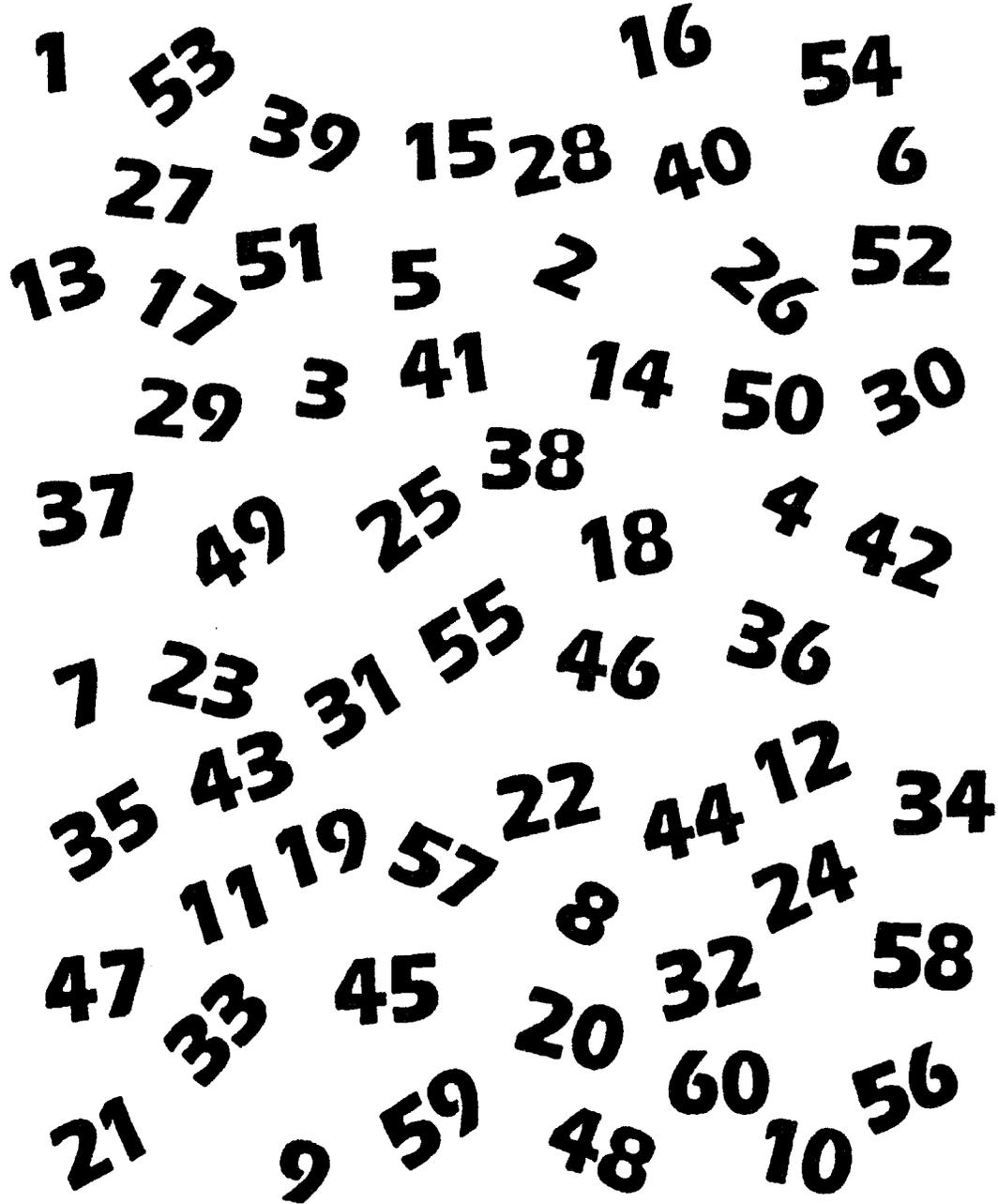
1. Odd numbers are on the left.
2. Even numbers are on the right.
3. The pattern moves down the page, then up, then down again.

Hand out new sheets and time everyone again. When everyone is done, note the finishing times for the first and last persons, and see if the times were faster.

Remind members to tell their family members about their new way to solve complicated problems.

Name \_\_\_\_\_

## THE NUMBERS GAME



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# Was It A Good Decision?

*Making a Decision - Process  
Leadership, Level III*

## What Members Will Learn. . .

### ABOUT THE PROJECT:

We often take decision making for granted, because we make decisions so often. The lack of good decision-making skills creates problems for many people.

### ABOUT THEMSELVES:

Members will become familiar with the steps in decision making.  
Members will recognize and select good alternatives in problem situations.

### Materials Needed:

Adult or older 4-H'ers to assist with activities  
Handout, "Was It a Good Decision?" and a pencil for each member  
Newsprint  
Felt-tipped markers  
Masking tape  
"Decision Making Process" poster

#### SOCS Method

Situation - define the problem or situation

Options - brainstorm possible choices or options

Consequences - think of what might happen with each choice

Solutions - select a solution based upon the consequences

**ACTIVITY TIME NEEDED: 15 MINUTES**

## Leader Notes

Write "Decision" on newsprint. Let members volunteer responses. Write definition on newsprint.

List on another sheet of newsprint the kinds of decisions members had to make. Some responses may be: Get to school on time, what to eat, what to wear, where to sit on bus, when to do chores.

## ACTIVITY

Throughout our lives, we will encounter situations which require us to make decisions. Who can define "a decision" for me? (Pause)

A decision is when you have to make a choice between two or more things.

All of us make decisions every day. Some of these decisions are better than others.

Think about today and remember what kinds of decisions you had to make. Start with when you woke up.

Let's list some decisions on the newsprint.

Is there a decision that seems common for all of you? Can someone tell us how he or she made that decision? What steps were involved in this decision? What did you do first? How did you decide what to do?

Our problems in life cannot be solved by other people but only by using a proven process. All problems or situations need to be thought through, and a process known as decision making is how we look at a problem and try to find a workable answer. One method or process for making decisions is called the "SOCS Method." It consists of four steps.

Hang "Decision-Making Process" poster.

We'll discuss each step. For example, in the first step, we need to be sure what the problem or situation is, so that we are clear in our mind. Let's take an example of a group of 4 people who are all very hungry. They have decided that they want to go to a restaurant to eat. Before they get into a car to go, they must decide where to eat, who will drive, and how long it will take. These decisions must be made before any action can be taken.

I am giving each of you a sheet of paper with the SOCS decision-making steps on it. Think of some decision you will be making, outline the steps, and determine the best way of carrying out the decision.

Give each member the handout, "Was It a Good Decision?," and a pencil.

You may work with a partner whose middle name begins with a different letter from yours, or whose last name ends with a different letter.

Allow time for members to select a partner.

We'll allow about 5 minutes for you and your partner to work together.

Allow about 5 minutes.  
Assist partners, as needed.

### **DIALOG FOR CRITICAL THINKING:**

Now, let's review what we've learned about the decision-making process.

1. What are the differences in when decisions are made?
2. What were the most difficult steps in decision-making?
3. How can this activity help you in the decision-making process?

### **GOING FURTHER:**

Talk with your family members about the SOCS decision-making method.

Remind the members to share the SOCS decision making method with their family members.

### **REFERENCES:**

Adapted from 4-H CARES, Marcia McFarland and Kirk Astroth, Extension Specialists, 4-H, KSU

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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Name\_\_\_\_\_

## *Was It a Good Decision?*

The SOCS method for making good decisions:

- Situations-define the problem or situation.
- Options-brainstorm possible choices or options.
- Consequences-think of what might happen with each choice.
- Solutions-select a solution based upon the consequences

Follow the steps to make you own decision.



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# Ideas for Management

*Managing - Resources  
Leadership, Level III*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Management involves deciding what you want to accomplish and taking stock of what you have that can help you reach your goals. The next step includes putting together a plan of action to use those resources to achieve your objective.

### **ABOUT THEMSELVES:**

Members will gain experience in setting goals.

Members will learn how to develop plans to reach goals.

Members will learn to identify available personal resources.

### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

Construction paper

Felt-tipped markers

Magazine, brochures, advertisements

Glue sticks

Poster listing the "Five Resources Within Us"

Go power

Brain power

Physical skills

Attitudes

Talents

**TIME NEEDED:** 15 MINUTES

## Leader Notes

Put the materials at the work place.

Hang poster, "Five Resources Within Us."

## ACTIVITY

Before we start today's activity, let's review our last lesson. How many of you have practiced the SOCS decision-making method? (Pause) What part is the easiest for you to use?

If we are going to be leaders, we need good decision-making skills. Those skills will help us when we look at managing our personal resources. (Pause) Management is an important part of leadership. Today, we are going to do an activity that helps us look at using our personal resources.

There are five resources within you that help you get the things you want. They are:

**Go power**—physical energy

**Brain power**—the ability to think, reason, remember, read, listen, learn, and communicate ideas.

**Physical skills**—the ability to do things that require body movement or coordination of body movements.

**Attitudes**—beliefs about people and things. For example, one person may like competition, while another person may be more comfortable in a cooperative environment.

**Talents**—uncommon abilities for a special activity such as ability to repair mechanical things or work with small children.

Everyone has some of each of the five resources. Each of us can add to or strengthen each through using them, practicing, and trying new things. We are going to practice a new thing today, so divide up into two groups, birthdays in the first half of the month being one group, and birthdays in the last half of the month being the other group.

Allow time for members to get together with their group.

You may get together in your groups to prepare a display or poster using pictures of people using personal resources. Prepare labels for each picture that tell the resources being used. The caption for a picture that shows a boy running might read, “The running boy is using go power or energy.”

Assist the groups, as needed.  
Allow about 10-15 minutes.

### **DIALOG FOR CRITICAL THINKING:**

Now, let’s remind ourselves of what we’ve learned.

1. What resources do you have in large amounts?
2. Identify resources you would like more of.
3. How do you develop greater amounts of resources that you want more of?
4. What resources do you have that can help others?

Ask these questions to review what was learned. Allow time for responses.

### **GOING FURTHER:**

Talk with your family about your personal resources.

Remind members to talk with their family members about personal resources.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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# Environmental Awareness

*Working with Groups - Environment Leadership, Level III*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Leaders need group process skills to look at the needs and motivation that individuals bring to the group.

### **ABOUT THEMSELVES:**

How to identify factors which affect group environment.

### **Materials Needed:**

Adult or older 4-H'ers to assist with activities  
Newsprint  
Felt-tipped markers  
Masking tape  
Poster listing "Five Resources Within Us"  
Deck of cards

**TIME NEEDED:** 15 MINUTES

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## Leader Notes

Review last lesson.

Select an equal number of red and black cards.

Indicate area of the room in which groups are to meet. Allow time for groups to get together

Ask the group members to close their eyes. Begin with one individual and then move to the next person when you are ready. Have each one describe one item that he or she can recall in the place where the group is meeting. After all members have described one item, they may open their eyes. Discuss differences in perception of the environment with the group.

---

## ACTIVITY

What can you tell me about personal resources? (Pause) That's right. Personal resources are the resources that each of us has. Who can name them? (Pause) There are five resources:

- Go power
- Brain power
- Physical skills
- Attitudes
- Talents

As leaders, we need to know how to manage these resources. Today, we are going to look at another part of leadership. We will be working as a group. This activity will let us look at how a group works. To divide into groups, each of you take a card. The color will tell you which group you're in.

You may get together with your group. Group 1 can meet in that part of the room, and Group 2 can meet in the other area.

Each of us experiences a place or environment in different ways. Some individuals are particularly conscious of colors, some of smells, and others of spatial relationships. Some members remember minute details, others take in overall tones, textures, or moods

### DIALOG FOR CRITICAL THINKING:

Let's see what we have learned through this activity.

1. How observant were the participants?
2. What kinds of things were particularly well remembered?
3. Were there different patterns of perception and recall for different individuals?
4. What aspects of the environment were particularly important to you?
5. What elements tended to get ignored?
6. How could differences in perception of environment affect a group's effectiveness?

Write these and the name or initials of the person who said it on a sheet of newsprint. Continue the process until no new information can be added.

Ask these questions to review what was learned.

This is the key question.

### GOING FURTHER:

Talk with your family members about their perception of the environment and how it affects family relationships.

Remind members to tell their family members about perception of environment.

### REFERENCES:

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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# Personality Influences

## *Understanding Self Leadership, Level III*

### **What Members Will Learn...**

#### **ABOUT THE PROJECT:**

Personality can be influenced by education, intelligence, money, family background, and community.

#### **ABOUT THEMSELVES:**

They will identify factors which influence personality.

They will describe individual personality traits of members.

They will identify personality traits to work on or to change.

#### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

Poster "Adjectives of Different Personality Types"

(list a few so members can contribute others)

easy going	shy	cheerful
nervous	assertive	persistent
calm	satisfied	loud

Newsprint

Felt-tipped Markers

**ACTIVITY TIME NEEDED: 15 MINUTES**

### **Leader Notes**

### **ACTIVITY**

Place materials on workspace.

Our project is leadership. Who can tell me about leadership? (Pause) What are some traits or characteristics we think leaders should have? (Pause) One characteristic of a leader is that she/he understands her/himself. In our activity today, we are going to look at personality and how it affects us.

Hang newsprint. Label it "Personality."  
Write responses on the newsprint.

Does everyone know how to brainstorm? (Pause) Who can explain the term? (Pause) We're going to brainstorm about "Personality" today. We want to think about the factors that influence a person's personality. I will write the ideas and words on the newsprint as you name them.

It may be necessary to briefly discuss what heredity and environment are.

You should be pleased with the list. Now, can we determine which influences are from heredity and which are from environment? We'll put an H for Heredity and an E for Environment by each of the ideas or words.

Hang poster of "Adjectives of Different Personality Types."  
Write responses on newsprint.

Now, let's look at different personality types. I think we all realize that people are different in their approach to life. Let's see if we can make a list of words that describe personality types.

See how different we are?

### **DIALOG FOR CRITICAL THINKING:**

Now, let's ask ourselves a few questions.

1. What factors seem to influence personalities?
2. What kind of personality traits do you have?
3. How do you think these traits developed in you?
4. In what ways are you happy with your personality?
5. What things do you want to work on or change?
6. What value is there in understanding personality differences and how we develop our personalities.

Ask questions and review activity.

### **GOING FURTHER:**

Talk with your family members about personality influences and traits.

Remind members to talk with their family members about personality influences and traits.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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# Finding Values

*Understanding Self - Values  
Leadership, Level III*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Each of us has items that are important to us. We need to identify these items and be aware of why they mean so much to us.

### **ABOUT THEMSELVES:**

They will identify importance of items they keep with them.  
They will develop an awareness of why these items are important to them.

### **Materials Needed:**

Deck of cards  
Adult or older 4-H'ers to assist with activities  
File cards

**ACTIVITY TIME NEEDED: 15 MINUTES**

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## Leader Notes

Review last lesson.

Get out a deck of cards. Let members select a card. The color of the card indicates the group to which the member belongs. Allow time for members to get into their groups. Hand out a file card to each person. Assist the groups, as needed. Allow about 10 minutes.

Ask these questions to review the lesson.

---

## ACTIVITY

What can you tell me about our last meeting? (Pause) Yes, we talked about influences on personality, and we talked about the two types of influence—heredity and environment. It is helpful to us as leaders to know about influences on personality, so we can understand how to respond to people who may not think like us.

In our activity today, we are going to consider why the items we keep are important to us. We will be working in small groups and will take time now to get into those groups. Each one of you take a card and get together according to the color you draw.

In your small groups, you may think of two or three of your favorite things and write them on the file card I just gave you. Explain to your group what these items are, why they are your favorite things, and why you keep them where you do.

### **DIALOG FOR CRITICAL THINKING:**

Now, let's review what's happened by asking ourselves some questions.

1. How did each of the items become so important?
2. What items were more commonly identified as a favorite?
3. How did each item reflect yourself?
4. What was learned about yourself from this activity?

### **GOING FURTHER:**

Talk with your family members about your favorite things.

Remind members to talk with their family members about their favorite things.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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## **Behavior Charades**

*Communicating - Nonverbal  
Leadership, Level III*

### **What Members Will Learn. . .**

#### **ABOUT THE PROJECT:**

Nonverbal communication affects the messages we send and receive. Posture, tone of voice, facial expression, and attitude are examples of nonverbal communication.

#### **ABOUT THEMSELVES:**

They can communicate without saying anything.  
They can communicate more clearly by being aware of their nonverbal communication.

#### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

File cards

Write a word like loving, happy, frustrated, impatient, afraid, lonely, worried, etc., on each card. Choose words that are commonly understood.

**ACTIVITY TIME NEEDED:** 20 MINUTES

### **Leader Notes**

Allow time for members to get into their groups.

Have person come and get a previously prepared file card.

Assist the groups. Allow about 10 minutes. After charading the message, each group might do the same message again using body language to show that they did not really mean what they were saying. (This activity would be optional.)

### **ACTIVITY**

As we work toward being leaders, it is important for us to be aware of nonverbal communication. Who can tell me about nonverbal communication? (Pause) Posture, tone of voice, facial expression, and attitude are all examples of nonverbal communication.

We have spent some time on understanding ourselves. Now, we'll look at how we see others and how they see us.

We'll take a few minutes to get into groups. Each member who has a birthday between the months of \_\_\_\_\_ and \_\_\_\_\_ will form group I. The rest of you will form group 2.

Now, one person from each group will select a file card. Each card has one word written on it. The word on the card is the feeling your small group will portray in a skit to the entire group. Each skit will portray, nonverbally, a message which will demonstrate the feeling on the card.

The actors will act out the feeling they drew by using gestures, looks, body language, and changes in their voices, (nonverbal communication) as they give the assigned message. (Pause) The other group is to guess what the feeling is.

### **DIALOG FOR CRITICAL THINKING:**

Okay, let's review what we've learned today.

1. What different meanings can be conveyed by the same words?
2. Were some of the statements very strong?
3. How important is it to have what you say match how you say it?
4. Analyze each feeling your group acted out. What are the facial expressions, gestures, and body language that convey each feeling?
5. How can ability to recognize feelings from nonverbal communication help you be a better communicator?

Ask questions to review lesson.

This is, perhaps, the key point, so you may want to stress it.

### **GOING FURTHER:**

Talk with your family members about nonverbal communication.

Remind members to talk with their family members about nonverbal communication.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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## Poster Assignment

*Communicating - Discussion  
Leadership, Level III*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

Individuals often do things because of pressure from friends. Clothing styles, words, attitudes, and participation in activities are all examples of things that can be influenced by friends.

#### **ABOUT THEMSELVES:**

They will become aware of peer pressure.

That they are the ones who allow peer pressure to affect them and that they are, therefore, responsible for their own behavior.

#### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

Completed poster of "What is Peer Pressure?"

Chalkboard with chalk and eraser or newsprint and felt-tipped markers

**ACTIVITY TIME NEEDED:** 20 MINUTES

### Leader Notes

Review last lesson.

Be sure to get discussion on this question.

Write the word "peer" on the newsprint or chalkboard.

Write this definition on the chalkboard or newsprint for the group to see: PEER PRESSURE—When people our own age attempt to influence us.

### ACTIVITY

What can you tell me about nonverbal communication? (Pause) That's right. Nonverbal means without words, so nonverbal communication can include posture, facial expression, gestures, tone of voice, and attitude. Why would a leader need to know about nonverbal communication? (Pause)

Today, we are going to talk about peer pressure. Some words in the English language have two meanings, such as "cool" which may mean rather cold (like your refrigerator) or may mean that someone is "in" or extremely likable. We talk about "cool" drinks, meaning that they have been chilled with ice, and we sometimes talk about "cool" people, meaning they behave in a manner which we may find pleasing or particularly stylish.

The word "peer" also has two meanings. One meaning of peer refers to a person of the same rank, age, or quality. Another meaning of peer is to look closely at something in order to see more clearly.

You will be learning more about the word "peer," particularly as it refers to your peers, because they are in the same grade and are, generally, the same age as you. When your peers encourage you to do something or not do it, we refer to that as "peer pressure." It can be positive or negative.

---

## Leader Notes

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An example of peer pressure is when you ask your parents to buy a pair of stone-washed or frosted jeans “because everyone is wearing them.” Can you think of other examples of peer pressure?

Try to list as many examples as possible for everyone to see on another sheet of newsprint or on the chalkboard.

Remember, I indicated that there are two types of peer pressure—positive and negative. Let’s see if we can identify which of the examples of peer pressure you just gave were negative and which were positive.

Once you have a good list of examples that the members have thought of, remind the group that peer pressure could be both positive and negative.

Let’s find out the difference between the two types of peer pressure.

Positive peer pressure motivates us to improve as individuals and to be “all that we can be,” while negative peer pressure usually encourages us to “go along with the crowd” and perhaps do something that we know is wrong or against the rules. When we understand peer pressure, we can deal with it more effectively.

Discuss each of the examples given and determine how this holds true for each.

### **DIALOG FOR CRITICAL THINKING:**

That’s the end of our activity, so let’s see how we can apply what we’ve learned.

Ask questions to review the lesson.

1. What are examples of behavior which bring the most pressure for you?
2. How can we communicate information about this pressure to others?
3. What can you do when you’re feeling pressed to do something you don’t want to do?

### **GOING FURTHER:**

Talk with your family members about peer pressure.

Remind members to talk with their family members about peer pressure.

### **REFERENCES:**

Adapted from 4-H CARES, Marcia McFarland and Kirk Astroth, Kansas State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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## **My Name Is. . .**

*Getting Along With Others - Caring Leadership, Level III*

### **What Members Will Learn. . .**

#### **ABOUT THE PROJECT:**

We gain confidence by developing knowledge about our given name.  
We can also gain an understanding of how others feel about their names.

#### **ABOUT THEMSELVES:**

The member will gain information about his/her name.  
The member will identify feelings toward his/her name.  
The member will gain an appreciation of others' names.

#### **Materials Needed:**

Adult or older 4-H'ers to assist with activities  
Completed poster of "Origin of Your Name"  
Handout, "My Name Is. . .," for each member  
Pencil or marker for each member  
Felt-tipped markers

**ACTIVITY TIME NEEDED:** 20 MINUTES

---

### **Leader Notes**

Review last lesson.  
Place felt-tipped markers on work space.  
Hang poster "Origin of Your Name."  
Animal--Bear, Lion, Wolf  
Flower--Daisy, Rose, Violet  
Personal Characteristics--Longfellow, Short, Handy, Stout  
Occupation--Miller, Walker, Weaver  
Nature--Robin, Gale, Dawn, Dale  
Place--Rhoades (roads), Craig, Booth  
Color--White, Brown, Rusty  
Jewels--Garnett, Ruby, Jade, Pearl  
Son of--Johnson, Stevenson, Hansen  
Bible--David, Joseph, Martha  
Allow for other ideas.  
  
Have members stand in single file.  
Allow time for members to count off and form their groups.  
Give each member a "My Name Is. . ." sheet and a pencil.  
Allow time to complete task.

---

### **ACTIVITY**

What can you tell me about our last meeting? (Pause) That's right. We talked about peer pressure and how it can affect us. Since we are going to be leaders, we need to know how to get along with others and how others can influence us.

Today, we are going to look at our given names. Do you know what the term "given" means? It means the name you were given, usually at birth. For instance, if our friend, Polly Ann Jones, were here, she could tell us that her first and middle names are her given names.

The poster I just put up gives some of the origins of names. Can you think of other origins of names?

In order to learn more about our names, we'll be working in small groups today. You may count off in two's, so we can have two equal-sized groups.

I am giving each of you a "My Name Is. . ." sheet and a pencil.

It is important that we appreciate our names. First, you may write your name on your copy of the handout. (Pause) Next, write your name several different ways. Print it, make it very small, then very large, mis-

*1-Leadership, Level III, My Name Is. . .*

spell it. Do strange things to it.

Can letters be omitted and have it be pronounced the same? (Pause) Do you know if it has a related name in other cultures such as Mary-Marie/Joseph-Jose? (Pause) Color your name, decorate it in some way. Tell your group your name in a rhyme (My name is Sam. I like ham.)

Allow about 10 minutes for members to decorate their names and to share their rhymes. Assist the small groups, as needed.

### **Some suggested questions while members are in their small groups:**

1. How do you sign your name? Do you write your full name, including your middle name? What part don't you write? When?
2. Did your parents have something specifically in mind when they named you? What?
3. How do you feel about your name? How have your feelings changed?
4. Is your name usually associated with one sex? Which one? Is it used for both sexes about equally?
5. Do you wear monograms? Is your name up in your room? On jewelry? Do you like putting up your name or wearing it?
6. How do you feel when someone forgets your name? How about when they call you the wrong name or So and So's little brother, sister, or daughter or son? How about when someone misspells it or mispronounces it after being told four times the correct way?
7. If you could have any name in the world, what would it be? Why?
8. Do your parents use your name differently under different circumstances? How? In what situations? What do you like them to call you?
9. Do you express anger in the way you use names?
10. How do you use names when you want something?
11. Is there anything else you express through names?
12. How well do you remember the names of others? Whose names do you remember? Whose do you forget? Why?
13. Do you have pet names for people? Do people call you pet names? Do you like to be called pet names?
14. Do you have a nickname? What? Do you like it? Do you call other people by nicknames? How do you decide?
15. Do others (outside family) call you nicknames? Out of meanness? How do you react? Who calls you by nicknames? Do you have a special nickname only your family knows? What? What is its origin?

Each group assistant can ask these questions, as needed.

### **DIALOG FOR CRITICAL THINKING:**

Now, some final questions for the entire group.

1. What did you learn about your name?
2. What did you learn about yourself? About others?
3. What similar and different feelings did you have with others in the group?

### **GOING FURTHER:**

Talk with your family members about your name and their names. You may ask some of the questions we discussed today.

Remind members to talk with their family members about names.

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## Leader Notes

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### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## My Name Is . . .



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*4-Leadership, Level III, My Name Is . . .*



## Put-downs

*Getting Along With Others  
-Meeting  
Leadership, Level III*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

Interacting one-on-one with other people can help us understand and accept who we are and give us the encouragement to work with people.

#### **ABOUT THEMSELVES:**

How to give others support and assistance.

How to receive help from others to reach goals.

To discuss positive alternatives that can be used in negative situations.

#### **Materials Needed:**

Adults or older 4-H'ers to assist with activities

File cards (one for each member), with a put-down written on each card

**ACTIVITY TIME NEEDED:** 15 MINUTES

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## Leader Notes

Review last lesson.

Allow time for response.

Let each member draw a file card on which a put-down is written. If you weren't able to come up with the put-downs, have the members make up their own. Allow about 10 minutes.

---

## ACTIVITY

We're all planning to be leaders, and if we are going to be successful, we need to get along with others. We had an opportunity at our last meeting to get to know ourselves and others better. As we develop skills in working with others, we need to know how to handle comments such as put-downs. What can you tell me about put-downs? (Pause) That's right, they are comments that are made that make the receiver feel uncomfortable or unhappy.

Do they happen in every conversation or whenever people get together? (Pause)

I have written some put-downs on these file cards. You may pick a file card, and one at a time, each member can read the put-down and describe how he/she would feel if someone had said such a statement to him/her. We'll take about 10 minutes.

#### **DIALOG FOR CRITICAL THINKING:**

Now let's review what we've learned.

1. How do "put-downs" generally make us feel?
2. What relationship is there between self-image and willingness to participate in group activities?
3. What positive statements work well for you?
4. How would you change a "put-down" into a "put-up?"

### **GOING FURTHER:**

Talk with your family members about using positive statements instead of "put-downs."

Remind members to talk with their families about using positive statements instead of "put-downs."

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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# Relationship Wheel

*Making Decisions - Process  
Leadership, Level III*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

The decision-making process can be especially helpful to teenagers.

### **ABOUT THEMSELVES:**

Involvement in activities gives members an opportunity to examine the decision-making process in groups.

### **Materials Needed:**

Adults or older 4-H'ers to assist with activities

Handout, "Relationship Wheel," and pencil for each member

Completed poster, "Relationship Wheel"

Masking tape

**ACTIVITY TIME NEEDED:** 15 MINUTES

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## Leader Notes

Review last lesson.

Hang poster, "Relationship Wheel."  
(It would be best if this were laminated so you could illustrate some concepts with it then wipe it clean.

Give each member a copy of "Relationship Wheel" and a pencil.

You may want to illustrate this in some way, for example, on an overhead, an extra "wheel," or your poster.  
Allow about 10 minutes.  
Assist members as needed.

Allow a few minutes for tape up.

---

## ACTIVITY

Who can tell me what we talked about at our last meeting? (Pause) Yes. We talked about put-downs and how they make us feel, and we also talked about how to handle situations without using put-downs. It is important to us, as future leaders, to know ourselves as well as how to get along with groups. Avoiding put-downs is a large step in that direction.

Leaders also need to be aware of the involvement and relationships in different kinds of organizations.

Today, we are going to look at our own involvement and relationships in the organizations to which we belong.

I am giving each of you a copy of the "Relationship Wheel" and a pencil. You can draw a stick-figure of yourself in the center of the circle on the page. (Pause) On the circumference of the circle, write the names of all the organizations you belong to or activities that take time, including recreation, work, school, and social activities.

Then draw lines, like spokes of a wheel, from the figure out to each activity. Now draw two more lines to the two activities or groups you deal with most and one more line to the groups or activities you deal with second most.

Is everyone finished? Great. Now, let's tape our "wheels" to the wall and admire our work while we review what we've learned.

### **DIALOG FOR CRITICAL THINKING:**

1. What organizations are we most involved with? Why?
2. What other organizations are also available in which members do not participate but could?
3. Are the ones that are most important getting the most time?
4. Are there some relationships which could be stronger? Some weaker?
5. What can be done to achieve this?

Ask these questions and allow time for responses.

### **GOING FURTHER:**

Talk with your family members about your “Relationship Wheel” and talk about the organizations in which they are involved.

Remind members to talk with their family members about their “Relationship Wheel” and the organizations in which they are involved.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

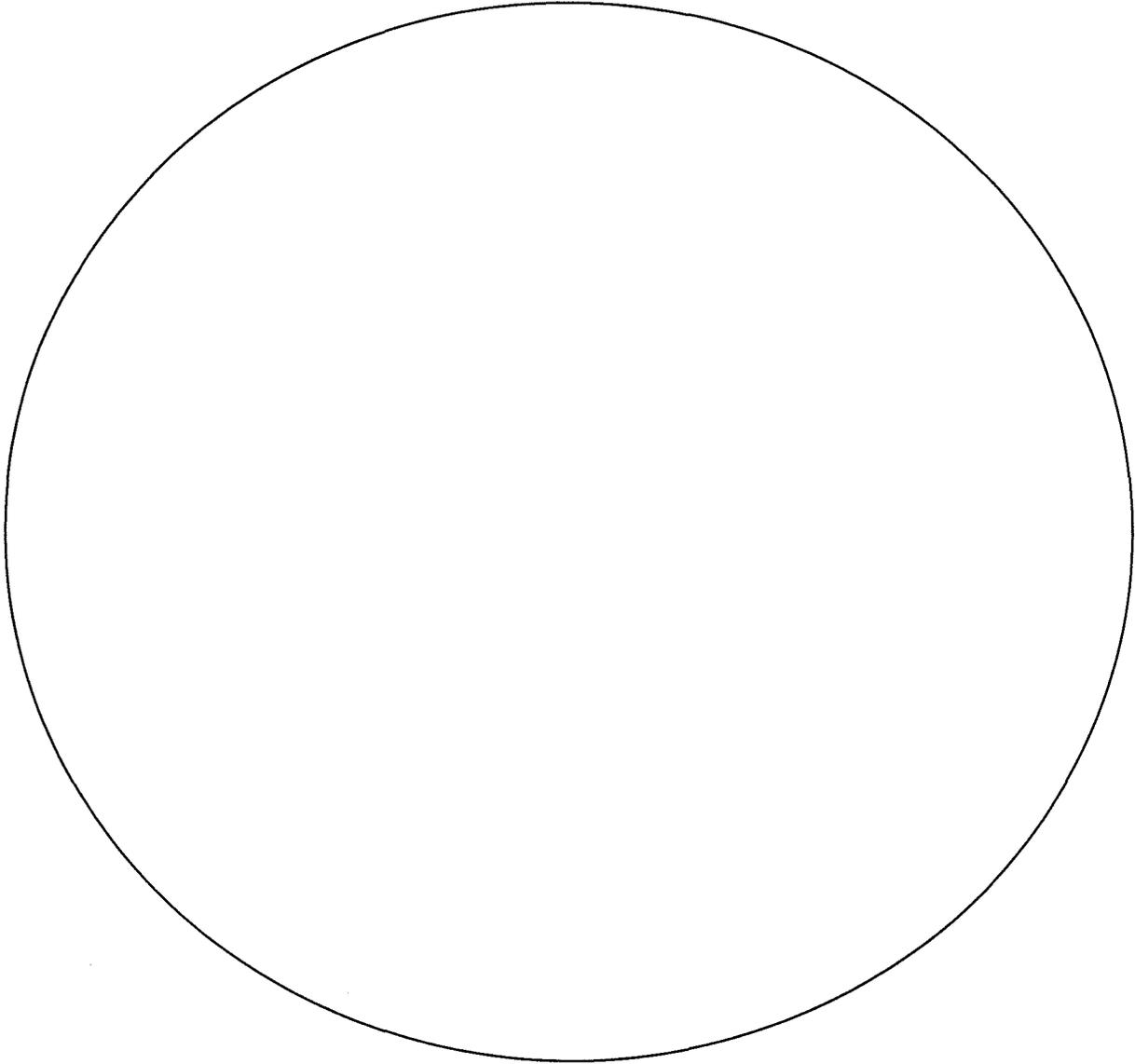
Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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Name \_\_\_\_\_

## Relationship Wheel



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*3-Leadership, Level III, Relationship Wheel*





## Life is Like . . .

*Learning - Creativity  
Leadership, Level III*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

Creativity gives us an opportunity to explore ideas and develop new ways to look at things.

#### **ABOUT THEMSELVES:**

How to explore ideas or attitudes that block learning and creative thinking.

How to practice looking at issues from all angles.

#### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

Handout, "Life is Like," for each member

Pencil for each member

Masking tape

**ACTIVITY TIME NEEDED:** 15 MINUTES

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### **Leader Notes**

Review last lesson.

Allow time for answers.

Use an example, if you can think of one.  
(You might refer to the use of an innertube as a floating device.)

Allow time for groups to form.

Have each group report its list. You may even list them on newsprint. List each idea only once.

---

### **ACTIVITY**

Who can tell me about our last meeting? (Pause) That's right. We talked about our relationships and involvement in organizations and activities. We found out that we are more involved in some activities or groups than in others, didn't we?

Today we want to learn about another skill we would need as a leader, and that is creativity. What do we mean by creativity? (Pause) Creativity is the ability to come up with new and different meanings/uses for things we often take for granted. We are going to do an activity that will help us look at commonplace things in a different way.

First, divide into two groups by the half of the month you were born in. From 1-15 is group 1, and 16-31 is group 2.

Now, each group take a piece of paper, a pencil, and a paper clip. When I say go, list as many uses as you can think of for a paper clip, and someone write down all of the ideas. You have 30 seconds. GO!

Take a look around and notice common things like windows, doors, doorknobs, lamps, or some other items. (Pause) To practice expanding your creative thinking, try to develop new meanings for these objects by comparing them to life.

We'll work with partners on this, so select a partner whose middle name starts with a different letter from yours.

I am giving each member a copy of "Life is Like. . ." and a pencil. On the sheet, there is an unfinished sentence. You may complete the sentence, "Life is like (object in the room), because \_\_\_\_\_. Some examples for use of "doorknob" as our object include:

"Life is like a doorknob, because it's full of twists and turns."

"Life is like a doorknob, because it helps people get to the other side."

"Life is like a doorknob, because all people hold it in their hands."

### **DIALOG FOR CRITICAL THINKING:**

Now, let's see what we've discovered about life and about creativity.

1. Are there some statements you'd like to share with the entire group?
2. Were there combinations which were harder than others?
3. Did some of the statements have deeper meanings than you first thought?
4. How could you help your family, friends, or group to discuss the hidden meanings in some of these statements?

### **GOING FURTHER:**

Talk with your family members about your "Life is like. . ." sentences. Maybe you can develop some new sentences.

### **REFERENCES:**

Adapted from Leadership Project Book III, University of Nebraska

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

Give each member the handout, "Life is Like. . ." and a pencil.

Have each member of the group supply endings for the "Life is Like. . ." sentence. Go around the group several times, if possible. Let the group think of different things which can be put together in unlikely connections.

Ask these questions to review what's been learned.

Remind members to talk with their family members about their "Life is Like. . ." sentences.

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Name\_\_\_\_\_

## Life Is Like . . .

Complete the sentence using words or illustrations

Life is like an (object in the room), because\_\_\_\_\_



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*3-Leadership, Level III, Life Is Like . . .*





## What Are Your Plans?

*Managing - Planning  
Leadership, Level III*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

Management involves deciding what you want to accomplish, taking stock of what you have that can help you reach your goals, and putting together a plan of action to use those resources to achieve your goals.

#### **ABOUT THEMSELVES:**

They will gain experience in setting goals.  
They will identify resources that are available.  
They will develop plans to use their resources.

#### **Materials Needed:**

Adult or older 4-H'ers to assist with activities  
Construction paper or newsprint  
Felt-tipped markers  
Completed poster, "What I Plan to be Doing Five Years from Now"

**ACTIVITY TIME NEEDED: 20 MINUTES**

---

### Leader Notes

Review last lesson. Place materials on work table.

Allow time for members to select a partner and get seated.

Be sure people understand what pantomime is. (For some groups you may want to pantomime in small groups.) Assist partners as needed. Allow about 10 minutes.

---

### ACTIVITY

Who can tell me what we talked about at our last meeting? (Pause) Yes, we talked about creativity. Why does a leader need to know about creativity? Good. A leader often has to find new or different ways to get things done.

A leader also needs to know about managing and making plans. Nearly everyone has some things he or she hopes will happen in his or her life. When we decide to work to make sure they happen, they become goals. Some are short-term goals and some are long-term goals. A short-term goal can be done over a short period of time, such as today, tomorrow, or this week. Let's look at some of those, and then deal with long-term goals.

We'll be working with partners today. You may select a partner who was born in a different month from you.

Each set of partners will think of goals they have or things they plan to do tomorrow. Next, the partners take turns acting out their goals. The members should not talk, but each should pantomime his or her goal.

If you'd like, after partners have finished, we'll let the group try to guess what each partner's goal is.



# What Are Your Plans?

*Managing - Planning  
Leadership, Level III*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Management involves deciding what you want to accomplish, taking stock of what you have that can help you reach your goals, and putting together a plan of action to use those resources to achieve your goals.

### **ABOUT THEMSELVES:**

They will gain experience in setting goals.

They will identify resources that are available.

They will develop plans to use their resources.

### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

Construction paper or newsprint

Felt-tipped markers

Completed poster, "What I Plan to be Doing Five Years from Now"

**ACTIVITY TIME NEEDED: 20 MINUTES**

---

## Leader Notes

Review last lesson. Place materials on work table.

Allow time for members to select a partner and get seated.

Be sure people understand what pantomime is. (For some groups you may want to pantomime in small groups.) Assist partners as needed. Allow about 10 minutes.

---

## ACTIVITY

Who can tell me what we talked about at our last meeting? (Pause) Yes, we talked about creativity. Why does a leader need to know about creativity? Good. A leader often has to find new or different ways to get things done.

A leader also needs to know about managing and making plans. Nearly everyone has some things he or she hopes will happen in his or her life. When we decide to work to make sure they happen, they become goals. Some are short-term goals and some are long-term goals. A short-term goal can be done over a short period of time, such as today, tomorrow, or this week. Let's look at some of those, and then deal with long-term goals.

We'll be working with partners today. You may select a partner who was born in a different month from you.

Each set of partners will think of goals they have or things they plan to do tomorrow. Next, the partners take turns acting out their goals. The members should not talk, but each should pantomime his or her goal.

If you'd like, after partners have finished, we'll let the group try to guess what each partner's goal is.

Now what about long-term goals? A long-term goal is something you want to have happen over a long period of time. Examples include going to college or getting a job.

Now we'll let the partners act out, explain, or illustrate on a poster what they plan to be doing in five years from now or when they are adults. The rest of the group will guess and/or discuss what each person has as a long-term goal, if you want.

Assist the partners, as needed. Allow about 5 minutes.

### **DIALOG FOR CRITICAL THINKING:**

Now, let's review our activity.

Ask these questions to review the lessons.

1. How were you able to determine your goal and then portray it?
2. What was the hardest or easiest?
3. In what ways did the short-term and long-term goals seem related?

### **GOING FURTHER:**

Talk with your family members about your short-term and long-term goals. Do some of your family members have similar short-term and long-term goals.

Remind the members to talk with their family members about their short-term and long-term goals.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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## All Things Wrong

*Working With Groups - Cooperating Leadership, Level III*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

People can do many things when they work together as a group that they can't do alone. People work together to reach goals. Groups that work well together work as a team, and the members cooperate with each other.

#### **ABOUT THEMSELVES:**

They can do many things when they work together as a group that they can't do alone.

They work together as a team with other people to reach their goals.

#### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

Large sheet of lined paper for each group

Pencil for each group

**ACTIVITY TIME NEEDED:** 20 MINUTES

### Leader Notes

Review last lesson.

Arrange for members to count off and get seated within their group.

Hand each group a large sheet of lined paper. Also hand each person an 8 ½ x 11 sheet.

Allow about 5 minutes.

Allow about 5 minutes.

Assist the small groups as needed.

### ACTIVITY

What can you tell me about our last meeting? (Pause) Yes. We talked about long- and short-term goals. Leaders need to set goals, don't they? Leaders also need to know about working with groups and cooperating. Today, our activity will center on group work and cooperation. We can work in small groups today. You may count off, so we have two groups.

Your small groups may select a recorder of ideas. Each recorder should divide the sheet of paper into two columns. On one side write "Wrong with a Bathtub." On your small sheets list as many things wrong with a bathtub as you can think of. Don't talk to anyone. Then list as many things right with a bathtub as possible. Still work individually. After everyone is through, compare lists and have the recorder list all of the ideas on the large sheet of paper. Don't list the same idea twice. After you have listed everything, compare the group list to the individual lists, and see if any individual list has as many ideas as the group list.

Then write, "Things Right with a Bathtub" on the large sheet and repeat the process. When you finish, take time to list any additional ideas that the group has thought of on either side.

### **DIALOG FOR CRITICAL THINKING:**

It seems the cooperation was good. What did we learn?

1. Was the "group list" longer than any individual list? If so, why do you think that was the case?
2. Was it easier to be positive or negative? Why?
3. How does this apply to groups that work well?
4. How do attitudes about things, people, or processes affect ability to work with them?

Ask these questions to review the activity.

### **GOING FURTHER:**

Talk with your family members about working cooperatively with group activities.

Practice making positive comments about people or situations.

Remind the members to talk with their family members about working cooperatively with group activities.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

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# Kansas 4-H Leadership Curriculum

*Level IV, Ages 15, 16, 17, 18, 19*

## Age 15

### UNDERSTANDING SELF

1. What Are Needs?
2. Irish Sweepstakes

### COMMUNICATION

3. Reflective Listening
4. Body Expression

### GETTING ALONG WITH OTHERS

5. Introductions
6. Positives for Others

### LEARNING TO LEARN

7. Cone of Experience

### MAKING DECISIONS

8. Completed Decision

### MANAGING

9. Newspaper Goals

### WORKING WITH GROUPS

10. Relaxation Bingo

## Age 16

### UNDERSTANDING SELF

1. Human Emotions
2. My Human Resources

### COMMUNICATION

3. Roundtable Topics
4. Communication Behavior

### GETTING ALONG WITH OTHERS

5. Test for Closeness

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LEARNING TO LEARN

6. Learning Techniques

MAKING DECISIONS

7. One-for-one Tradeoffs

WORKING WITH GROUPS

8. Truly You

**Age 17, 18, 19**

UNDERSTANDING SELF

1. Magic Box
2. What Are You Like?
3. My Favorite Things
4. A Lifetime
5. Who Am I?
6. Personal Stressors and Copers
7. Stress Buffer Shield

COMMUNICATING

8. Hear Those Words
9. Communication Patterns
10. Giving Directions

GETTING ALONG WITH OTHERS

11. Brainstorming
12. Experiencing Trust
13. Word Exploration
14. Relationships With Parents, Friends, and Teachers

LEARNING TO LEARN

15. Creativity Problems
16. Demonstration Grab Bag
17. Library Day

MAKING DECISIONS

18. Writing Goals



## What Are Needs?

*Understanding Self - Values  
Leadership, Level IV*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

The ways in which people are very much alike.

#### **ABOUT THEMSELVES:**

They need to know what is important to them, because it will influence most of the decisions they will make.

Awareness of the basic needs which they share with others.

#### **Materials Needed:**

Deck of cards

Adult or older 4-H'er to assist with lesson

Newsprint

Felt-tipped markers

Magazines, newspapers, advertisements, and brochures

Construction paper

Scissors

Glue sticks

Masking tape

**ACTIVITY TIME NEEDED: 15 MINUTES**

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### Leader Notes

Place items on table for later use. List ideas of what a leader is on newsprint.

List items on a second sheet of newsprint.

Allow time for members to get together with their group and get seated.

Assist the small groups.  
Allow about 10 minutes.

Allow time for responses.

---

### ACTIVITY

If we are going to be leaders, we need to look at the qualities that a leader needs. Who can tell me what a leader is? (Pause) Let's list your ideas on the newsprint. Some examples might be: likes people, honest, gets things done, organized, etc.

What are the things that are very basic for all people, in order for them to live, that are beyond air, food, and water. (Pause) Some examples might be security, self-respect, ability, values, etc. We'll list those, as well.

We'll be working in groups today. Each member may draw a card to determine to which group he/she will belong. Red is group one, and black is group two.

In our activity today, each group may collect pictures or draw sketches that show the basic human needs. Label each need that is pictured. Work items are on the table.

Who would like to share their pictures with the group?

---

## Leader Notes

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### **DIALOG FOR CRITICAL THINKING:**

Now, let's review what we've done.

Ask these questions to review the lesson.

1. In what ways are people very much alike?
2. What basic needs do we share with others?
3. How hard or easy is it for us to fill those basic needs?
4. What community policies affect basic needs?
5. Why is it important to know what we value?

### **GOING FURTHER:**

Talk with your family members about basic needs.

Remind the members to talk with their family members about basic needs.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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## Irish Sweepstakes

*Understanding Self - Values  
Leadership, Level IV*

### **What Members Will Learn. . .**

#### **ABOUT THE PROJECT:**

Values are principles, standards, or qualities considered worthwhile or desirable by individuals.

Being able to identify their values and define clearly their relative importance is essential for mental health.

#### **ABOUT THEMSELVES:**

Identify their own values.

Increase their awareness of others' values.

#### **Materials Needed:**

Adult or older 4-H'er to assist with activities

Handout, "Irish Sweepstakes," for each member

Pencil for each member

Play money or certificates for 1 million dollars for each person

**ACTIVITY TIME NEEDED: 30 MINUTES**

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### **Leader Notes**

Review last meeting.

Give each member a copy of the "Irish Sweepstakes Ticket" and a pencil.

Assist the members.

After 20 minutes, or when everyone is through, go on with the next step.

Allow time for members to count off in two's and get into their groups. You may need to have them stand in single file. Assist the small groups, as needed.

Allow about 10 minutes, or quit when all are done.

---

### **ACTIVITY**

What can you tell me about our last meeting? (Pause) Yes, we talked about basic needs, and we also talked about qualities of a leader. If we are going to be leaders, we should know more about being a leader.

Today we are going to look at the standards, qualities, and principles we have. I'd like to make an announcement. Each member has just won the million dollar Irish Sweepstakes. (Pause) The check must be picked up in 20 minutes by turning in a completed ticket, so I am giving each member an "Irish Sweepstakes Ticket." Everyone should complete the questions on the sweepstakes ticket in order to get the money. We'll allow you about 20 minutes to complete the ticket. Ask questions, if you need further clarification.

Is everyone finished? Good. In order to complete our activity, we'll need to count off, so we can get into two groups. The group members will first share and compare the use of the money and most of the important changes that each of you identified. Then, you need to discuss the values and the priorities that were identified in the budgets and describe the issues you struggled with while making the budget decisions. Let us know if you need help.

### **DIALOG FOR CRITICAL THINKING:**

Now that we're all finished, let's find out what we learned.

1. What surprised you about this activity?
2. As you look at how you would spend the money, what do your answers tell you about yourself and others?
3. In what ways were your uses for the money different from others?
4. What would you now change on your ticket?
5. How does this experience make you think differently about what's important to you?

Ask these questions to review what was learned.

### **GOING FURTHER:**

Talk with your family members about your winning the "Irish Sweepstakes."

Remind the members to talk with their family members about winning the "Irish Sweepstakes" and what they would do with the money.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## The Irish Sweepstakes

Here is your winning ticket for \$1 million in the Irish Sweepstakes. You must redeem this ticket within 20 minutes. You will receive a check, cashable immediately.

1. What will you do with the money?

First I will \_\_\_\_\_ and then

\_\_\_\_\_ and then \_\_\_\_\_

and then \_\_\_\_\_ and then

\_\_\_\_\_ and then \_\_\_\_\_

2. Turn this paper over and make a tentative budget that accounts for what you would do with all of the money. (Include travel, books, recreation, new purchases, gifts/contributions, investments, savings, etc.) Make the budget total \$1,000,000. When you finish, turn back to this side.

3. Reflect on the following questions:

How do you imagine you would want your life to change?

\_\_\_\_\_

What in your present lifestyle would you not want to have changed?

\_\_\_\_\_

What dreams would you fulfill?

\_\_\_\_\_

Would you continue to go to school?

\_\_\_\_\_ Why?/Why not? \_\_\_\_\_

\_\_\_\_\_

When you have all the money you need—

Why would you get up in the morning?

\_\_\_\_\_

When would you get up? \_\_\_\_\_

What would you try to accomplish with your day?

\_\_\_\_\_

4. What do your answers tell you about yourself?

\_\_\_\_\_

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## Budget

Item (What I Would Do or Buy)

Amount I Would Spend



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*4-Leadership, Level IV, Irish Sweepstakes*



# Reflective Listening

*Communication - Listening  
Leadership, Level IV*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Listening is an active process that requires a lot of energy and effort, because it is more than just hearing words.

It is not a difficult skill to learn, it just means you clear your head of clutter and focus on the speaker's message.

### **ABOUT THEMSELVES:**

They can learn to be better listeners.

### **Materials Needed:**

Adult or older 4-H'er to assist with activities

Copy of "Guidelines for Reflective Listening"

**ACTIVITY TIME NEEDED: 20 MINUTES**

## **Leader Notes**

## **ACTIVITY**

---

Who can tell me about our last meeting? (Pause) That's right. We tried to decide what to do with our winnings from the "Irish Sweepstakes." Were you surprised that there were so many decisions to make when you made plans to spend all that money?

If we are going to be leaders, we need to be able to make wise decisions.

We also need to be a good listener, and our activity today is about listening, reflective listening, to be exact. Reflective listening is very intense, caring, and interested listening in which you look for as many clues to meaning as possible.

You might point out that "reflective" is the same as reflection and use the example of a mirror, a pool of water, etc., to help make sure they understand the concept.

When you listen reflectively, you hear and see more than just words, and you give feedback. For example, when someone says "I'm tired" and his or her body looks totally exhausted, you might reflectively reply, "You look like you could use some rest." When you do reflective listening, you may be able to tell feelings by looking at the body language. Often a shrug of the shoulders or hand gestures conveys more than the words they accompany. It may be a tone of voice or a change in attitude that is a clue. **It is reflective listening that reads all the signs, reviews and interprets the feelings, and then shows that you have heard and listened by describing it back to the speaker.**

---

## Leader Notes

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Here are some guidelines for giving feedback, which may be helpful to you as you learn to do reflective listening.

Pick a partner who is wearing shoes that are a different color from yours, so we can practice our listening skills.

One member per pair will talk about a subject or topic that is important to him or her, one that he/she has feelings about. The other member will practice reflective listening skills. Refer to your "Guidelines" one more time before you start, and remember, it takes time to develop this skill. Try it several times with each member listening. We'll allow about 10 minutes.

### DIALOG FOR CRITICAL THINKING:

You've been working hard. Let's see what we've learned.

1. How would you describe reflective listening to someone who did not know what it was?
2. What were the most difficult parts of trying to use reflective listening?
3. In what situations would reflective listening be very important?
4. What feelings do you have about learning reflective listening?

### GOING FURTHER:

Talk with your family members about reflective listening.

Practice your reflective listening skills with your family and your friends.

### REFERENCES:

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

Hang "Guidelines to Reflective Listening."

Allow time for members to find a partner and get settled.

You may need to suggest some topics for discussion.

Assist the members, as needed.

Ask these questions to help members realize what they've learned.

Remind the members to talk with their family members about reflective listening.

---

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## Guidelines to Reflective Listening

1. Lean forward just a little and concentrate on verbal and nonverbal messages.
2. Concentrate on what is being said, not on what you are going to say.
3. When a speaker finishes describing something, you might say, “Do you mean. . .?” or you might say, “You sound. . . (upset, unhappy, excited, etc.)”
4. The point is, you try to hear and see what is really being communicated, and you try to let the person know you have understood.



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# Body Expression

*Communicating - Nonverbal  
Leadership, Level IV*

## What Members Will Learn. . .

### ABOUT THE PROJECT:

We sometimes display our feelings and emotions in funny places on our body.

If we learn some of the signs, we will be better able to understand how others communicate their feelings.

### ABOUT THEMSELVES:

Feelings and emotions can be displayed by hands, feet, eyes, mouth, shoulders, and legs.

### Materials Needed:

Adult or older 4-H'er to assist with activities

Newsprint poster, "Our Body Can Display Feelings and Emotions"

**ACTIVITY TIME NEEDED: 15 MINUTES**

## Leader Notes

Allow time for members to find a partner and get seated facing each other.

Hang poster, "Our Body Can Display Our Feelings and Emotions":

Fear - mouth; Anger - mouth; Frustration - eyes; Exasperation - eyes; Boredom - legs; Tenderness - hands; Disgust - arms; Excitement - mouth; Surprise - hands;

Dislike - arms; Sadness - mouth;

Exhaustion - waist; Reverence - arms;

Joyfulness - fingers; Sorrow - shoulders;

Puzzlement - shoulders

Assist the members, as needed.

## ACTIVITY

If we are going to be leaders, we need to be aware of nonverbal communication. We sometimes display our feelings and emotions in funny places on our bodies. If we learn some of the signs, we will be better able to understand how others communicate their feelings.

To help us practice our skills, we'll be working with partners. You may find a partner who has a different last digit telephone number from you.

The poster I just hung lists some of the ways we show feelings and emotion by using a body part.

Now, that you have the list, we will let the partners discuss and select two or three emotions to demonstrate to the group.

Some of these might be hard, but let's try and have everyone share several ideas. Take 3-5 minutes to prepare.

All right, who is ready to share their demonstration?

### **DIALOG FOR CRITICAL THINKING:**

Okay! Let's discuss our experience.

1. How hard were some of the emotions to show?
2. Were some members able to show feelings nonverbally better than others?
3. Which emotions and motions appeared to be close to the same?
4. What other emotions are often shown through body motions, using specific body actions?
5. Which parts of the body are used most often to express emotion?

### **GOING FURTHER:**

Talk with your family members about expressing emotions nonverbally.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

Let two or three members at a time show the emotion. Allow about 15 minutes or go until interest has waned.

Ask these questions to see what members feel.

Remind members to talk with their family members about expressing emotions nonverbally.



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# Introductions

*Getting Along With Others - Meeting Leadership, Level IV*

## What Members Will Learn. . .

### ABOUT THE PROJECT:

Introductions are an important part of being a leader. To improve our skills at introducing others, we need to be at ease and help put others at ease.

### ABOUT THEMSELVES:

They can improve skills in meeting people.

They can develop skills, so they can introduce people.

They can develop skills in putting people at ease.

### Materials Needed:

Adult or older 4-H'er to assist with activities

Completed poster, "When You Are Being Introduced"

Completed poster, "When You Are Doing the Introducing"  
(see below for information)

**ACTIVITY TIME NEEDED: 15 MINUTES**

---

## Leader Notes

Review last lesson.

Allow time for response.

Hang poster, "When You Are Being Introduced."

---

## ACTIVITY

Who can tell me about our last meeting? (Pause) Yes, we used our hands, shoulders, feet, and arms to express nonverbal communication. How hard was it to use your body for nonverbal communication?

Today we are going to learn that if we are going to be leaders, we need to have the ability to meet people and make introductions with ease. We will have an activity that will help us practice meeting people and making introductions.

Let's go over the steps we should follow when being introduced.

Smile.

Think about making the other person feel at ease.

Be warm and friendly.

Look the other person in the eye.

Step forward.

Be sincere in what you say.

If other person extends hand to shake hands, respond with a warm, firm handshake.

---

## Leader Notes

---

Now, I am going to hang another poster.

Hang poster, "When You are Doing the Introducing."

Let's go over the steps to follow when you are doing the introducing.

When introducing a man to a woman, say the lady's name first. For example: "Mary Brown, I would like you to meet Joe Oliver."

When introducing a much older person to a younger person, say the older person's name first. For example: "Grandmother, this is a friend of mine, Ron Franklin. Ron, this is my grandmother."

We're going to have a chance to practice introductions, so select a partner who has different color eyes from you. Then, find another pair, so there are four in a group.

Allow time for members to find a partner and another pair.

Encourage them to practice until they feel comfortable. Assist the partners. Allow about 10 minutes.

The partners may take turns introducing their partners and being introduced.

**(If your group is skilled at making individual introductions, you may want to have them learn about and practice introducing guest speakers. Refer to the materials that follow for ideas.)**

Ask these questions to determine how people feel. Allow time for responses.

### **DIALOG FOR CRITICAL THINKING:**

Now, let's see how we felt about our efforts.

1. What is the hardest part for you in making introductions?
2. What new things did you learn about making introductions?
3. What are the important parts of an introduction?

### **GOING FURTHER:**

Talk with your family members about introductions.  
Practice making introductions with family and friends.

Remind members to talk with their family members about making introductions.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## Introducing the Speaker

You can help or hinder a speaker by the way you introduce him or her. Here are a few ways to help:

1. Make a few remarks. Do not start with his or her birth and chronicle the events of his or her life. Mention only those past experiences which relate to the subject of the speech.
2. Do not try to capture the audience with your personality, a string of funny stories, or your knowledge of the subject. Remember, you are not the speaker.
3. Create suspense. Create the thought that what the speaker is about to say is important, and mention his or her name only once, at the end of your remarks. Then, stay on the platform with him or her and lead the applause. Retire during the applause.
4. Do not "gild the lily." Exaggerated praise leads to disbelief and possible disappointment.
5. Never apologize if the speaker is a substitute, or fill-in, or program change. Often, such substitutes are far better speakers.
6. Set a time limit. Before your introduction, remind your speaker how long he or she is to speak.
7. Launch speakers right.
  - a. What you say about the speaker must make the audience feel that he or she is important to them now.
  - b. How you say it must create suspense so that it makes the audience wait for the speaker eagerly.
  - c. The speaker's name should be the final words.
  - d. Provoke applause, and stand up until the speaker has taken his or her place.

In order to help you practice this skill, we have provided a resume of a potential speaker. Your job is to 1) read the resume for information on the speaker, 2) decide on a topic this person would be qualified to speak about, 3) prepare an introduction for this speaker, and 4) make a proper and enthusiastic introduction to your group.

As you gather information for your introduction, it might help to ask yourself these questions:

1. Who is this person? What is the name and professional title?
2. Where is he/she from? Now? In the past?
3. What qualifies her/him to speak on this topic? Why should the audience listen?

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**MICHAEL ADAMS**

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(913) 776-8100

**EDUCATION**

Kansas State University, Manhattan, KS  
Bachelor of Science: Agricultural Journalism, May 1991

**WORK EXPERIENCE**

Banner Communications, Overland Park, KS  
May 1991 to present  
Assistant director of human relations  
Developed and presented workshops on improving personal and professional relations skills  
Responsible for evaluating human relations skills of mid-management group

Commit To Excellence, Manhattan, KS  
November 1989 to May 1991  
Developed five workshops to present to youth groups  
Communicate with youth and advisors  
Invested my own money to begin the program

Farmland Industries, Inc., Kansas City, MO  
May 1990 to August 1990  
Organized Co-op Youth Leadership Conference  
Supervised staff members and 530 young leaders  
Led tours and served as host to Farmland guests

Information Student Trainee, USDA State Soil Conservation Service, Salina, KS  
May 1989 to August 1989  
Wrote news releases and feature articles  
Assisted in leading communication workshops  
Interviewed users of SCS

Student Trainee, USDA Soil Conservation Service, Manhattan, KS  
May 1988 to August 1988  
Staked terraces and waterways in fields  
Developed a 12-minute slide presentation  
Assisted conservationist in farm planning

UNIVERSITY RELATED ACTIVITIES

President, vice president, and alumni relations director of Baker Scholarship House

Organized and presided over weekly chapter meetings

Supervised housemother and cook

Increased fraternity participation internationally

Treasurer, Agriculture Student Council (2 years)

Allocated funds and balanced checking account

Chairman, Agriculture Student Finance Committee (2 years)

Budgeted over \$4,500 yearly to agricultural clubs

Secretary of Kansas Association of Future Farmers of America

Speaker at FFA banquets

Developed and performed leadership workshops

Communicated with youth in leadership activities

President of Spurs (Kansas State's sophomore honorary)

Chimes (Kansas State's junior honorary)

Gamma Sigma Delta (The Honor Society of Agriculture)

National Agri-Marketing Association



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## Positives for Others

*Getting Along With Others - Meeting Leadership, Level IV*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

Learning to meet others easily and feeling at ease in a variety of situations is an important part of leadership.

#### **ABOUT THEMSELVES:**

They can be at ease in situations with others.

They can give compliments to others.

They can accept compliments given to them.

#### **Materials Needed:**

Adult or older 4-H'er to assist with activities

**ACTIVITY TIME NEEDED: 15 MINUTES**

---

### Leader Notes

Review last lesson.  
Allow time for responses.

Allow time for members to count off, find their group, and get seated. Determine in advance how many groups you want.

Assist the small groups.  
Stop when people are obviously finished.

---

### ACTIVITY

At our last meeting, we talked about introductions. Why does a leader need to know how to make introductions? (Pause) We all like to have friends. To have friends, to be accepted as a member of a group, or to be accepted as a leader, people need to show a caring and accepting attitude. Living with families, visiting with friends, being in the classroom, and being in a 4-H club are everyday situations. In each situation, an accepting and caring attitude can be shown. In most cases, other people, in turn, will accept and care about us. They also will be more likely to accept our ideas and influence. We are not able to function effectively as a leader or as a member of a group, unless we relate well to others.

Today, we are going to be in small groups and will practice giving each other compliments, because such statements show concern and caring. Please count off in \_\_\_\_'s and get in your groups. Each group should sit in a circle. Each member will share one compliment about each of the other persons in the circle. Compliments may be about a member's appearance, personal actions, or success in school or other activities. For example, "Sally is good in math," "John has on a nice shirt," "Mary works hard in school," "I like Jerry's smile." When you receive a compliment, just say "thank you."

If you understand, let's begin.

### **DIALOG FOR CRITICAL THINKING:**

For some this may have been a difficult task. Let's share some thoughts.

1. How did it feel to have the other group members compliment you?
2. Were you able to accept the compliment graciously?
3. How did it feel to compliment your group members?
4. Why do you feel it is difficult to give and receive compliments?

Ask questions to see how the activity went.

### **GOING FURTHER:**

Talk with your family members about receiving and getting compliments. Practice giving compliments to family members.

Remind members to talk with their family members about giving and receiving compliments.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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# Cone of Experience

*Learning - Techniques*

*Leadership, Level IV*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

There are many kinds of learning and teaching techniques. It is helpful to choose the correct one for the situation.

### **ABOUT THEMSELVES:**

They can identify different kinds of learning.

The more they get involved in the learning activity, the more they are likely to learn.

### **Materials Needed:**

Adult or older 4-H'er to assist with activities

Poster, "Cone of Experience"

Handout, "Cone of Experience" for each member

Newsprint

Felt-tipped markers

Masking tape

**ACTIVITY TIME NEEDED: 20 MINUTES**

---

## **Leader Notes**

Review last lesson.

Hang poster, "Cone of Experience."

---

## **ACTIVITY**

Hello, there, future leaders! What can you tell me about our last meeting? (Pause) That's right. We practiced giving and receiving compliments. Did you find that giving compliments really wasn't that hard? How about receiving them?

Other things we need to know about, if we are going to be leaders, are learning and teaching techniques.

There are many kinds of learning and teaching techniques. It is a good idea to choose the correct one for the situation we have. Experts tell us learning situations can serve as a guide in selecting the right teaching technique.

Knowing how learners like to learn can help, too. As you look at the "Cone of Experience," think of your favorite learning experiences and some that were not so good. Where do they fit on the cone? The cone illustrates that the more one gets involved in the learning activity the more one is likely to learn.

---

## Leader Notes

---

For our next activity, we need to divide into groups. Do that by counting off in \_\_\_\_s.

Our groups will be looking for favorite ways to learn for the members of the group. Examples are: field trips, games, reading, lecture, etc.

Once your group has listed favorite ways to learn, make a list of the ones group members like least.

Determine where each method fits on the Cone, and discuss how members judge them to be a good or poor learning activity.

### **DIALOG FOR CRITICAL THINKING:**

Now, let's review by asking ourselves some questions.

1. Which learning methods were most popular? Why?
2. Which methods were least popular? Why?
3. How can we pick the best learning methods for our groups?

### **GOING FURTHER:**

Talk with your family members about your favorite way to learn.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

Allow time for the members to get into their groups. Give each group newsprint, a felt-tipped marker, and masking tape.

Assist the small groups.

When all have finished, ask these questions to review the activity.

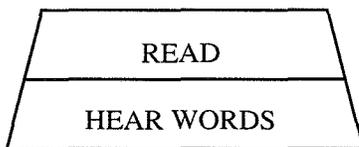
## Cone of Experience

Dale's Learning Cone of Experience shows various learning activities, grouped by levels of abstraction (right column), and indicates their relative effectiveness as training techniques (left side).

PEOPLE GENERALLY REMEMBER

LEVELS OF ABSTRACTION

10% of what they read

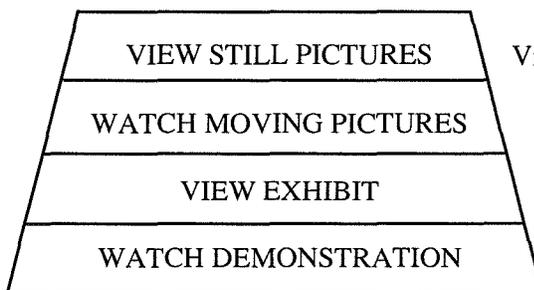


Verbal receiving

20% of what they hear

30% of what they see

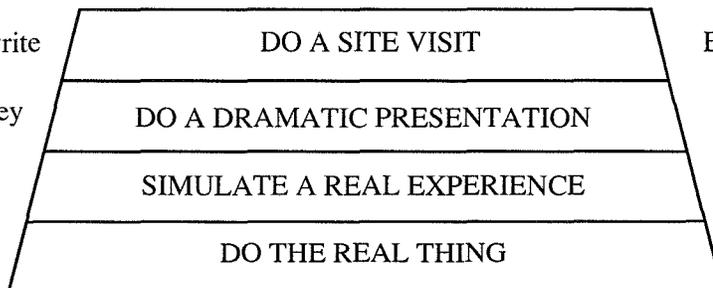
50% of that they hear and see



Visual receiving

70% of what they say or write

90% of what they say as they do a thing



Experiencing  
Hearing  
Seeing  
Saying  
Doing



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## Completed Decision

*Making Decisions - Process  
Leadership, Level IV*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

We often take decision making for granted, because we make decisions so often. Leaders need to have skills in decision making.

#### **ABOUT THEMSELVES:**

They can recognize and select good alternatives in problem situations.

#### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

Newsprint

Felt-tipped markers

Masking tape

Handout, "Was It a Good Decision?" for each person

Completed poster, "Making Decisions"

#### **SOCS METHOD**

Situation - define the problem or situation

Options - brainstorm possible choices or options

Consequences - think of what might happen with each choice

Solutions - select a solution based upon the consequences

#### **ACTIVITY TIME NEEDED: 20 MINUTES**

### Leader Notes

Write "decision" on newsprint.

Let members volunteer responses.

List on another sheet of newsprint the kinds of decisions members had to make.

Some responses may be: Get to school on time - What to eat - What to wear - Where to sit on the bus - When to do chores

### ACTIVITY

Throughout our lives, we will encounter situations which require us to make decisions, to choose among alternatives. It is very important for leaders to have good decision-making skills. Today's activity will help us learn a method for making wise decisions.

Who can define the word "decision" for me?

A decision is when you have to make a choice between two or more things. All of us face many decisions every day. Some of our decisions are better than others. What decisions did you have to make today? Start with when you woke up.

What steps were involved when the decision was made? What did you do first? How did you decide what to do?

Our problems in life cannot be solved by other people, but only by using a proven process. All problems or situations need to be thought through. A process known as decision making is how we look at a problem and try to find a workable answer.

There is a process for making a good decision. It is called the SOCS method. SOCS consists of four steps that help people make good decisions. Let's study the steps. We'll go through each step. For example, in the first step, we need to be clear in our mind what the problem or situation is.

Let's take an example of a group of 4 people who are all very hungry. They have decided that they want to go to a restaurant to eat. Before they get into a car to go, they must decide where to eat, who will drive, and how long it will take. These decisions must be made before any action can be taken.

Today, you will need to work with a partner. You may find a partner whose middle name begins with a different letter from yours.

I am giving each of you a sheet of paper with the SOCS decision-making steps on it. Think of some decision you will be making and outline the steps and determine the best way of carrying out the decision. You will work with your partners to complete the task.

### **DIALOG FOR CRITICAL THINKING:**

Now, let's see what we learned.

1. Why are quick decisions not always the wisest decisions?
2. What were the most difficult steps in decision making?
3. How can this activity help you in the decision-making process?

### **GOING FURTHER:**

Share your new method of decision making with your family members.

### **REFERENCES:**

Adapted from 4-H CARES, Marcia McFarland, Kansas State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

Hang poster - Making Decisions

Situation: They are hungry. They want to go to a restaurant to eat. Options: Which restaurant should they choose. Consequences: Length of time to get there, length of time for meal, quality of meal, cost of meal, etc. Solution: Depends on their priorities: time, cost, and quality.

Allow time for members to find a partner and get seated.

Give each member a copy of "Was It a Good Decision?" and a pencil. Continue until everyone is through. Assist the partners, as needed.

Ask these questions to determine what was learned.

Remind members to share their new method of decision making with their family members.

Name \_\_\_\_\_

## Was It a Good Decision?

The SOCS method for making good decisions:

- Situations - define the problem or situation.
- Options - brainstorm possible choices or options.
- Consequences - think of what might happen with each choice.
- Solutions - select a solution based upon the consequences.

Follow the steps to make your own decision.



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## Newspaper Goals

*Managing - Goals*

*Leadership, Level IV*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

Management involves deciding what you want to accomplish and taking stock of what you have that can help you reach your goals. Next, you put together a plan of action to use these resources to achieve your objective.

#### **ABOUT THEMSELVES:**

How to differentiate between needs and wants.

How to identify goal examples.

#### **Materials Needed:**

Adult or older 4-H'ers to assist with activities

Several current newspapers

Completed poster, "Identify Goals"

A goal can be a need or a want.

Goals can be a need, because they are things you must have to live, such as food to eat.

Goals can be wants, because they are things you would like to have, such as a new pair of jeans with special stitching.

**ACTIVITY TIME NEEDED:** 20 MINUTES

### **Leader Notes**

Review last lesson.

Hang completed poster, "Identify Goals."  
Refer to poster as appropriate.

### **ACTIVITY**

Who can tell me what we did at our last meeting? (Pause) That's right. We learned about decision making. What can you tell me about the decision-making method we learned? Yes, it was the SOCS method. Have you used it in your decision-making since we talked about it?

Leaders need to know about setting goals, too. Today, we are going to practice some goal-setting with our group. When you decide you are willing to work to get or to do something, you set a goal. A goal can be a need or a want. Some goals are needs, because they are things you must have to live, such as food to eat.

Other goals are wants, because they are things you would like to have but are not always necessary, such as a new pair of jeans with special stitching.

---

## Leader Notes

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In order to practice goal setting, we'll be working in small groups so count off in \_\_\_\_\_'s. Then, get in your groups and take a seat.

We are going to see what goals we can identify from newspaper articles. I am giving each group a newspaper, a summary sheet, and a pencil.

Find articles to read and determine any goals you find expressed in the articles. Identify which groups or individuals have the goals.

Beside each goal, identify which goals are based on wants and which ones on needs.

Would anyone like to share with the group what goals they found?

### **DIALOG FOR CRITICAL THINKING:**

Let's discuss what we've discovered.

1. Were most of the goals needs or wants?
2. What words helped you to identify what the goals were?
3. What goals do you have that are wants?
4. What goals do you have that are needs?
5. How do people get others to accept their goals and work toward them?

### **GOING FURTHER:**

Talk with your family members about your goals.

### **REFERENCE:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

Decide in advance how many groups you will need and have them count off accordingly. Allow time for members to count off, find their group, and get seated. Give each group a newspaper, summary sheet, and a pencil.

Remind them what a goal consists of by referring to poster. Assist the small groups.

As soon as it seems some are finished, have everyone wrap it up.

Encourage discussion and sharing.

Ask these questions to determine what was learned.

Take time to list some.

This is the critical question, so allow time for discussion.

Remind members to talk with their family members about their goals.

Name \_\_\_\_\_

### Goal Summary Sheet

List the goals you have found mentioned in newspaper articles. Beside each goal list the individual or group who has that goal.

Goal

Person(s) with goal



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# Relaxation Bingo

*Working With Groups - Needs  
Leadership, Level IV*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Each of us needs time for relaxation activities. Participation in tension-relieving activities permits us to keep a balance of work and play in our lives.

### **ABOUT THEMSELVES:**

They will identify relaxation activities.

They will identify those relaxation activities which can be shared with other members.

### **Materials Needed:**

Adult or older 4-H'ers to assist with activities.

Handout, "Relaxation Bingo Card," and a pencil for each member.

**ACTIVITY TIME NEEDED: 20 MINUTES**

## Leader Notes

Review past lessons.  
Allow time for responses.

Give each member a copy of "Relaxation Bingo" and a pencil.

Assist the members, as needed.  
Observe progress and stop when most are finished or interest wanes.

## ACTIVITY

What are some of the topics we have worked on in our leadership project? How many of them can you name? (Pause) We've had a chance to get to know ourselves and others during our meetings. We've had a chance to know our strengths and to know others' abilities, and, now, it's time for you leaders to consider an important part of leadership that we have not talked about.

It's relaxation! It is important that we keep a balance of work and play in our lives. Of course, some people work too much, and some people play too much. Finding the proper balance is important.

Today, we will be working individually within our group. Today is Bingo day. I am giving each of you a copy of "Relaxation Bingo" and a pencil. Let's go over the instructions. Before we start, everyone is to circulate and ask one another what tension-relieving activities they enjoy.

Find someone here who participates regularly in at least one of the activities listed on the Bingo sheet. Ask him/her to sign in the appropriate boxes. Try to find a different person for each activity. Fill in the center square with your favorite relaxation activity.

### **DIALOG FOR CRITICAL THINKING:**

Now that we've finished, let's see what we found out.

1. Were there others who shared your hobbies?
2. What new things did you learn about others?
3. How could this help you better relax?
4. Why do we need to relax?

Ask these questions to determine what these members found out.

Remind members to talk with their family members about relaxation activities.

### **GOING FURTHER:**

Talk with your family members about relaxation activities.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

Name \_\_\_\_\_

### Relaxation Bingo

Find someone here who participates in each of these activities regularly as a means of relaxation. Ask them to sign their names in the appropriate boxes. Try to find a different person for each activity. Fill in the center square with your favorite relaxation activity.

keeps a journal, diary or notebook	rides a bike or motorcycle	swims, uses a hot tub, steam-room or sauna	spends time in the woods, mountains, desert or beach	plays a musical instrument or sings
plays with children or animals	runs, jogs or takes long walks	works in the yard or garden	takes naps or sunbathes	practices a martial art
spends time in the park	eats only natural, healthy food	your favorite	meditates regularly	does deep breathing exercises
listens to quiet music	enjoys an aerobic sport	enjoys a craft or manual hobby	goes hiking or camping	enjoys a snow or water sport
practices yoga	gets and/ or gives massages	reads	attends theatre, concerts or shows	practices dancing gymnastics



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# Human Emotions

*Understanding Self - Feelings  
Leadership, Level IV*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Learning activities give members a chance to explore their feelings and how they acquired them.

Members should be as open and honest about feelings as they can.

### **ABOUT THEMSELVES:**

They will make an effort to understand, accept, and respond with empathy to the feelings of others.

### **Materials Needed:**

Adult or older 4-H'er to assist with activities and lesson

Handout, "Human Emotions," and a pencil for each member

**ACTIVITY TIME NEEDED:** 20 MINUTES

## Leader Notes

Allow time for members to count off and get into their groups.

Give each member a copy of "Human Emotions" and a pencil.

Assist the small groups, as needed.  
Allow about 15 minutes.

Ask these questions to find out what members have learned.

## ACTIVITY

If we are going to be leaders, we must look at the skills we need to develop. One of the skills that a leader needs is to be able to understand himself/herself and his/her feelings.

Today, we will have an activity that will help us look at how we would feel in certain situations. In order to do that, we will work in small groups. Please count off in two's and get into small groups.

I am giving each of you a copy of "Human Emotions" and a pencil.

Within your small group, you are to describe how you would feel in the situations printed on your handout. Use only one word for your response. For instance, the first question asks, "How would you feel if the school just won the football championship?" You should respond with just one word. Perhaps the word would be happy, thrilled, or some other word. Try to use words that describe your feelings as precisely as possible. Now, you may respond to the statements and compare your answers with your group.

### **DIALOG FOR CRITICAL THINKING:**

Let's discuss what we've discovered.

1. How many different feeling words did you use?
2. Was it difficult to choose different words to describe different feelings?

3. How would these situations affect you if they were real?
4. What other words could be used?
5. How were your reactions different from someone else's?
6. What other ways could someone react to each situation?
7. Why don't we all react with the same emotions?

### **GOING FURTHER:**

Talk with your family members about your feelings in response to the printed discussions.

Remind members to talk with their family member about your feelings in response to the printed situations.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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Name \_\_\_\_\_

## Human Emotions

Using only one word, describe how you would feel in the following situations. Try to use words that describe your feelings as precisely as possible.

... The school just won the football championship.

... You missed getting an "A" (by one point) on a test for which you studied very hard.

... You found out your best friend said something untrue about you.

... Someone you cared about suddenly died.

... You said something untrue about another person which got him or her in trouble, but you didn't intend for that to happen.

... In one hour, you have to present a speech to the entire student body at school.

... You get to spend your birthday with your neighbors.

... Your community presented you with the "Outstanding Citizen" award.

... Your parents gave your sister a surprise party for her birthday at her favorite pizza place and gave you a \$1.00 gift certificate from McDonalds.

... For two hours, you've been listening to your principal speak about discipline.



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# My Human Resources

*Understanding Self-disclosure  
Leadership, Level IV*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

By understanding yourself, you develop a better knowledge of who you are and what is important to you.

### **ABOUT THEMSELVES:**

Members will identify their own human resources.

Members will decide what resources they need or wish to acquire.

Members will learn to tell the difference between skills and talents.

### **Materials Needed:**

Adult or older 4-H'er to assist with activities and lesson

Handout, "An Inventory Of My Human Resources," for each member

Pencil for each member

Newsprint

Felt-tipped marker

Masking tape

Completed "My Human Resources" poster

**ACTIVITY TIME NEEDED: 25 MINUTES**

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## Leader Notes

Review last meeting.

Write "Human Resources" on newsprint.  
Write responses on paper. Encourage someone else to do the writing. Write T for Talent and S for skills by the responses given.

Hang poster, "My Human Resources."  
TALENT - Natural abilities (talents act as guidelines for developing skills) mathematical ability, musical ability, athletic ability, getting along with people.

SKILLS - specific abilities to develop

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## ACTIVITY

Who can tell me what we talked about at our last meeting? (Pause) That's right, we talked about understanding ourselves. We also looked at how we would react in varying situations.

By knowing how we as individuals react, we can better understand how others react. This understanding is an important skill for leaders.

Leaders also need to know about their individual resources. Human resources is another name for these individual resources. There are two types of human resources, talent and skills.

What are some individual resources we may have?

Let's list them on the newsprint.

Let's identify which of the resources you named are talent and which are skills.

I am giving each member a copy of "My Human Resources" and a pencil.

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## Leader Notes

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Each member will list her/his own human resources. Then you may decide what resources you need or wish to acquire. Review the “Guidelines for Deciding about New Skills” to help you with this.

### **DIALOG FOR CRITICAL THINKING:**

Now that you’re finished, let’s check on our feelings.

1. What was the most difficult in taking your personal resource inventory?
2. What are the differences between talents and skills?
3. How will you go about developing new skills?

### **GOING FURTHER:**

Talk with your family members about your “Inventory of My Human Resources.”

### **References:**

Adapted from Project Leadership Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

(playing the piano, programming a computer, typing, repairing a motor.)  
Give each member a copy of “My Human Resources” and a pencil.

Assist the members, as needed.

Allow about ten minutes.

Ask these questions to determine how members did.

Remind members to talk with their family members about their inventory of “My Human Resources.”

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Name \_\_\_\_\_

## An Inventory of My Human Resources

### Definitions

**TALENTS**      Natural abilities  
(Talents act as guidelines for developing skills)  
Examples:  
    mathematical ability  
    musical ability  
    athletic ability  
    getting along with people

**SKILLS**        Specific abilities to develop  
Examples:  
    playing the piano  
    programming a computer  
    typing  
    repairing a motor

### GUIDELINES FOR DECIDING ABOUT NEW SKILLS

Can I use it in a job?  
Will people pay me to teach them?  
Will the skill be useful throughout life?  
Do I like to do it?  
Will it help me have new experiences?  
What skills will I need in future years?

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You may list your talents and skills in the space below.

TALENTS

SKILLS

NEW SKILLS I WOULD LIKE TO ACQUIRE:



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## Roundtable Topics

*Communicating - verbal  
Leadership, Level IV*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

Communication is an exchange of information—both giving and receiving. Talking, listening, reading and understanding, face and body movement are all communication skills you use every day.

#### **ABOUT THEMSELVES:**

They can identify the important ingredients in a good discussion.

#### **Materials needed:**

Adult or older 4-H'er to assist with activities

Poster "Suggested Topics to Discuss"

Your favorite place

Something you've repaired

What do you do when you're angry?

What do you do when you're sad?

What makes you sad?

What things make you happy, and how do you show your happiness?

Newsprint

Felt-tipped markers

**ACTIVITY TIME NEEDED: 20 MINUTES**

### Leader Notes

Write "Communication" on newsprint.

Write member responses.

Write "Discussion" on newsprint.

Write member responses. Sample responses may be: People - more than one, Topic, Place, Time, Interest

Allow time for members to count off and get into small groups. Determine how

### ACTIVITY

If we are going to be leaders, we need to be good communicators. Remember, communication is the exchange of information, and all communications require a sender and a receiver. There are various ways to send messages. Can you name some?

Today, we'll have a chance to practice one form of communication—verbal communication—in the form of a discussion. Who can tell me something about a discussion? Okay, a discussion is consideration of a question or issue in an open and, usually, informal debate.

What would be some ingredients of a discussion?

Now that we've identified the ingredients of a discussion, let's discuss something.

Let's count off, so that there will be several small groups. Count off in \_\_\_'s.

Each group can select a topic to discuss from the poster I've put up, or you may select one of your own.

The things we want to do are: agree on a topic(s), discuss the topic, and have each member participate.

### **DIALOG FOR CRITICAL THINKING:**

Hopefully, your group had a good discussion. Now, let's see what we learned.

1. What topics were easiest to get a discussion started?
2. Did most members of the group participate?
3. How well were you able to stay with the topics?
4. How can you improve discussions in the future?
5. What other topics would be good to discuss in the future?
6. What are the important ingredients of a good discussion?

### **GOING FURTHER:**

Talk with your family members about discussions and their value.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

many groups you want and let the members know how many groups to make. Hang poster "Suggested Topics for Discussion."

Allow about 15 minutes, but be sure all groups have had a good discussion before you stop.

Ask these questions to determine what was learned.

Remind the members to talk with their family members about discussions.



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# Communication Behavior

*Communication - Verbal  
Leadership, Level IV*

## What Members Will Learn. . .

### ABOUT THE PROJECT:

Communication is the exchange of ideas or information. A good communicator must have skills both in sending good messages and receiving others' messages.

### ABOUT THEMSELVES:

They will learn how to send and receive messages more effectively. They will learn what their communication behavior is.

### Materials Needed:

Adult or older 4-H'ers to assist with activities

Handout, "Your Communication Behavior," and a pencil for each member

**ACTIVITY TIME NEEDED: 20 MINUTES**

## Leader Notes

Review last meeting.

Allow time for responses.

Give each member a copy of "Your Communication Behavior" and a pencil.

Assist the members as needed. Determine when each person is through, then, ask the "Dialog for Critical Thinking" questions.

Allow about 15 minutes, but be sure all groups have had a good discussion before you stop.

## ACTIVITY

Who can tell me about our last meeting? (Pause) Okay, we talked about discussion. What are the ingredients in a discussion? (Pause) We talked about several—they were people, topic, place, time, and interest. Where have you had a chance to practice your discussion skills? (Pause) Leaders need to have discussion skills to be successful.

Today, we will have an activity about communication behavior. I am giving each member a copy of a handout called "Your Communication Behavior."

Let's go over your handout so you will be ready to complete it. The first question asks, "If I, as a group chairperson, were giving a set of instructions and the other group members sat quietly with blank faces, I would: (check one)

\_\_\_\_\_ present instructions clearly and precisely and then move on.

or

\_\_\_\_\_ encourage members to ask questions until I was sure that all understood what they were supposed to do.

Select the response which reflects most accurately what you would do.

There are several questions which ask you to indicate your answer on a scale of 1 (never) to 5 (always). If you understand, go ahead. If not, ask for clarification.

### **DIALOG FOR CRITICAL THINKING:**

Okay, let's review what we've discussed and done.

1. What is your communication behavior like in a group?
2. How would you describe your communication action?
3. How was the way others communicated like yours or not like yours?

These may be "tough" questions to answer, so you may need to help the youth respond.

### **GOING FURTHER:**

Talk with your family members about your communication behavior survey.

Remind members to talk with their family members about their communication behavior survey.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## Your Communication Behavior

- 1) If I, as a group chairperson, were giving a set of instructions, and the other group members sat quietly with blank faces, I would: (check one)  
 present instructions clearly and precisely and then move on.  
 encourage members to ask questions until I was sure that all understood what they were supposed to do.
- 2) If the group chairperson gave a set of instructions to the group that I did not understand, I would:  
 keep silent and later ask a group member what the chairperson meant.  
 immediately ask the chairperson to repeat the instructions and answer my questions until I was sure I understood what he or she wanted me to do.
- 3) How often would you let other group members know when you liked or approved of something they said or did: (circle)  
Never    1    2    3    4    5    Always
- 4) How often would you let other group members know when you felt irritated, impatient, embarrassed by, or disagreed with something they said or did?  
Never    1    2    3    4    5    Always
- 5) How often do you check out what other group members are feeling and how they are reacting rather than assuming that you know?  
Never    1    2    3    4    5    Always
- 6) How often do you encourage other group members to let you know how they are reacting to your behavior and actions in the group?  
Never    1    2    3    4    5    Always
- 7) How often do you check to make sure you understand what other group members mean before agreeing or disagreeing?  
Never    1    2    3    4    5    Always
- 8) How often do you paraphrase or restate what other members have said before responding?  
Never    1    2    3    4    5    Always
- 9) How often do you keep your thoughts, ideas, feelings, and reactions to yourself in group sessions?  
Never    1    2    3    4    5    Always
- 10) How often do you make sure that all information you have about a current topic of discussion is known to the rest of the group?  
Never    1    2    3    4    5    Always



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## Test for Closeness

*Gettings Along With Others - Caring Leadership, Level IV*

### What Members Will Learn. . .

#### ABOUT THE PROJECT:

As a leader, a person needs to gain the trust and support of people in his/her group. Skills in meeting, accepting, caring, and trusting are necessary in building teamwork.

#### ABOUT THEMSELVES:

Members will identify skills in meeting, accepting, and trusting others. Members will define personal closeness.

#### Materials Needed:

Adult or older 4-H'ers to assist with activities  
Tape measure or yard stick  
15" piece of string (3 or 4)

**ACTIVITY TIME NEEDED: 10 MINUTES**

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### Leader Notes

Review last meeting.

Allow time for responses.

This is a critical concept, so watch for clues that it is being understood.

Allow time for members to select a partner.

Have a string or some other item that is 15 inches long that partners can use to determine how far apart to stand to begin, or, perhaps you could put marks of some kind on the floor

---

### ACTIVITY

At our last meeting, we worked as a group on a survey about our communication behavior. What did you find out about your and others' communication behavior? (Pause) We did find out that a leader needs to have good communication skills, didn't we? Today, we will learn about personal space.

The world in which people live is within their minds. Everything that happens in the world around them is interpreted in their minds in terms of their past experience. Since their experiences are unique to them, the way they interpret what is happening is unique (one of a kind).

People even differ in the closeness to a partner in verbal exchange that they find comfortable. A person may be able to discover the differences in personal space desired for normal conversation through using this exercise.

You will need a partner, so try to select a person who is wearing a different color of shoes from you.

Now that you have a partner, let me explain what we'll do. Each pair stands about 15 inches apart, and begins a conversation. As the conversation proceeds, Partner A backs slowly away until she/he reaches the right distance to make conversation comfortable for himself/herself. "A" stops

at this spot, and the distance between “A” and “B” is measured with a tape measure or yardstick.

This experience is repeated with Partner “B” moving forward to the 15 inch spot and then backing away to the comfort spot. The partners’ distance preferences almost always vary. There is a minimum and maximum distance for most people. Too close and they feel engulfed, too distant and they feel rejected.

Now, if everyone understands, let’s give it a try. Talk about something that happened today or yesterday and how you felt about it.

### **DIALOG FOR CRITICAL THINKING:**

Okay, let’s see what we found out.

1. How did you feel at the beginning of the conversation with your partner?
2. What surprised you about the distances people need in conversations?
3. What difference will this make as you talk with people?

### **GOING FURTHER:**

Talk with your family members about your “Test for Closeness,” and see if they are aware of personal space.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

Allow 5-10 minutes, if necessary. Assist the partner, as needed. Call a halt when everyone has had a chance to determine his/her “comfort” distance.

Discuss what adjustments will need to be made if “partners” in a conversation have different “comfort” distances.

Remind members to talk with their family members about their “Test for Closeness,” and see if they are aware of personal space.



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# Learning Techniques

*Learning - Techniques*

*Leadership, Level IV*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Learning is essential for survival in a changing society. As things change, we have to learn new knowledge, skills, and attitudes that help us not only cope with the changes but also give positive new direction to our lives.

### **ABOUT THEMSELVES:**

They will explore ideas or attitudes that block learning and creative thinking.

They will explore different learning techniques.

They will identify the ways they like to learn.

### **Materials Needed:**

Adult or older 4-H'er to assist with activities.

Handout, "Learning Techniques," and a pencil for each member.

Completed poster, "Learning Techniques."

**ACTIVITY TIME NEEDED: 15 MINUTES**

## Leader Notes

## ACTIVITY

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As we work toward becoming leaders, we need to develop skills in getting along with people and gaining knowledge to help us adapt to change. Learning is essential for survival in a changing society.

We can be better learners when we become aware of our areas of competence or ability. To help you understand more about how you learn, we'll look at what some learning techniques are.

Give handout, "Learning Techniques," and a pencil to each member.

I am giving each of you a copy of a "Learning Techniques" worksheet and a pencil. Let's go over the directions, so you can complete the chart.

Hang completed poster, "Learning Techniques." Refer to the poster to show what you mean.

The first learning technique is "Interviewing Individuals." Using the codes, place an X in a column after each learning technique which you feel best describes your level of competence or ability. Then, go on with the rest of the list.

Assist the members, as needed.

### **DIALOG FOR CRITICAL THINKING:**

Ask these questions to determine how the members feel about their skills.

Now, let's discuss how we feel about our learning patterns.

1. At what level are your abilities at this point?
2. What activities can you plan or get involved in to help you with the A's, B's, or C's?

3. What would be the benefits of feeling confident in using more teaching techniques?
4. How would these skills help you as a leader?

### **GOING FURTHER:**

Talk with your family members and discuss ways in which you could practice some teaching techniques with them.

Remind members to talk with their family members about ways in which they could practice some teaching techniques with them.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

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## Learning Techniques

Using the codes below, place an A in a column after each learning technique which you feel best describes your level of competence for each.

- A: I have no knowledge of this technique
- B: I know what the technique is, but I have never been a part of a group in which it was used.
- C: I have participated in this technique but never as a leader.
- D: I have used this technique when leading groups.
- E: I feel comfortable using this technique.

	A	B	C	D	E
Interviewing Individuals					
Interviewing Groups					
Leading Discussions					
Setting Up Role Plays					
Leading a Learning Exercise					
Increasing Participation					
Telling Stories					
Leading Group Games					
Helping Individuals Feel Comfortable					
Solving Interpersonal Problems					
Guiding Groups to Decisions					
Meeting Parents					



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# One-for-one Tradeoff

*Managing - Planning  
Leadership, Level IV*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Once you choose a goal, you usually find that more than one resource may be needed to reach the goal. It is also possible to substitute one resource for another and still reach the goal.

### **ABOUT THEMSELVES:**

They can use resources at hand to reach a goal.

### **Materials Needed:**

Adult or older 4-H'er to assist with activities

Newsprint for each small group

Felt-tipped markers

Masking tape

Completed poster, "One-for-one Tradeoff"

Going on a picnic with three friends

Obtaining a musical instrument

Getting new clothes for school

Attending an important sports event in another city

Having a place to study and work on hobbies

**ACTIVITY TIME NEEDED:** 15 MINUTES

## Leader Notes

## ACTIVITY

Leaders need to be good managers, and planning is part of managing. Today, we are going to have an activity that will help us look at planning to reach a goal.

Once you choose a goal, you usually find that more than one resource may be needed to reach the goal. You also find that you can usually substitute one resource for another and still reach the goal.

For example, your goal might be to give your best friend a gift for his or her birthday next week. If you decided to buy the gift, money would be an important resource that you would use, but you could give your friend a gift without buying it. If you decided to make the gift, you might decide to substitute other resources in place of money. You might choose to use resources of skill and knowledge and resources of time and materials to make the gift.

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## Leader Notes

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You have more resources than you may think to use in reaching a goal, if you consider all the different or alternative resources available and how you can substitute one resource for another.

Now, in order to practice our planning skills, and our use of resources, we need to count off in two's.

I am giving each group some newsprint and a felt-tipped marker. Your group will select one of the goals listed on the poster I am hanging up and plan the important resources you would need to achieve the goal.

Write the resources on the newsprint. Select the two most important resources and star them. Then, imagine that for some reason you could not get these two important resources. What other resources could you use instead to reach the goal?

### **DIALOG FOR CRITICAL THINKING:**

Now, let's see what we've learned.

1. Which resources are more easily substituted for one another?
2. What differences might occur in the goal accomplishment when resources are substituted?
3. What resources could be developed that may benefit you in reaching future goals?

### **GOING FURTHER:**

Talk with your family members about resource substitution. See if you can use this information to help you achieve some resource substitution in your goals.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

Allow time for members to count off, get into their group and get seated.

Give newsprint and felt-tipped marker to each group. Hang completed poster, "One-for-one Tradeoff"

Assist the small groups. When you sense that the groups are through, or when you see interest is declining, call a halt. If time permits, select another goal and try this same procedure.

Ask these questions to find out what members have experienced.

Remind the members to talk about resource substitution with their family



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### **DIALOG FOR CRITICAL THINKING:**

Let's see what we've learned.

Ask these questions.

1. What did you learn about others in this exercise?
2. What did you learn about yourself?
3. How does knowing about other group members help group members function?
4. How does knowing about other group members help them?

### **GOING FURTHER:**

Talk with your family members about the "Truly You" statements.

Remind members to talk with their family members about the "Truly You" statements.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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## **Magic Box**

*Understanding Self - Values  
Leadership, Level IV*

### **What Members Will Learn. . .**

#### **ABOUT THE PROJECT:**

You need to know what is important to you, because those items will influence most of the decisions you will make.

#### **ABOUT THEMSELVES:**

They will develop an understanding of why some things are important to one person and not to another person.

They will learn to be accepting of others' values

#### **Materials needed:**

Adult to assist with activities

3" x 5" file cards

Pencils or felt-tipped markers

**ACTIVITY TIME NEEDED: 20 MINUTES**

### **Leader Notes**

### **ACTIVITY**

---

Welcome to your Leadership Project. Leadership involves getting things done with the help of other people. Leaders influence others' actions, as individuals or in groups.

People require a variety of skills to be effective leaders. These leadership skills are developed and expanded throughout a lifetime. Leaders need to start with a good understanding of and confidence in themselves and what's important to them.

Because of that, we are going to do an activity today that will give us an opportunity to learn more about ourselves, by deciding some of the things that have meaning to us. Maybe it is a dream or a goal, or maybe, a need or a want.

We are going to imagine that a box has been delivered to your home. It is a magic box that can be any size and can contain anything you want it to.

Give the members a 3" x 5" file card and pencil.

Allow about 5 minutes. Collect the cards as members finish.

As soon as you receive the card that is being passed to you, you may write down what your individual box contains. It should be something you want or need. You do not need to sign your card. When you have finished, I will collect the cards.

Now, in order to let you know what is important to others, we will shuffle the cards, and then have each of you draw one of the cards.

Shuffle the cards, and let each member draw one and read it aloud.

Now, let's take turns reading the cards aloud to the group. Think about what is being said and see if you can relate to it, or if it is foreign to you.

Allow time for members to share what was written on the cards with the other members. If no one volunteers, call on someone to read the card.

Once the cards have been read, we'll discuss the significance of what was said.

### **DIALOG FOR CRITICAL THINKING:**

Okay! Now, let's ask ourselves some questions.

1. Why are some things important to one and not to another? In what ways do each of the things suggested have more than one value?
2. How do we often judge another's values by our own?
3. In what ways can we be more accepting of others' values?
4. What can we gain by interacting with people whose values differ from ours?

### **GOING FURTHER:**

Share with your family members about your "Magic Box" and what you had in it.

Encourage members to share with their family members about their "Magic Box" and what they had in it.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

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# What Are You Like?

*Understanding Self - Values  
Leadership, Level IV*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

By understanding yourself, you develop a better knowledge of who you are and what is important to you.

### **ABOUT THEMSELVES:**

Members will become aware that different situations affect how they act or the decisions they make.

Members will become aware of the things they have in common with other members.

Members will identify life experiences that influence their choices.

### **Materials Needed:**

Adult to assist with activities

**ACTIVITY TIME NEEDED: 15 MINUTES**

## Leader Notes

Review previous lesson.

Allow time for members to reply.

Allow time for the group to assemble.

Read the sample choices and point to the areas of the room with each choice.

### **SAMPLE CHOICES:**

Are you more like a ping-pong paddle or a ping-pong ball?

...roller skate or pogo stick?

...breakfast or dinner?

...sun or moon?

...summer or winter?

...president or secretary?

...follower or leader?

## ACTIVITY

At our last meeting, we each decided the things we wanted in our "Magic Box." We included items that meant something to us as individuals. What did you learn about yourself by finding out what you would include in your "Magic Box?" (Pause) It is important that we understand ourselves, if we are to be leaders, so we'll do an activity today that will provide us an opportunity to find out "What We Are Like."

All members need to stand in the center of the room. Now, I am going to ask you a series of questions in which you will need to make choices and, based on your choice, you will move in the direction I indicate. I am going to ask a trial question. "Are you more like a Volkswagen or a Cadillac?" As I ask it, I will point to one side of the room for the Volkswagen and another side for the Cadillac. You may decide which choice, "Volkswagen or Cadillac," you identify with the most and stand on that side of the room. When you've made your choice, you should find a partner on the side you have chosen and briefly discuss, with the partner, the reason for the choice.

Everyone then return to the center of the room for me to give another "What Are You Like?" You can again choose between the two alternatives by moving to the appropriate side of the room. You should try to find a new discussion partner for each time, if possible. Okay, here we go.

### **DIALOG FOR CRITICAL THINKING:**

Now, let's consider some questions about why we make the choices we make.

Ask these questions to help members review what they've learned.

1. How do different situations affect how you act or the decision you make?
2. In what ways could this change in one year?
3. What things did you find you had in common with others?
4. What in your life experience do you think influences your choices?

### **GOING FURTHER:**

You may want to try this activity with your family.

Encourage members to try this activity with family members and share their "What Are You Like?" decisions.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

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## **My Favorite Things**

*Understanding Self - Values  
Leadership, Level IV*

### **What Members Will Learn. . .**

#### **ABOUT THE PROJECT:**

By working at understanding ourselves, we develop a better understanding of who we are and what is important to us.

#### **ABOUT THEMSELVES:**

Members will identify the things they do well.

Members will develop ways in which they can share their talents with other club members.

#### **Materials needed:**

Adult to assist with activities

3" x 5" file card and a pencil for each member

Felt-tipped markers

Straight pins

**ACTIVITY TIME NEEDED:** 15 MINUTES

### **Leader Notes**

Review previous lesson.

Give each member a 3" x 5" file card and a felt-tipped pen to make a name tag.

Allow about 5 minutes. Assist the members as needed.

### **ACTIVITY**

Who can tell me what we learned at our last meeting? (Pause) Yes, we want to get to know ourselves. Why is it important that leaders know themselves? (Pause) If we, as leaders, know ourselves, we know our strengths and abilities. As a leader, it is also helpful for us to be able to recognize other people's strengths and abilities.

It is also important that leaders know the things they as individuals are good at. We all have strengths and it is important to recognize them.

Today will give us an opportunity to share some of your strong points. We'll do an activity to help us do that.

We are handing each of you a 3" x 5" card and a felt-tipped pen. Write or print your name at the top. Then, write three or four things you do well around your name. Next, decide which thing you are best at doing, and write that in bigger letters in the middle of the card.

Now that you have completed your name tags, pin them on or use masking tape to hold them. Next, walk around the room, read name tags, and exchange information about the things you like to do and what you do best.

### **DIALOG FOR CRITICAL THINKING:**

Now that you've had a chance to share, let's discuss what all this means.

1. Is it hard to write and talk about what we do best?
2. In what ways do we put ourselves down?
3. How could we make it easier to discuss our good qualities?
4. In what ways can we show we have good qualities or talents?

### **GOING FURTHER:**

You may want to talk with your family members about the name card on which you wrote the things you do best and invite them to try the same thing as a family.

Encourage members to talk with their family members about their name card.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

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*2-Leadership, Level IV, My Favorite Things*



## **A Lifetime**

### *Understanding Self - Goals Leadership, Level IV*

#### **What Members Will Learn. . .**

##### **ABOUT THE PROJECT:**

Young adults need the ability to decide on their goals. In order to choose the best method to reach a goal, one can visualize the goal.

##### **ABOUT THEMSELVES:**

Members will make a plan for their lifetime.

Members will list short-term and long-term goals for their lifetime.

#### **Materials Needed:**

Adult to assist with activities

Handout, "A Lifetime," and a pencil for each member

Rulers - several

Completed poster, "A Lifetime"

(You may use yours or some national figure's)

**ACTIVITY TIME NEEDED: 20 MINUTES**

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## **Leader Notes**

Place rulers on workspace. Review previous lesson.

Allow time for responses.

Give each member a copy of "Lifetime" and a pencil.

---

## **ACTIVITY**

At our last meeting, we talked about knowing our abilities and strengths. How did it make you feel to be able to share those things you do well with your club members? (Pause) How can that knowledge help you as a leader? (Pause)

If we are going to be leaders, we need to think about what we are going to do in our lifetime. Each of us has one lifetime to accomplish what we want to do. The number of years may not be the same, but in the United States, a person's average life expectancy is more than 70 years. Barring things beyond our control, we can hope to have that much time to accomplish what we want to do.

Today, we will be planning our "Lifetime." Each of you is getting a copy of a worksheet and a pencil. I'll go over the directions, so you are clear in your mind what needs to be done.

1. Draw a line across your paper. You may turn your paper sideways.
2. Divide the line into seven equal segments. (There are rulers in case you need them.) Each segment represents 10 years of life.
3. Write your birth date above the dot on the left. Add 70 years to your birth date and write that date above the right dot. This is the approximate date of your death. Find the place on the line that represents the current year and place a dot there.

4. Think of what you have done in your life so far, and imagine where that fits on your life line. Write important things that have happened in your life at the correct place on the line.
5. Now, sit back and study your life line.
6. Next, consider what you want to do before your life is over. Where will these things fit on your life line? Write them in on your line. Think about what you will need to do to help make these things happen.
7. Write down the short-term goals you will need to accomplish in order to achieve your lifetime goals.

Assist the members as needed.

Allow about 15 to 20 minutes, if necessary.

### **DIALOG FOR CRITICAL THINKING:**

Now, let's see what we've learned.

Ask these questions to review what people have learned.

1. What feelings do you get when you look at your life line?
2. How do your life goals fit into the discussion?
3. How will you be able to accomplish your goals?
4. What methods did you use to break down your plans into smaller steps that can be accomplished?
5. How can thinking about what you want to do in your whole life help you decide what's important this year?
6. How can knowing what your goals are help you in leadership situations?

### **GOING FURTHER:**

Share your "A Lifetime" with your family members, and ask your parent(s) to share lifetime goals and how well they have been accomplished.

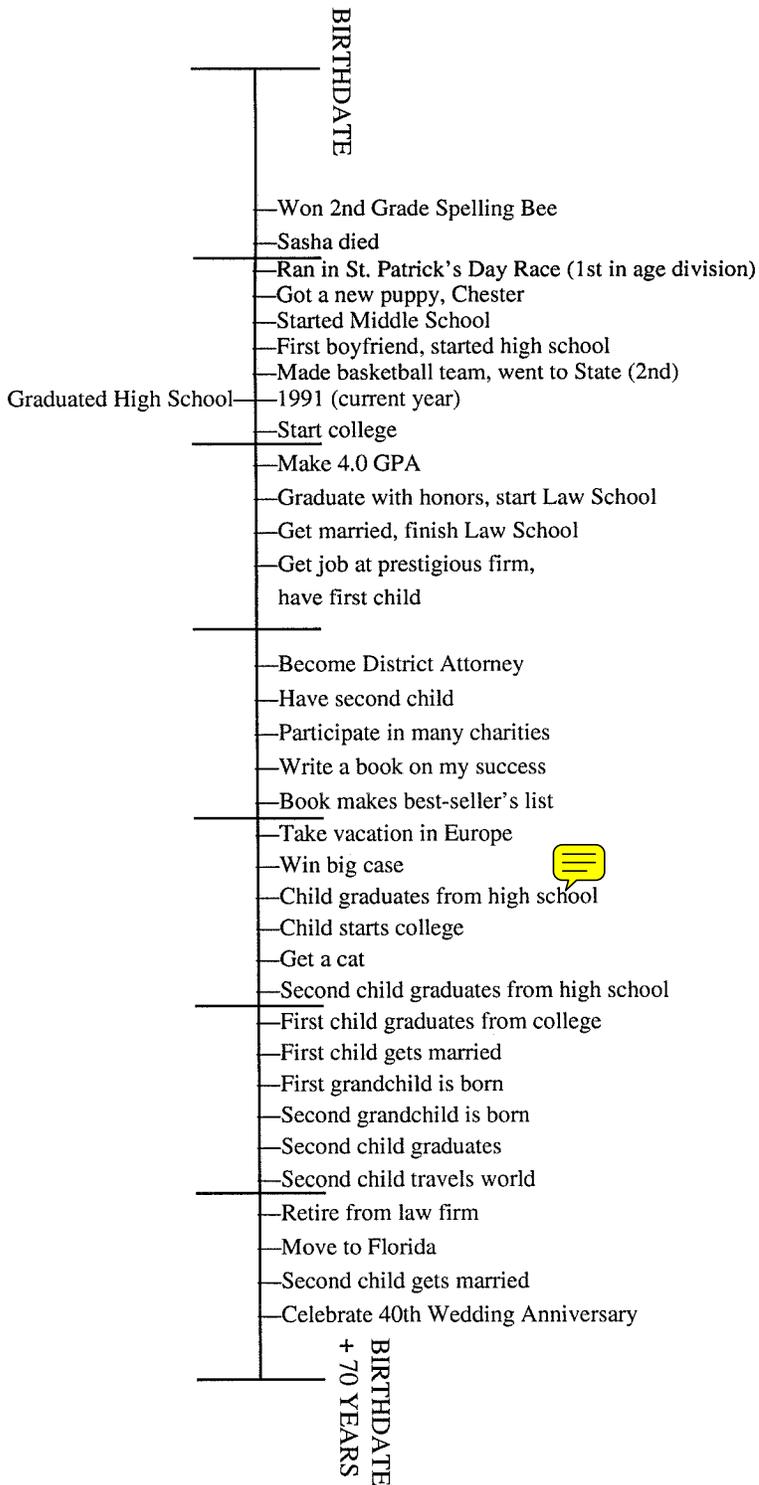
Encourage the members to share their "A Lifetime" with their family members and to discuss goals of others.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



# A LIFETIME

NAME \_\_\_\_\_



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## Who Am I?

### *Understanding Self - Disclosure Leadership, Level IV*

#### **What Members Will Learn. . .**

##### **ABOUT THE PROJECT:**

Sharing is an essential part of leadership.

##### **ABOUT THEMSELVES:**

Members will identify things in their life that they are willing to share. Members will become aware that sharing with others help to make one more caring and understanding.

##### **Materials Needed:**

Adult to assist with activities

Newsprint

Felt-tipped markers and/or crayons

“Who Am I?” poster

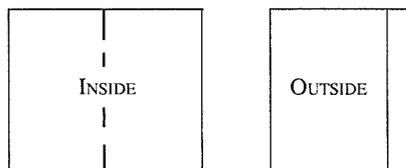
**ACTIVITY TIME NEEDED: 40 MINUTES**

#### **Leader Notes**

Place materials on work space. Review previous lesson.

Allow time for responses.

Take a piece of newsprint and demonstrate this to the members, so they can understand the instructions. Answer any questions.



Hang your completed “Who Am I?” poster.

#### **ACTIVITY**

What did we learn about at our last meeting? (Pause) Yes, we learned about our lifetime, and we practiced some goal setting. As a leader, how will you be able to use goal-setting? (Pause)

Another aspect of leadership is caring. A caring leader works well with people and is an understanding individual. A caring leader will share his/her feelings; that is, he/she will show who he/she really is.

Our activity today will give us an opportunity to show on paper who we are and share it with others in the group. Each member of the group can take a sheet of newsprint and fold it in half. On the outside, you can draw something that will illustrate in some way how you think you look on the outside, or how others see you. On the inside, you are to draw something which tells what you think you are really like. I’ll demonstrate how you fold the newsprint and where you make the drawings.

We’ll hang a sample drawing for you to see. The newsprint, crayons and felt-tipped markers are at the work space. We’ll take about 20 minutes.

For those of you who will, we would like to have you share your drawings and describe why you did what you did. If you don't feel comfortable, however, you may pass.

You may wish to post your pictures on the wall as each one is completed.

### **DIALOG FOR CRITICAL THINKING:**

Now that the group members have shown and described their drawings, we can discuss your feelings and responses to the drawings and the information shared through them.

1. What kinds of things did most people share about themselves on the "outside sheet"?
2. How did what people shared on the "inside" surprise you?
3. What feelings do you have that were close to what others had?
4. How did this activity help you to understand yourself better?

### **GOING FURTHER:**

Consider how your understanding of yourself will help you be more concerned about others.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

After 20 to 30 minutes, reassemble the group to share the results of the drawings. Select one of the group who talks readily and ask him or her to describe the illustrations he or she has completed. Ask for volunteers, and listen and encourage members as they share the results of their drawings. Remember to be supportive of those members who may not want to share. Try to encourage those individuals to be supportive of the other members. After all group members who want to have shown and described their drawings, the group may discuss their drawings.

Some examples of comments are: "Now that you've told me that, I feel. . .", "Here are some things I noticed in your drawing that also tells me something about you. . ." The explanation and discussion of the pictures may take up to 20 minutes.

Ask these questions to see what people learned from this activity.

Encourage members to consider how this exercise might help them be more concerned about others.



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# Personal Stressors and Copers

*Understanding Self - Stress Management  
Leadership, Level IV*

## What Members Will Learn. . .

### ABOUT THE PROJECT:

Stress is an individual reaction. The way in which we react to it is up to us. We should respect the dangers of stress, as well as learn to harness its benefits.

### ABOUT THEMSELVES:

Members will develop awareness of stressors in their lives.

Members will develop awareness that stress can be a positive force in their lives.

### Materials Needed:

Adult to assist with activities

Newsprint

Felt-tipped markers

**ACTIVITY TIME NEEDED:** 20 MINUTES

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## Leader Notes

Place materials on work space. Review previous lesson.

Allow time for a response.

Allow time for responses.

Allow time for members to find a partner and get seated.

---

## ACTIVITY

Who can tell me what we learned at our last meeting? (Pause) Yes, we learned about ourselves through disclosure. Disclosure is another term for sharing. How can sharing help us as a leader? (Pause) Yes, the ability to share helps us to become more understanding.

As a leader, we may find stress in our life from time to time. Who can describe "stress"? Stress is our reaction to what is happening and is an individual reaction. We need to respect the dangers of stress and learn to harness its benefits, because it does have both effects.

Today, we will learn about the different stressors each of us has, and we will consider our coping skills.

We will be working with partners, so you need to find a partner who likes a vegetable that you do not.

Okay, let's do an activity to help us. Each of you will take a sheet of newsprint. On the left side of the paper, list all your current stresses—all the big and all the little things that nag, worry, upset, or drain you in your

life right now—all the situations, in and out of school, that are causing you to feel frustrated and/or tense. We'll take about 5 minutes to do that, if you need it.

Allow about 5 minutes.

Now, share your list with your partner. After two minutes, each pair may choose one stressor they have in common and one that is unique to each partner—a total of three between the two of you.

Allow up to 5 minutes.

Each pair may share their chosen common and individual stressors with the group.

Allow time for members to share with the group. Write down all the stressors on another sheet of newsprint.

Now, we're going to shift our attention from the problem to the solution. Individually, make a second list on your newsprint. This time, write down your favorite coping technique, that is, what you do to get rid of the tension and frustration.

Now, share your coping skills with your partner. After two minutes, choose one skill you have in common and one unique to each partner for a total of three.

Each set of partners may share with the group their common and individual ways of coping with stress.

Allow time for partners to share with the group.

### **DIALOG FOR CRITICAL THINKING:**

Now, let's talk about what we've learned.

Ask these questions to review the lesson.

1. What surprised you about the stresses people face?
2. What coping skills did you have in common with others?
3. How can stress be a benefit to you?
4. How do you think you could use this information in your life?

### **GOING FURTHER:**

You may want to discuss stresses and coping skills with your family members.

Encourage members to share their stresses and how they cope with them with their family members.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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## Stress Buffer Shield

*Understanding Self - Stress  
Management  
Leadership, Level IV*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

Stress is with us every day. Our reaction to stress can be harmful to us. If we can develop our coping skills, we can change stress into a positive force.

#### **ABOUT THEMSELVES:**

Members will identify the types of stress.

Members will become aware that our reaction to stress can be harmful to us.

Members will identify things they can use to help change stress into a positive force.

#### **Materials Needed:**

Adult to assist with activities

Newsprint

Felt-tipped markers

Completed poster, "Stress Buffer Shield"

Handout, "Stress Buffer Shield" for each member

**ACTIVITY TIME NEEDED:** 20 MINUTES

### Leader Notes

Place materials on work space. Review previous lesson.

Hang completed "Stress Buffer Shield."  
Stress Buffer Shield Sections

Life experiences - that have helped me and taught me to manage.

My Support Networks - people who are friends when I need them.

Attitudes/Beliefs - that help protect me or help me see things differently.

Physical Self-Care Habits - that prepare me or help me get rid of tension.

Action Skills - that I can use to change the situation.

### ACTIVITY

At our last meeting we talked about stress and our coping skills. What other coping skills have you thought about or heard from others? We found out that stress is pretty universal, didn't we? We also found out that coping skills can be pretty similar. If we are going to be leaders, we need to prepare ourselves to handle stress. The energy created by stress situations can be used to your advantage. For example, think about a time you were frightened and what you were able to do because of it. Now, in order to prepare ourselves to manage stress, we are going to develop a "stress buffer." It is actually a shield and looks like this.

We will make one by putting together a list of things you can use to help you change stress into a positive force and avoid some problems.

You will need to think about the qualities you have or the things you do that make up your own personal stress buffers.

On your shield, you can write down these life experiences, support networks, attitudes, self-care habits, and action skills in the correct section of the shield. Does everyone understand the directions?

Give each member a copy of “Stress Buffer Shield.”

Assist the members, if needed.

Would anyone like to share his or her “Stress Buffer Shield” with the group?

Allow time for members to share.

**DIALOG FOR CRITICAL THINKING:**

Now, let’s think together about what we might have learned.

After group members have shared their stress buffer shields, ask the “Dialog for Critical Thinking” questions.

1. How can the “stress buffer shield” help you with your stress?
2. What additional helps can you add after talking with others?
3. How could you use this in the future?

**GOING FURTHER:**

It might be fun to talk with your family members or friends about your “Stress Buffer Shield” and invite them to develop one of their own.

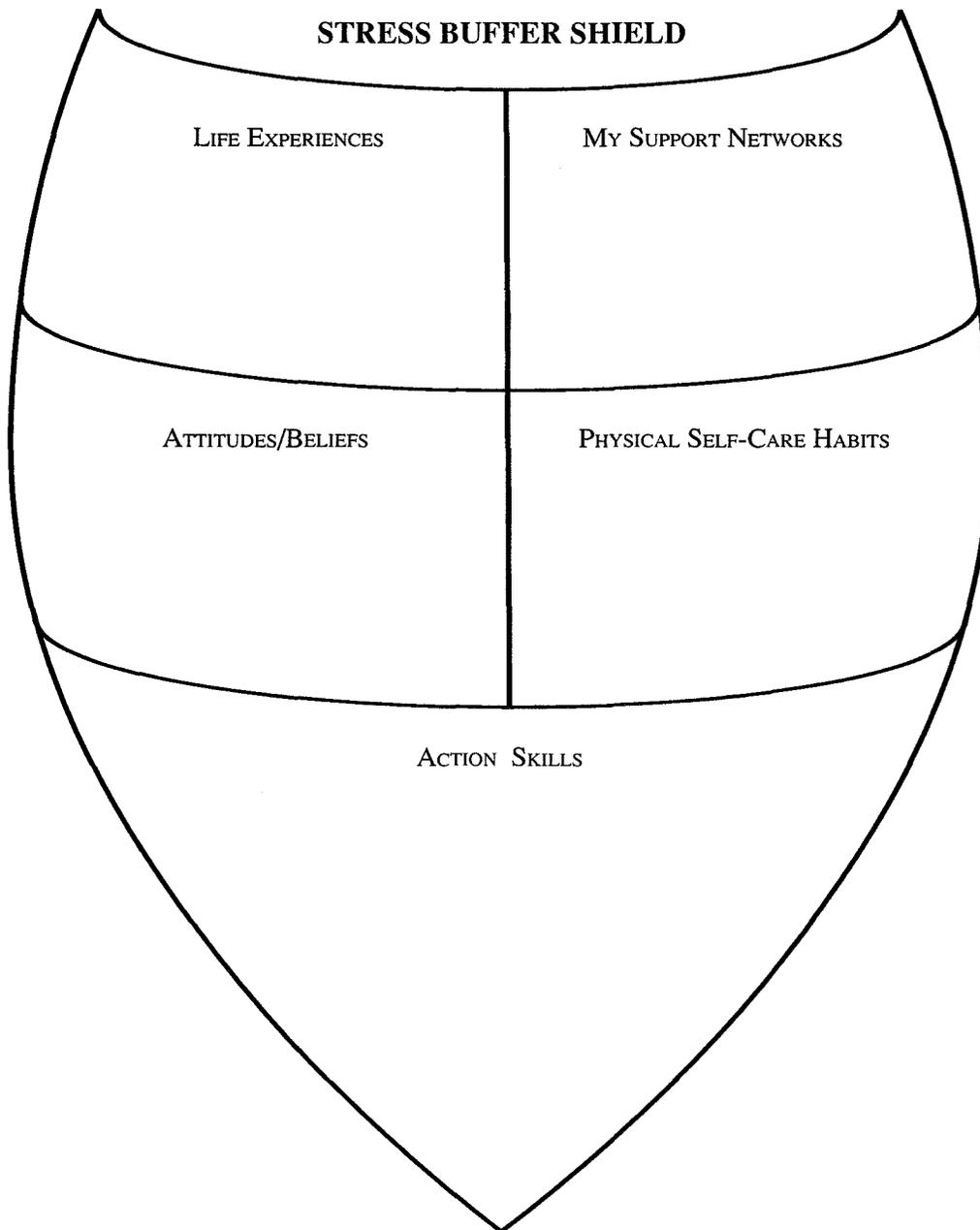
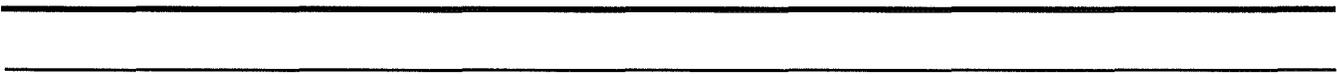
Encourage the members to talk with their family members about their “Stress Buffer Shield.”

**REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

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Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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# Hear Those Words

*Communicating - Listening  
Leadership, Level IV*

## **What Members Will Learn:**

### **ABOUT THE PROJECT:**

Often we say we are listening, but when asked to repeat information, we are unable to do so. Intensive listening, or trying to remember a majority of what is said, is a learned skill.

### **ABOUT THEMSELVES:**

Members will identify listening skills.

Members will develop intensive listening skills.

## **Materials Needed:**

Adult to assist with activities

File card and a pencil for each member

**ACTIVITY TIME NEEDED: 15 MINUTES**

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## **Leader Notes**

Review previous lesson.

Allow time for members to respond.

Allow time for responses.

Give each member a file card and a pencil.

Do not read the answers to the questions until you have read all the statements. Then say: The answer to Question 1 is Bears. Ask how many answered the question correctly, after you read each answer.

---

## **ACTIVITY**

What can you tell me about our Stress Buffer Shields? (Pause) How will they help you handle stress? (Pause) As a leader, you will find it helpful to have a method for dealing with stressful situations.

A leader also needs to know about communicating. You know, the majority of our communication time is spent listening. This is especially true for students. What are some of the ways in which you spend time listening? (Pause)

Okay, today we will learn about intensive listening. What do you think is meant by intensive listening? (Pause) Yes, it would include trying to remember a majority of what is said, and it is a learned skill. For our activity today, we will conduct an experiment, and each of you will need a 3" x 5" card and a pencil.

Often we say we are listening, but when asked to repeat information, we are unable to do so. Intensive listening, or trying to remember a majority of what is said, is a learned skill. It's not something you're born with. In order to test your listening ability, I am going to read several statements and questions. Listen carefully to each statement. Then, write down the answers to the questions I ask. The statements and questions will not be repeated. I will not give the answers until I have read all the questions and statements.

Is everyone ready?

1. Sandy was going to the zoo. She wanted to see the tigers, giraffes, bears, and elephants. She got to see the giraffes, monkeys, elephants, and tigers. Which animal did she not get to see? (Answer: Bears)
2. Listen carefully to these words: try, fry, cry, dry, and pry. What was the third word? (Answer: Cry)
3. Listen carefully to these names: Bill, Steve, Todd, Doug, Michael. Which name begins with T? (Answer: Todd)
4. Frank went to his friend's house at 528 Seventh Street. They went swimming and had milk and cookies. What was the address of the house on Seventh Street? Was it 852, 528, or 285? (Answer: 528)
5. Jane went to the grocery store for her mother. She bought two cans of corn, four cans of peaches, and three cans of carrots. How many cans of corn did she buy? (Answer: two)
6. Steve was on the telephone committee of his club. He was asked to call Betty, June, Don, Sharla, and Tom to tell them about the meeting. He ran out of time and did not call the last two people on the list. Who did not find out about the meeting? (Answer: Sharla and Tom)

Give the correct answers and see who were the best listeners.

### DIALOG FOR CRITICAL THINKING:

Now, let's talk about our listening skills.

Ask these questions to see what members have learned.

1. What portion of the group was able to answer all the questions correctly?
2. What causes most of us not to know the answers?
3. Were questions with number answers more difficult for some group members than others?
4. What types of information seemed harder or easier to absorb than others?
5. What could we do to listen better?

### GOING FURTHER:

Try hard to listen more carefully to what other people say for this next week.

Suggest that the members concentrate this week on listening more carefully to what other people say.

### REFERENCES:

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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# Communication Patterns

*Communicating - Verbal  
Leadership, Level IV*

## What Members Will Learn . . .

### **ABOUT THE PROJECT:**

We need to take stock of our oral, written, and nonverbal communication skills. Since many aspects of our lives involve communicating with others, always present yourself both verbally and nonverbally.

### **ABOUT THEMSELVES:**

Members will become aware of their own communication style.  
Members will become aware of others' communication styles.

### **Materials Needed:**

Adult to assist with activities  
Handout, "Communication Patterns," and a pencil for each member

**ACTIVITY TIME NEEDED:** 15 MINUTES

## Leader Notes

Allow time for members to respond. If response is slow, you may want to call on someone.

Allow time for response.

Give each member a copy of "Communication Patterns" and a pencil.

## ACTIVITY

Just for kicks, let's find out how you feel you did at listening more carefully to those you had conversations with this past week.

This week we want to concentrate on our personal communication styles, for leaders need to be good communicators. What do we mean by communication? (Pause) Communication is the exchange of information, and we communicate daily with many people. Communication can be verbal or nonverbal.

Each of us communicates in certain ways with our friends, our family, and with new acquaintances. As you talk with your friends and/or your family, think about how you may change or improve the way you communicate with certain people.

Today, we will do an exercise that gives us the opportunity to look at the way we communicate with people we know. I am giving each of you a copy of "Communication Patterns" and a pencil.

Let's go over the instructions, so it will be clear in your mind. First, write on the sheet of paper several names of people you know. Then, write a brief description of the most common way you communicate with them (openly, reservedly, on a first-name basis only, with respect, etc.). When

you are finished, we will share our answers with the group. Any questions? Okay, let's do it.

When everyone has finished, have members share their responses.

Would anyone agree to be the first person to share his or her list with us?

### **DIALOG FOR CRITICAL THINKING:**

Thanks for sharing. Now, let's ask ourselves some questions.

After lists have been compared, discuss the critical thinking questions.

1. How does the way you communicate vary depending on with whom you're communicating?
2. Were there friends who communicated in ways different from you?
3. What did you learn by comparing information about your methods and your friends' ways of communicating?
4. What ways of communicating that you don't use often now might make you a better communicator if used more frequently.

### **GOING FURTHER:**

Talk with your family members about ways in which we communicate with others.

Remind members to talk with their family members about the ways in which we communicate with each other.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

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## Communications Patterns

Name of Person

Description of the way I  
communicate with this person



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*3-Leadership, Level IV, Communication Patterns*





# Giving Directions

*Communication - Verbal*

*Leadership, Level IV*

## What Members Will Learn. . .

### ABOUT THE PROJECT:

Communication requires a sender, a receiver, and a message. In order for communication to be most effective, all three must use the same knowledge, meaning, and importance.

### ABOUT THEMSELVES:

Members will develop their listening skills.

Members will develop ability to give directions verbally.

### Materials Needed:

Adult to assist with activities

File cards

One unopened loaf of bread, one jar of peanut butter, one jar of jelly, a butter knife, a damp rag, a plate.

**ACTIVITY TIME NEEDED: 30 MINUTES**

## Leader Notes

## ACTIVITY

---

As we develop our leadership skills, we need to practice our ability to give clear, accurate and concise directions. We all know situations where we have received inaccurate directions, or we know of situations where we have not listened attentively and have not heard the directions.

Allow time to do the assignment.

Today, our activity will give us an opportunity to practice giving directions. I would like each of you to take a 3" x 5" card and write the directions for making a peanut butter and jelly sandwich. Do it individually and hand me the cards when you finish.

Now, count off in \_\_\_\_\_'s and get into small groups. Select a reader and a sandwich maker.

Randomly pick one of the cards and give it to the reader.

Allow 3-5 minutes per group.

I would like one group to volunteer to start. The sandwich maker will sit or stand at the table and do exactly as the reader says. The sandwich maker is not to assume ANYTHING!

After an experience like that, it's easy to see how hard it is to communicate clearly. What if you had to send the directions through a second or third person?

### **DIALOG FOR CRITICAL THINKING:**

Now, let's discuss what happened.

1. Were the directions clear as the small group leader gave them?
2. What variations happened?
3. What conclusions can you make about when directions have to go through more than one person?
4. What conclusions can you make about written communication?

When that discussion is over, ask the "Dialog for Critical Thinking" questions.

### **GOING FURTHER:**

Talk with your family members about your "Giving Directions" activity.

Remind members to talk with their family members about their "Giving Directions" activity.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU



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# Brainstorming

*Getting Along With Others -  
Teamwork*

*Leadership, Level IV*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Brainstorming is an intuitive and creative approach to gaining new ideas. Teamwork can be helpful when a group is brainstorming.

### **ABOUT THEMSELVES:**

Members will develop an appreciation of others.  
Members will develop an ability to work together.

### **Materials Needed:**

Adult to assist with activities  
Newsprint  
Felt-tipped marker  
Masking tape

**ACTIVITY TIME NEEDED:** 15 MINUTES

## Leader Notes

## ACTIVITY

---

Who can tell me why it is important for a leader to get along with others?  
(Pause) Yes, a leader provides guidance and direction for people, so getting along with people is essential.

Let members give responses.  
Be prepared with some examples of your own.

Can you think of an example of any leaders who apparently did not get along well with others? (Pause) Let's try to think of leaders we have learned about from history.

Allow time for members to count off, get into their groups, and get seated.

Today, our group will do some brainstorming. To do that, we will need to count off, so there are two equal-sized groups.

Now, let's review the rules of brainstorming. Quantity, not quality, is important; no discussion or judgments; free-wheel and add onto each other's ideas.

Give each group newsprint and a felt-tipped marker.

Now, I am giving each group a sheet of newsprint and a felt-tipped marker.

Each group will need to select a recorder who will write "Others" at the top of the newsprint. Members in the group will have three minutes to think of as many "others" as they can. Next, on a second sheet of newsprint, the recorder will write "Meaning of Others" at the top. Members in

the group will have three minutes to think of as many meanings as they can for “others.” Does everyone understand the directions? I will give the signal for you to start and finish your brainstorming.

Give the signal to start, and call time, after three minutes.

Is everyone ready for the second brainstorming session?

Give the signal to start and call time, after three minutes.

Now, let’s have the groups report on the number of ideas they came up with and share a couple with everyone.

Let the groups share.

### **DIALOG FOR CRITICAL THINKING:**

That was pretty tough. Let’s ask ourselves some questions.

Ask these questions to review what was learned.

1. Did you feel good about contributions to your group’s list?
2. Are there any new meanings you can now think of about “others” that you’d like to share?
3. How difficult was it to get started?
4. Why do you think it was easier after the first thought was expressed?

### **GOING FURTHER**

Talk with your family members about brainstorming as a way to come up with new ideas and/or solutions.

Remind the members to talk with their family members about brainstorming as a way to come up with new ideas and/or solutions.

### **REFERENCES:**

Adapted from Leadership Project Book IV, University of Illinois Urbana-Champaign

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

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# Experiencing Trust

*Getting Along With Others - Trusting Leadership, Level IV*

## What Members Will Learn. . .

### ABOUT THE PROJECT:

Trust is defined as “firm reliance on the integrity, ability, or character of another person.” When we trust someone, we have confidence in that person.

### ABOUT THEMSELVES:

Members will define the meaning of trust in a friendship.

Members will define the importance of trust in a friendship.

### Materials Needed:

Adult to assist with activities

List of options written on newsprint or chalkboard:

Imitate the crowing of a rooster.

Give a two-minute talk about your best qualities.

Do a pantomime of a sleepy person brushing his or her teeth.

Recite a short nursery rhyme.

Balance a book on your head and walk across the room.

Read a short passage from any book in the room.

**ACTIVITY TIME NEEDED: 15 MINUTES**

## Leader Notes

Allow for a response. If you don't get a definition, point out that one definition is “to have belief in the integrity, ability, or character of another person.”

Hang “List of Options” poster.

Assist the members as needed.

## ACTIVITY

Who can tell me what areas of leadership we have learned about? There are seven areas: Understanding Yourself; Communicating; Getting Along With Others; Learning to Learn; Making Decisions; Managing; and Working with Groups. We are in the Getting Along With Others section now. Why would a leader need to know how to get along with others? (Pause) After all, a leader's job is to assist people, isn't it? Since we are going to be leaders, we want to develop our skills in getting along with others, too. Today, we want to look at trust as a part of getting along with others. What does the word “trust” mean?

I have just hung a poster, “List of Options.” From the list, each of you may select the one activity you would most prefer to do and the one you would least like to do, if you were called upon to perform one, and you may be asked to perform the one you choose!

Has everyone made a decision? All right, I'd like to record on the news-

print the number of members that chose each option as the one they would prefer to do.

Record on "List of Options" the number of members that chose each option .

### **DIALOG FOR CRITICAL THINKING:**

Now, let's ask ourselves some questions about our responses.

Ask these questions to find out how members feel about the activity.

1. How did you feel about the idea of performing?
2. What relation might there be between people's choices and embarrassment?
3. To what degree do you think your choice indicated your ability to trust others?
4. What did you think might happen when you performed your choice?
5. Is anyone willing to perform the option he/she chose?

### **GOING FURTHER:**

Talk with your family members about trust and people. You might do the "options" activity with them.

Remind members to talk with family members about trust and people.

### **REFERENCES:**

Adapted from Leadership Project Book IV, University of Illinois at Urbana-Champaign

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

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## Word Exploration

*Getting Along With Others - Trusting Leadership, Level IV*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

Trusting and sharing are essential parts of being a friend and a leader.

#### **ABOUT THEMSELVES:**

Members will define words that can help communication and friendship. Members will identify ways in which they can act as if they want those words to describe them.

#### **Materials Needed:**

Adult to assist with activities

Completed poster, "Words For Communication and Friendship"

Speaking	Sharing	Understanding	Patience
Listening	Caring	Smiles	Helping
		Frowns	

Newsprint

Felt-tipped marker

**ACTIVITY TIME NEEDED: 15 MINUTES**

### Leader Notes

Place materials on work space. Allow time for response.

Allow time for members to count off, find their groups, and get seated.

Hang poster, "Words for Communication and Friendship."

### ACTIVITY

What are some of the leadership skills you have learned at our previous meetings? (Pause) That's right. We have learned about understanding ourselves, communicating, and we're learning about getting along with others.

Today, our activity is about trust. Why do leaders need to know about trust? (Pause) Trust is pretty important. When we trust someone, we have confidence in them.

In order to do today's activity, we will need to count off, so we have two equal-sized groups.

Each group may select two words from the list I have just hung on the wall. In your group, define the word, and discuss how it can help communication and friendship.

Write one definition on each sheet of the newsprint, along with a summary of your discussion.

Does everyone understand the instructions? Okay, let's do it.

### **DIALOG FOR CRITICAL THINKING:**

Now, let's see what we've done.

1. What did you discover in defining and discussing your words?
2. How can the lack of these qualities or behaviors hurt a friendship?
3. What ways do we act if we want the words to describe us?
4. What other words can you think of?

### **GOING FURTHER:**

Talk with your family members about words that can help communication and friendship.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

Give each group newsprint and a felt-tipped marker.

Assist the small groups as needed. When everyone has had enough time, close the activity and ask the "Dialog for Critical Thinking" questions.

Remind the members to talk with their family members about words that can help communication and friendship.



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# Relationships with Parents, Friends, and Teachers

*Getting Along With Others -  
Meeting/Accepting  
Leadership, Level IV*

## **What Members Will Learn. . .**

### **ABOUT THE PROJECT:**

We need to develop skills that will help us feel comfortable with other people. We need to give others support and assistance and to receive help from them to reach goals.

### **ABOUT THEMSELVES:**

Members will develop caring skills.

Members will identify interests they have in common with other people.

Members will learn to be aware of and accept differences.

## **Materials Needed:**

Adult to assist with activities

Role play situations written on file cards (Do not write discussion questions on the card.)

### 1. Parent/child

Sally is a 16-year-old high school junior. She has not dated much. The boy she is dating now is 18 and a community college student. He has long hair, and her parents do not like him. She has a 10 o'clock curfew on school nights. This particular night she does not arrive home until 12:30. Her parents are waiting for her when she comes in.

### **Discussion Questions:**

Why might Sally's parents be worried or upset?

What could Sally and her date have done to prevent this incident?

How might her parents' attitude be different if they liked the boy?

### 2. Peer Relationship

Jane told Nancy her feelings about having Jill on the cheerleading squad. Nancy tells Lori and Lori tells Jill. Jill confronts Jane in the hall and, in a very loud voice says, "I hear you don't think I'm good enough to be on the cheerleading squad!"

### **Discussion Questions:**

What are some other ways this situation could be handled?

How might you handle a similar situation where a confidence has been betrayed?

How can destroying confidence affect a relationship?

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3. Student/ teacher

John is an average student. He has a report due today that he does not have done. He did not hand the last two reports in on time. The teacher confronts John with the fact that he has not handed three reports in on time.

**Discussion Questions:**

Why doesn't John turn his homework in on time?

How could the teacher help John to be a more responsible student?

**ACTIVITY TIME NEEDED: 30 MINUTES**

---

**ACTIVITY**

**Leader Notes**

---

As we learn more about getting along with others, we begin to realize how important the skill is to leaders. Leaders need to work with people, and, in order to do that, they must be able to be sharing, caring, and trusting. We have had an opportunity to learn about those three parts of getting along with others.

There is another part of getting along with others that leaders need. It is the area of relationships with parents, friends, and teachers. Relationships often include working together and cooperating. These are qualities a leader needs in order to work with people.

Our exercise today will give us a look at a number of situations to see how we could handle them. In order to do that, we will need to have three small groups, so count off in three's.

Allow time for members to count off, find their group, and get seated.

I am going to give each group a file card. Each card has a situation written on it. The group will read the situation, make plans to do a role play of it, then perform it for the group. Does everyone understand the directions?

Give each group a file card.

We'll take about 5 minutes for the groups to prepare their role play.

Allow about 5 minutes. Assist, as needed.

Is everyone ready? Okay, which group wants to be first?

Let groups role play their situation. Ask the suggested questions for a discussion of the issues presented in the role plays. Allow time for adequate responses.

**DIALOG FOR CRITICAL THINKING:**

Good! You did some creative work. Now, let's talk about what all this means to us.

1. Why is it important to act in a responsible manner toward parents, teachers, and peers?
2. What are some ways to show parents, teachers, and peers that you are responsible?
3. What can you do to help your parents understand you?
4. How does all this relate to leadership?

---

## Leader Notes

---

Remind members to talk with their family members about relationships with parents, friends, and teachers.

### **GOING FURTHER:**

Talk with your family members about relationships with parents, friends, and teachers.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

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*3-Leadership, Level IV, Relationships with Parents, Friends, and Teachers*





# Creativity Problems

*Learning - Creativity  
Leadership, Level IV*

## What Members Will Learn. . .

### ABOUT THE PROJECT:

Each day presents us with new and exciting situations. We are all creative, and we all change. This is the stuff of life.

### ABOUT THEMSELVES:

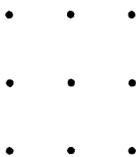
Members will understand that creativity and change are often linked. Members will understand that increasing creativity requires conscious mental effort.

### Materials Needed:

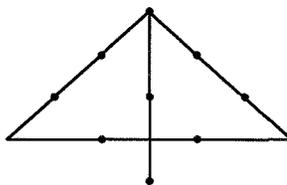
Adult to assist with activities

Handout, "Creativity Problem," and a pencil for each member

Poster of unfinished "Creative Problem"



Completed poster, "Creative Problem"



**ACTIVITY TIME NEEDED: 15 MINUTES**

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## ACTIVITY

We have learned about several different leadership areas in our project. Why would a leader need to know about creativity? (Pause) A leader knows that creativity and change are closely related. Creativity appears in just about everything we do, and creativity and problem solving are closely related. Do you remember our meeting when we did brainstorming? Did you find you had new and creative ideas that day? Did you find that you kept coming up with new ideas? Brainstorming can be a climate that encourages creativity.

---

## Leader Notes

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Our activity today will center on problem solving, which is a form of creativity. To do this activity, we will need to count off, so there are three in a group.

Our exercise today requires creativity by the group attempting to solve the problem. Each group has a piece of paper on which are drawn nine dots in three rows of three. Your group's assignment is to connect all nine dots, using only four straight and connected lines. Does everybody understand the directions? Okay, let's solve the problem.

Okay, time is up. Who has the problem solved? The ability to solve this problem is based on the ability to think beyond the obvious boundaries in reaching the solution.

### **DIALOG FOR CRITICAL THINKING:**

Let's review the process.

1. What methods did your group use to solve the problem?
2. How did your members make decisions?
3. How did your group's members communicate?

### **GOING FURTHER:**

Share your creative problem solving experience with your family members.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

Let members count off so there are three members in each group. Let members find their groups and get seated. Hang unfinished poster "Creativity Problem."

Assist the small groups, if needed. After most have finished, call time.

Hang completed poster, "Creativity Problem," and see how many solved the problem the same way. Also check to see if any group found another way.

Ask these questions to review the lesson.

Remind the members to share their creative problem-solving experience with their family members.

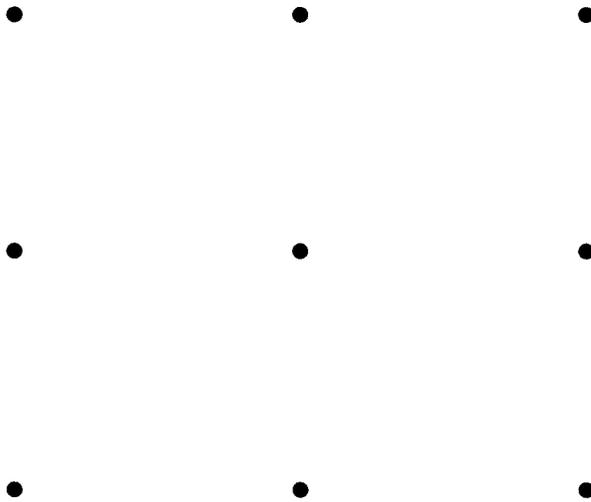
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Name \_\_\_\_\_

## Creativity Problem

Connect all nine dots using only four straight and connected lines.



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*3-Leadership, Level IV, Creativity Problems*





# Demonstration Grab Bag

*Learning - Teaching  
Leadership, Level IV*

## What Members Will Learn. . .

### ABOUT THE PROJECT:

Demonstrations can be a way to help members learn. When they prepare their demonstrations, they acquire new knowledge about the subject and gain confidence.

### ABOUT THEMSELVES:

Members will understand that demonstrations are techniques to help learn. They can gain confidence by presenting demonstrations to their group.

### Materials Needed:

Adult to assist with activities

Sheet of paper and a pencil for each member

Paper bags (one for each member)

Each bag should contain items that could be used for a simple demonstration such as:

Bowl, egg, and egg beater

Hole puncher and paper

Shoe and shoe lace

Stapler and 2 pieces of paper

Hammer, nail, and piece of wood

Bolt and nut

Needle, thread, and fabric

Picture and picture frame

Notebook paper and notebook

Paper and pencils

**ACTIVITY TIME NEEDED: 20 MINUTES**

## Leader Notes

Place demonstration items, a piece of paper, and a pencil in each bag.

## ACTIVITY

As leaders, you are learning about the various leadership skills. You have had opportunities to practice some specific skills here with our group. Our activity today will help you to plan and share a simple demonstration. I have placed on the table some closed paper bags. Each bag contains the ingredients for a simple demonstration.

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## Leader Notes

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Each of you may select one grab bag from the table. After you select your grab bag, you will have 3 minutes to study the contents and prepare a demonstration.

Place separate paper bags on work table, so members may each select one.

There are paper and pencil in each, in case you want to write down what you want to say.

Assist members, if needed.

Remember, everything is positive; words, actions, and comments.

All ready? Who would like to be the first presenter?

Let each member explain what is in his/her bag and demonstrate how to use it.

### **DIALOG FOR CRITICAL THINKING:**

Now, let's discuss our experience.

Ask these questions to help members express their feelings about what they did.

1. Did you have sufficient information and time to prepare your demonstration?
2. How are these demonstrations different from those given by other speakers or those on television?
3. What other things could be added to make these presentations better?
4. What can be gained from demonstrations?
5. How could a demonstration help us in our role as an informal leader?

### **GOING FURTHER:**

Talk with your family members about your demonstration.

Remind the members to talk with their family members about their demonstration.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

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# Library Day

*Learning - Teaching  
Leadership, Level IV*

## What Members Will Learn. . .

### **ABOUT THE PROJECT:**

Reading books is not only fun, it is educational. There are books on any subject, and they are available free to you to read.

### **ABOUT THEMSELVES:**

Members will identify the books they have read.

Members will identify the type of books they like to read.

Members will develop an awareness of books read by other people.

### **Materials Needed:**

Adult to assist with activities

One 3" x 5" file card and a pencil for each member

**ACTIVITY TIME NEEDED:** 20 MINUTES

## Leader Notes

## ACTIVITY

---

Leaders need to be informed. How do they manage to be aware of what is going on, and how do they learn of historical happenings? (Pause) They read books, newspapers, and magazines. They read so they can stay current with the situation.

If we are going to be leaders, we need to identify some of the books, or magazines, we read or have read. What kinds of books, or magazines, do you most enjoy reading? Mysteries? Biographies? Space novels? In this activity, you'll have a chance to explore with your friends some of your and their favorite kinds of books and/or magazines.

Give each member a 3" x 5" file card and a pencil.

You each have a 3" x 5" file card. Write on the card the names of three books, and/or magazines, that you really like. Think about the kind of book, or magazine, it is. Is it mystery, science fiction, space related, or something else?

Allow time for members to share information about the books.

Does everybody have the three books, or magazines listed? Now you may find someone else in the group who likes the same kind of books, or magazines, and compare notes with that person.

Okay. Each pair or group may prepare a brief oral report with the group which shares:

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## Leader Notes

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What their choices are.  
Why they like the books or magazines.  
Examples of good books or magazines.  
A reason others in the group  
may want to read those books or magazines.

Assist the members and groups, if  
needed. Allow about 5 minutes for  
preparations.

Who would like to be the first presenter?

Allow any group that wants to make a  
report.

### **DIALOG FOR CRITICAL THINKING:**

Excellent job. Now, let's do a quick review of what we've done.

Ask these questions to review what was  
learned.

1. Were most of you able to find another person to share with?
2. Were they able to get new ideas for good books or magazines to read?
3. How did groups try to convince others that their type of book or  
magazine had merit and should be tried?

### **GOING FURTHER:**

Share your information about good books with your family members.

Remind the members to share their  
information about good books with their  
family members.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU



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## Writing Goals

*Making Decisions - Goals  
Leadership, Level IV*

### What Members Will Learn. . .

#### **ABOUT THE PROJECT:**

Decisions are made to accomplish goals. Goals can usually be accomplished in more than one way.

#### **ABOUT THEMSELVES:**

Members will differentiate between long-term goals and short-term goals. Members will practice using the decision-making process to reach goals.

### Materials Needed:

Adult to assist with activities

Handout, "Writing Goals," and a pencil for each member

Poster, "Writing Goals" (Prepare a chart as a guide for members to follow)

#### Goals For This Week (Short-Term)

What Do You Want To Accomplish?	How?	When Will You Do It?	Who Will Be Involved?
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#### Goals For The Next Year (Long-Term)

What Do You Want To Accomplish?	How?	When Will You Do It?	Who Will Be Involved?
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**ACTIVITY TIME NEEDED: 20 MINUTES**

### Leader Notes

### ACTIVITY

If we are going to be leaders, we need to know about setting goals. What is a goal? (Pause) A goal is something you want to accomplish. How could a leader use information about goal setting? (Pause) A leader provides support and help for people. Can you see how a leader needs to know about goal setting?

Hang poster, "Writing Goals."

Today, our activity will give us an opportunity to practice some goal setting. The poster will tell us what we will be doing.

Give each member a copy of "Writing Goals" and a pencil.

Each of you just received a copy of "Writing Goals." On the sheet, list four things you want to do this week and four things you want to do

within the next year. For instance, I want to exercise each day by walking around the school track twice each evening. Help me fill in the information on the goal sheet. Try to be as specific and complete as possible when writing goals. Does everyone understand the directions? Then, go ahead and do your sheet.

### **DIALOG FOR CRITICAL THINKING:**

Okay! Now, let's review what we've learned.

1. What differences are there between the short-term and long-term goals?
2. What things did you need to think about when writing both sets of goals?
3. What steps or actions will be necessary to complete these goals?
4. In what ways does thinking about What, How, When, and Who help in getting things done?
5. What relationship can you identify between accomplishing your short- and long-term goals?

### **GOING FURTHER:**

Talk with your family members about writing short-term goals and long-term goals.

### **REFERENCES:**

Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

Refer to goal sheet as you point out how goals can be written, so they can be measured.

Assist the members, as needed.

Ask these questions to help members understand what they've done.

Remind the members to talk with their family members about writing short-term goals and long-term goals.

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Name \_\_\_\_\_

## Writing goals

### Goals for This Week (short-term)

WHAT DO YOU WANT TO ACCOMPLISH?	HOW?	WHEN WILL YOU DO IT?	WHO WILL BE INVOLVED?
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### Goals for the Next Year (long-term)

WHAT DO YOU WANT TO ACCOMPLISH?	HOW?	WHEN WILL YOU DO IT?	WHO WILL BE INVOLVED?
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