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

Level II-Age 9, 10, 11

Age 9

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

Age 10

Level II, Kansas 4-H Leadership Curriculum
MAKING DECISIONS
9. Make a Decision

WORKING WITH GROUPS
10. Making a Machine

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

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.

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 8½ by 11 paper will fit in and a file folder.

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

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

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

**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.

**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
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.

ACTIVITY

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

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

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

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

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

“Who Are You?”

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

**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.

**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
My Important People
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

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.

1-Leadership, Level II, Being Friends
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.
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
## Being Friends

<table>
<thead>
<tr>
<th>FRIEND'S NAME</th>
<th>LIKE ME</th>
<th>UNLIKE ME</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

**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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Cooperative Extension Service  
Kansas State University  
Manhattan

All educational programs and materials are available without discrimination on the basis of race, color, national origin, sex, age, or handicap.

*3-Leadership, Level II, Being Friends*
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
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

2-Leadership, Level II, Coat of Arms
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:

All educational programs and materials are available without discrimination on the basis of race, color, national origin, sex, age, or handicap.
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

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?

GOING FURTHER:
Remember to take home your worksheet and talk with your 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
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?
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 - Cutting board, 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

ACTIVITY

Leader Notes

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.
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.

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

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.

**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?

**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
Name ____________________

Learning Project Words

List your project words

List their meanings

3-Leadership, Level II. Learning Project Words
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

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.

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)

I-Leadership, Level II, Accent on the Positive
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.”

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.

**DIALOG FOR CRITICAL THINKING:**
Now that we have had a chance to share, let’s talk about our worksheets.
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.

**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

2-Leadership, Level II, Accent on the Positive
Accent on the Positive

You may write or draw your responses.

People I Know

Why I Like Them
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

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.

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.”

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.”

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?

**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?

**GOING FURTHER:**
Be sure to take your worksheet home and talk with your 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
Name

Trust Walk

Write about or draw how you felt about your “Trust Walk.”
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.

- 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)

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

- Allow time for groups to organize.

- 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.
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.

**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?

**GOING FURTHER:**
Remember to talk with your family members about the resources within your community.

**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

Leader Notes

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

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

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

Community Map

Mark the locations of resources on your community map.
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

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.

1-Leadership, Level II, Your Coat of Arms
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.

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

**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?

**GOING FURTHER:**
Be sure to talk with your family members about 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
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:
5. Something I would like to become:
6. One thing I'd like to be known for:

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All educational programs and materials are available without discrimination on the basis of race, color, national origin, sex, age, or handicap.

3-Leadership, Level II, Your Coat of Arms
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

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.

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.
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.

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.

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
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

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.

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.

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.

1-Leadership, Level II, Back to Back
Any questions? Okay, now reverse roles and have the listening partner do the talking.

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.

**DIALOG FOR CRITICAL THINKING:**
Now, let’s talk about our activity.
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.

**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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**Leader Notes**

Allow time to complete the exercise.

Clap your hands to start the pairs. Clap your hands again after 20 seconds.

Ask questions as a review to the lesson.

Remind members to talk with their family members about nonverbal communication.
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.
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 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

ACTIVITY - HUMAN TANGLES

Do this activity to get communication going.

Allow time for responses.

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.

Play the video without sound.

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.
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?

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
Leader Notes

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

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.

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.

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?
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.

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.

**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

Leader Notes

After the sheets are completed, have the members read their directions to the group.

Remind members to talk with their family members about giving clear and brief directions.
Giving Directions

Cooperative Extension Service
Kansas State University
Manhattan

All educational programs and materials are available without discrimination on the basis of race, color, national origin, sex, age, or handicap.

3-Leadership, Level II, Giving Directions
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

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.
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?

**GOING FURTHER:**
Talk with your family members about roll call ideas.
Look at the handout for other ideas for roll call.

**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

2-Leadership, Level II, Roll Call Topics and Ideas
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.
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

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?

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.

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
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.
Leader Notes

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.

Allow 2 to 3 minutes.

I-Leadership, Level II, Experimenting With Taste
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.

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
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 tasted last is sour by contrast. Our taste buds cannot adjust so quickly to such flavor contrasts. The first piece of fruit probably tasted tart-sweet to you. The cookie lasted much sweeter, though, so the second
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

ACTIVITY

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.

Who can define a “decision?”

A decision is when a choice has to be made between two or more things.

1-Leadership, Level II, Make a Decision
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.

1. 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?
Give each member the handout, “Making Decisions.”

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:

<table>
<thead>
<tr>
<th>Alternative</th>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoke it</td>
<td>Stay Healthy</td>
<td>Might get lung cancer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>smell bad, get in trouble</td>
</tr>
<tr>
<td>Say: “No, thank you”</td>
<td>Might keep your friend</td>
<td>Might lose your friend</td>
</tr>
<tr>
<td>Tear it up</td>
<td>Stay healthy</td>
<td>Make friend angry</td>
</tr>
<tr>
<td>Let your friend smoke</td>
<td></td>
<td>Friend might get lung cancer, smell bad, parents get mad</td>
</tr>
</tbody>
</table>

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

3-Leadership, Level II, Make a Decision
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.
Making a Machine

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

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

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
Okay, we’re ready for our machine demonstrations. (Pause)

**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.

**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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**Leader Notes**

Let each group demonstrate its machine while the group tries to guess the name of the machine.

Remind members that they may wish to share their club activities with family members.
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

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.

1-Leadership, Level II, Is My Line Busy?
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.

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.

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.

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.

**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.

**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

2-Leadership, Level II, Is My Line Busy?
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 me 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.”
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

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?

Leaders 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.
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
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.
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

**Leader Notes**

Members may select a partner whose middle name starts with a different letter from his/her.

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.

**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?

1-Leadership, Level II, The Pie of Life
3. What things do you think might be changed?

GOING FURTHER:
Share your “Pie of Life” with your 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
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.
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

**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.

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
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

ACTIVITY

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.

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.

I-Leadership, Level II, Memorable Experiences
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.

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
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

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.
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?

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.

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?

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

Hang poster, “Interview Questions.”
Assist the partners.
Allow about 10 minutes for partners to interview each other and share one thing they learned about each other.

Remind members to share the interview questions with their family members.

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2-Leadership, Level II, Interviewing
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
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
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.”

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

I-Leadership, Level II, Decision Collage
You may list some of your decisions in each of these sections. Then find pictures or words that remind you of decisions you make.

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.

**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.

**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 about 10 minutes

Let members share their collages

Remind members to share with their family members.
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

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.

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

Remind members that they may wish to share their survey of “Others' Goals” with their family members.
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?
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

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

Leader Notes

Use this activity as a warm-up if it’s appropriate.

Allow time for responses.
For our activity today, we will be working in small groups so you may count off in numbers.

Let's look at our handout. In each of the balloons you may list one group to which you belong.

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.

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.

**REFERENCES:**
Adapted from Leadership Project Book II, University of Nebraska

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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.