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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 meat, 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
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.

Seventeen- 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
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.
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.

4-Leadership, Introduction
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
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:

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<td>Thinkers</td>
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<td>Quality circle approach</td>
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<td>Team centered</td>
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<tr>
<td>Autocratic</td>
<td>Participatory</td>
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<td>Single job in lifetime</td>
<td>Flexible learners</td>
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<tr>
<td>Familiar with simple machines</td>
<td>Technology knowledgeable</td>
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<tr>
<td>Single task orientation</td>
<td>Information processors</td>
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</table>

6-Leadership, Introduction
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.
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?"
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.

9-Leadership, Introduction
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.
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
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
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13-Leadership, Introduction
## PROJECT LEADER MEETING RECORD

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14-Leadership, Introduction
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: ____________________________
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: __________________________________________
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 ______

Children in 4-H ___________________________________________ Age -----------

_________________________________________ Age ______

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

FATHER                        MOTHER

☐ ☐ Helping 4-H’ers with demonstrations.
☐ ☐ Helping 4-H’ers with project talks or public speaking.
☐ ☐ Helping provide transportation to project meetings.
☐ ☐ Assisting members with project records.
☐ ☐ Helping provide transportation for project tours or field trips.
☐ ☐ Assisting with project meetings when needed. Special skills I have: _______________________
☐ ☐ Help bring refreshments.
☐ ☐ Developing a “calling tree” for meeting reminders.
☐ ☐ Making my home available for a project meeting if needed.
☐ ☐ Helping provide special supplies if needed.
☐ ☐ Others, please explain: _______________________

17-Leadership, Introduction
# 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.

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