Age 12

UNDERSTANDING SELF
  1. Collage

COMMUNICATING
  2. Eye’m Listening
  3. Sounds of Silence

GETTING ALONG WITH OTHERS
  4. Family Members

LEARNING TO LEARN
  5. Recycling
  6. The Sign Says

MAKING DECISIONS
  7. Resource Hunt

MANAGING
  8. Goal Search
  9. Plan a Day

WORKING WITH GROUPS
  10. Design Your Own Clover

Age 13

UNDERSTANDING SELF
  1. The Touch of Others
  2. A Letter of Confidence

COMMUNICATING
  3. Discussion Assignment
  4. The Gossip Line

GETTING ALONG WITH OTHERS
  5. A Gift for You
  6. Wanted Posters
LEARNING TO LEARN
  7. The Numbers Game

MAKING DECISIONS
  8. Was It a Good Decision?

MANAGING
  9. Ideas for Management

WORKING WITH GROUPS
  10. Environmental Awareness

UNDERSTANDING SELF
  1. Personality Influences
  2. Finding Values

COMMUNICATING
  3. Behavior Charades
  4. Poster Assignment

GETTING ALONG WITH OTHERS
  5. My Name is...
  6. Put-downs

MAKING DECISIONS
  7. Relationship Wheel

LEARNING TO LEARN
  8. Life Is Like...

MANAGING
  9. What Are Your Plans?

WORKING WITH GROUPS
  10. All Things Wrong

Age 14
## Collage

**Understanding Self**  
*Leadership, Level III*

### What Members Will Learn...

**ABOUT THE PROJECT:**  
“Self-concept” is used to describe how each of us sees himself or herself. Developing a positive self-concept helps us appreciate our worth and importance.

**ABOUT THEMSELVES:**  
They will learn to recognize the things that are important to them. They will learn the symbols that represent them.

### Materials Needed:

- Adult or older 4-H’ers to assist with activities
- Handout, “Collage,” and a pencil for each member
- Newspapers, magazines, advertisements
- Scissors
- Glue sticks
- Cardboard or posterboard
- Sample of completed “Collage,” done by you
- Banner “Leadership is Understanding Ourselves”

**ACTIVITY TIME NEEDED:** 20-25 MINUTES

### Leader Notes

<table>
<thead>
<tr>
<th>Leader Notes</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place materials on work tables.</td>
<td>You will need a partner for today’s activity, so let’s take time now to</td>
</tr>
<tr>
<td>Allow time for partners to get</td>
<td>select a partner whose eyes are a different color from yours.</td>
</tr>
<tr>
<td>together.</td>
<td></td>
</tr>
<tr>
<td>Hang banner “Leadership is</td>
<td>As we work toward developing our leadership abilities, we want to know</td>
</tr>
<tr>
<td>Understanding Ourselves”</td>
<td>more about ourselves. For instance, we want to know our strengths, and</td>
</tr>
<tr>
<td>Allow time for responses.</td>
<td>what we would like to do in the future. Can you think of other things we</td>
</tr>
<tr>
<td></td>
<td>should know about ourselves?</td>
</tr>
<tr>
<td>Hang completed “Collage.”</td>
<td>Today, each of us is going to have a chance to make a collage that will</td>
</tr>
<tr>
<td></td>
<td>represent us. Who can tell me what a collage is? (Pause for possible</td>
</tr>
<tr>
<td></td>
<td>answers.) Did you know that it is a French word which means “to glue?”</td>
</tr>
<tr>
<td></td>
<td>In our work, it means to paste a variety of pictures or words that</td>
</tr>
<tr>
<td></td>
<td>represent our feelings or things we like or dislike. When finished, it</td>
</tr>
<tr>
<td></td>
<td>should describe us.</td>
</tr>
<tr>
<td></td>
<td>You may go through the materials on the work table and select cartoons,</td>
</tr>
<tr>
<td></td>
<td>pictures, words, phrases, or other items that you feel describe or</td>
</tr>
<tr>
<td></td>
<td>represent some aspect of you. Arrange them on the paper, and paste them</td>
</tr>
<tr>
<td></td>
<td>in place.</td>
</tr>
</tbody>
</table>
We’ll have a chance to practice our decision-making skills we used in our last meeting.

You have already selected a partner, so we’ll all get settled in our workspace. _____ and I will be here if you have questions.

After you have completed your collage, you may share it with your partner. We’ll take about 10 minutes for you to make your collage.

**DIALOG FOR CRITICAL THINKING:**
Now, let’s discuss our experience.
1. What things on your collage do you see that seem to be similar to your partner’s?
2. What pictures or cartoons, etc., show your feelings?
3. How is this picture of you different from one you might have done one year ago?
4. How might it be different a year from now?

**GOING FURTHER:**
Tell your family members or your helper about your collage. See what they say.

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

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

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU
Eye’m Listening

Communication — Verbal and Nonverbal Leadership, Level III

What Members Will Learn...

ABOUT THE PROJECT:
The ability to communicate well with others can help a person understand
other people’s needs.
Communication is more than just speaking and listening.

ABOUT THEMSELVES:
Members will become more aware of the part communication plays in
developing relationships with others.
Members will become more aware of the importance eye contact and body
language have in communicating with others.

MATERIALS NEEDED:
Adult or older 4-H’ers to assist with activities

ACTIVITY TIME NEEDED: 20-25 MINUTES

ACTIVITY

Who can tell me about our last meeting? (Pause) Yes, we talked about
understanding ourselves? (Pause) How were we able to explain ourselves?
(Pause) We made a collage with items that represented us. Was it easier to
talk about yourself when you had specific things to discuss with your
partner? Why do you suppose that is?

Today we are going to look at ways we can share our ideas and feelings
with each other. We call this sharing “communication” (or the way we
communicate with others). Since you’ll need a partner, pick a person who is
wearing a different colored garment from what you’re wearing.

If we are able to communicate well with others, we can learn more about
ourselves and the way others see us, and we will be healthier. We will also
be able to understand the people around us better and learn to like and
enjoy each other.

If we can do these things, we will be able to act responsibly with other
people without changing ourselves to try to please everyone.

When we talk about communication, we are talking about a sender of a
message (the speaker) and a receiver of a message (the listener). We say we
have communicated well when the receiver understands the message in the
same way the sender wanted it understood. (Pause)
Careful listening is like a sound mirror. A careful listener can be a mirror of the words, feelings, and actions of the speaker. (Pause)

Being a good listener, then, is a very important part of communicating well.

There are several things you can do as a listener that will say to your partner, “I’m listening.” One of the most important techniques is to look at the speaker’s eyes. Believe it or not, we call this “eye contact,” and it is a great help in communicating.

Another listening behavior is to lean toward the speaker just a little bit and sit or stand firmly in place, so that it is obvious you are paying attention and not preparing to leave. You can also nod your head occasionally or say “mm-hmm” every so often. (Pause)

Let’s try some of these techniques. You need to sit facing your partner and decide which one of you will be the speaker and which one the listener. When you are ready, I will give a topic to the group, and the speaker is to begin to talk about this topic as soon as it is given. While the speaker is talking, the listener is to use the listening skills just discussed. When I clap my hands (or flip the lights, etc.) the speakers are to continue talking while the listeners look away, yawn, lean back, do something with their hands, close their eyes, etc. (Pause) Do you understand? Please say so, if you don’t. Okay! Your topic is “Something You Did Last Weekend.” Start.

DIALOG FOR CRITICAL THINKING:
1. How did the speaker feel when eye contact was given, compared to the time when there was no eye contact?
2. How did the listener feel when he or she had to look away?
3. Can you think of other situations when this has happened? How did you feel?
4. What can you do to improve your personal communication skills?

GOING FURTHER:
Talk with your family members about communicating with others. Practice good communication skills with your family, your friends, and at school.

REFERENCES:
Colors of 4-H Leadership (Video with a series of vignettes which contain examples of nonverbal communication.)
Adapted from 4-H CARES, Marcia McFarland and Kirk Astroth, KSU

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU
Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU

2-Leadership, Level III, Eye’m Listening
Sounds of Silence
Communicating — Nonverbal Leadership, Level III

What Members Will Learn...

ABOUT THE PROJECT:
Nonverbal means “without words.” Facial expression, attitude, posture, and eye contact are ways to communicate without words. They are examples of nonverbal communication.

ABOUT THEMSELVES:
They can do a better job of communicating, if they learn to observe nonverbal communications.
The way they look when talking or listening can communicate more strongly than their words.

MATERIALS NEEDED:
Adult or older 4-H’ers to assist with activities
Poster with examples of emotion:

<table>
<thead>
<tr>
<th>Sounds of Silence</th>
</tr>
</thead>
<tbody>
<tr>
<td>love</td>
</tr>
<tr>
<td>sorrow</td>
</tr>
<tr>
<td>fear</td>
</tr>
<tr>
<td>surprise</td>
</tr>
<tr>
<td>anger</td>
</tr>
<tr>
<td>satisfaction</td>
</tr>
<tr>
<td>happiness</td>
</tr>
</tbody>
</table>

ACTIVITY TIME NEEDED: 20-25 MINUTES

Leader Notes

ACTIVITY

Who can tell me something we talked about at our last meeting? (Pause)
That’s right. We talked about listening. And we found out that eye contact is very important in listening. Have any of you practiced eye contact as you listened to others this past week?

Again today, you’ll need a partner. Pick someone whose telephone number has a last digit that is different from yours.

Are all you partners ready? Each set of partners will need to find a place in this room where they can plan together, because, today, we are going to learn how to express ourselves without words. To do that, each set of partners will need to select a topic from the poster I am hanging. If you want to select another emotion, you may. (Pause)

You and your partner need to agree on one emotion you would like to share with the group. The emotion has to be expressed in nonverbal communication. No talking! (Pause)
and I will be here if you need help or have questions. We’ll take about 5 minutes for all pairs to prepare their “Sounds of Silence” presentation. Then, each pair will express the selected emotion with nonverbal communication. The rest of the group will guess what emotion is being expressed.

**DIALOG FOR CRITICAL THINKING:**
Now that we’ve had time to hear from everyone, let’s consider a few questions.

1. What emotions sometimes look the same?
2. What parts of the body do you look at when you are trying to understand a person’s emotions?
3. What emotions do you feel have actions or signs that are easily recognizable? What are some of these signs?
4. How can “reading” nonverbal signs help you communicate better?

**GOING FURTHER:**
You may want to talk with your family about nonverbal communication, or you may want to practice “reading” nonverbal signs in your discussions with others.

**REFERENCES:**
Adapted from Leadership Project Book II, University of Nebraska Colors of 4-H Leadership (Video with a series of vignettes which contain examples of nonverbal communication.)
Butterberry Hill (Video Series) Communication & Misunderstanding

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU
Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU
Family Members

Getting Along With Others
Leadership, Level III

What Members Will Learn. . .

ABOUT THE PROJECT:
A significant part of family life is sharing with and caring about our family members.
Getting along with others also includes looking for and appreciating the fine qualities in our own family members.

ABOUT THEMSELVES:
They will learn to identify the fine qualities in their family members.
They will develop an appreciation of their family members.

MATERIALS NEEDED:
Adults or older 4-H’ers to assist with activities and lesson
Handout, “Family Members,” and a pencil for each member
Poster, “Family Members,” prepared by you
- Draw a stick figure family like your own. Draw lines between figures to show who helps take care of each family member.

ACTIVITY TIME NEEDED: 20-25 MINUTES

Activity

What can you tell me about our last meeting? (Pause) That’s right. We demonstrated nonverbal communication. What types of nonverbal communication have you observed this past week?

How can nonverbal communication help us in getting along with others? Can it help us in getting along with our family members?

Today, we want to learn about families. For part of the time, we’ll work in groups, so let’s count off so there are 3 or 4 in each group.

Who can tell me what a family is? (Pause) How are families different? (Pause) How are family members different? (Pause) Each family is a special and unique group. We can learn to look for and appreciate fine qualities in our family members.

What are some responsibilities family members have? (Pause for responses.) Yes, family members care for one another. We are going to look at our own families and show who helps take care of each family member. I am giving each of you a worksheet and pencil.

I-Leadership, Level III, Family Members
On your paper, draw a stick figure family like your own; that is, the same number of people, sizes, etc. Draw lines between figures to show who helps take care of each member. You may get together with your group while you are completing your drawings. When you have finished your drawings, you may share them with your group and explain as necessary.

**DIALOG FOR CRITICAL THINKING:**
Now that you have shared in your groups, let’s answer a few questions as a total group.
1. Who takes care of one another in your family?
2. What is good about some people doing more?
3. What things would you suggest to make the “caring for each other” better?

**GOING FURTHER:**
Talk with your family members about appreciating your family. You might have them do an activity like you have done.

**REFERENCES:**
Adapted from Leadership Project Book II, University of Nebraska Butterberry Hill (Video Series) Affection and Friendship

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

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

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**Leader Notes**

Allow about 5 minutes for members to complete their stick figure drawings. Let members share their drawings with the group.

Discuss questions with total group.

Remind members to tell their family members about appreciating one’s family.
Family Members

Name ____________________

Draw a stick family like your own. Draw lines between figures to show who helps take care of each family member.
Recycling
Learning To Learn
Leadership, Level III

What Members Will Learn:

ABOUT THE PROJECT:
Learning is acquiring knowledge, physical skills, or attitudes. This can be done by studying, by trying things, or by learning from other people. It is easier to learn if you know several ways to acquire new knowledge.

ABOUT THEMSELVES:
They will discover that there is more than one way to learn.
They will learn that they have creative skills.

MATERIALS NEEDED:
Adults or older 4-H’ers to assist with activities
Poster listing different types of games

<table>
<thead>
<tr>
<th>Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checkers</td>
</tr>
<tr>
<td>Volleyball</td>
</tr>
<tr>
<td>Basketball</td>
</tr>
<tr>
<td>Horseshoes</td>
</tr>
<tr>
<td>Tennis</td>
</tr>
<tr>
<td>Relay Races</td>
</tr>
<tr>
<td>Scavenger Hunt</td>
</tr>
<tr>
<td>Pin the Tail on the Donkey</td>
</tr>
</tbody>
</table>

ACTIVITY TIME NEEDED: 25-30 MINUTES

Leader Notes

Determine in advance how many groups you will need for your activities.
Allow time for responses.
Hang “Games” poster. Make sure everyone understands the objective.
Circulate among groups, as necessary.
Allow time for small groups to explain their games to the entire group.

ACTIVITY

Before we start into our activities today, let’s count off in __’s, so we’ll have some groups to work in.

Who can tell me what recycling means? (Pause) What things can be recycled? (Pause) Have you ever thought of recycling a game? (Pause) We do that a lot with melodies.

We’re going to divide into groups and create some new games. (Pause) The way we can do that is to take a familiar game and change some of the rules. Here are some games that may help you get some ideas for a starter.

Now, we’ll take about 8-10 minutes to work together in our groups. When we’re finished, each group will explain the new game it has created.

Let’s hear from the groups about their new games.
DIALOG FOR CRITICAL THINKING:
Now, let's discuss our experience.
1. How hard was it to think through new rules for old games?
2. Were you able to design rules that made sense?
3. Were the rules just for fun, or did you hope to teach something?
4. When you played the game, what happened?
5. How does this experience apply to other situations in life?

GOING FURTHER:
Talk with your family members about the new game you and your group created. Try playing your new game and see what kinds of things happen.

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

Leader Notes
Help participants understand that trying to think in new ways is difficult, and that's why change is hard. As leaders, though, they need to think creatively and look forward to change.

Remind members to share their new game with their family and friends.
The Sign Says

Learning To Learn
Leadership, Level III

What Members Will Learn . . .

ABOUT THE PROJECT:
Learning can be done in a variety of ways.
Finding and organizing information is a good way to learn.

ABOUT THEMSELVES:
Discovering information on their own can be fun.
Sharing information with others will help them learn.
They can help the community by accepting responsibility.

MATERIALS NEEDED:
Adults or older 4-H'ers to assist with activities.
Copy of "Safe Cycling for Bikers of All Ages" for each member
   Brochures available from:
       Kansas Department of Transportation
       Bureau of Management Services
       7th Floor
       Topeka, KS 66612
Deck of Cards
Newsprint
Felt-tipped markers

ACTIVITY TIME NEEDED: 20-25 MINUTES

As we already know, learning can be done in a variety of ways. Today,
we'd like to learn by finding information and sharing it with others. Our
topic will be bicycle safety. Most of you ride bicycles, so this information
should be interesting to you.

Remember when you had just learned how to ride your bicycle? (Pause)
What were some of the things you were cautious about when you first
learned how to ride? (Pause) Sometimes signs helped you know what you
were to do to be safe.

We are going to work in small groups and make universal traffic signs.
After we make our signs, we'll need to find groups to test to see if they
know what the signs mean. By the way, why are they called "universal
traffic signs?"
To make our groups, I want each person to draw a card from this deck I have. Red cards are one group, and black cards are another.

After you have divided into groups, take the brochure I'm giving you and find the information on universal traffic signs. Then, have your group get some work materials and make a copy of the universal traffic signs. You can use the work table to complete your signs. (Pause) We'll take about 8-10 minutes, then we'll see if each group can identify the other groups’ signs.

**DIALOG FOR CRITICAL THINKING:**
1. How were you able to figure out which were the right signs?
2. How well did your small group do on the test?
3. How were you able to help those members who did not know the signs?
4. What other groups could you “test” with your signs?
5. How could you apply this experience to finding out other information and sharing it?

**GOING FURTHER:**
Talk with your family members about bicycling safety. Practice using safety rules when bicycling.

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

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

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

*Making Decisions*

*Leadership, Level III*

#### What Members Will Learn...

**ABOUT THE PROJECT:**
Resources are the things you have that help you get what you want. Resources can be people, money, or alternatives to money or things.

**ABOUT THEMSELVES:**
They can use a variety of resources to help them get what they want. They can make improved decisions with wise use of resources.

**MATERIALS NEEDED:**
- Adults or older 4-H’ers to assist with activities and lesson
- Completed list of “Resource Hunt” to hang, done by the leader
- Copy of “Resource Hunt” worksheet and a pencil for each member

**ACTIVITY TIME NEEDED:** 20-25 MINUTES

<table>
<thead>
<tr>
<th>Leader Notes</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do a little exercise to get the group going. Explain the exercise to the group. No partners are needed.</td>
<td>Balancer—Let’s try a little activity to see how well our bodies respond to their brain cues. Stand and place your arms behind your back. Grab your left wrist with your right hand. Keep your trunk and head erect. Bend your knees deeply, to a squat position. Now, touch your left fingers to the floor. Did anyone have trouble? See, we’re different in many ways!</td>
</tr>
<tr>
<td>Wait for groups to organize.</td>
<td>Today, we are going to talk about resources. Before we start, please count off in two’s for small group work.</td>
</tr>
<tr>
<td>Pause for responses. Write them on newsprint.</td>
<td>Now, who can tell me what a resource is? (Pause) Can you think of resources we use every day? (Pause) Since we need resources, we’re going to have a Resources Hunt. In our Resource Hunt, you are going to be looking at resources in your neighborhood that could help your family.</td>
</tr>
<tr>
<td>Give each member a copy of the “Resource Hunt” and a pencil. Hang “Resource Hunt” poster.</td>
<td>Make a list of 10 to 15 resources in your neighborhood that can be used to help your family spend less money, care for each other better, or buy needed things. You can refer to this poster as an example, if you need to. (Pause) You can list the resources in the categories on the worksheet I’m giving you. When you are finished, you can share your list with your small group. ______ will work with group 1 and I will work with group 2. We’ll take about 10 minutes.</td>
</tr>
</tbody>
</table>
Now, let’s list your answers on a piece of newsprint.

DIALOG FOR CRITICAL THINKING:
As we look at our list, let’s see if we can answer some questions about our choices.
1. Which kind of resources were easiest to list?
2. What resources might make you think of additional resources?
3. Are some of these resources more important to people at different ages?
4. How can these resources help you to make improved decisions?

GOING FURTHER:
Share your resource list with your family or your helper.

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
Resource Hunt Worksheet

Name __________________

Make a list of 10 to 15 resources in your neighborhood that can be used to help your family spend less money, care for each other better, and buy needed things.

Write the resources you have thought of in the categories below:

Help family spend less money
Care for each other better
Buy needed things
Goal Search
Managing Leadership, Level III

What Members Will Learn...

ABOUT THE PROJECT:
Goals usually take the form of something we want to do or something we would like to have. To reach our goals, we must learn to manage our resources.

ABOUT THEMSELVES:
How to recognize their skills, time, money, and other resources. How to decide the steps they need to follow to reach their goals.

MATERIALS NEEDED:
Adults or older 4-H'ers to assist with activities and lesson
Sample of completed “Goal Search” to hang, done by leader

<table>
<thead>
<tr>
<th>Picture or Words</th>
<th>Picture or Words</th>
<th>Picture or Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will become a pilot—</td>
<td>I will become a pilot—</td>
<td>I will become a pilot—</td>
</tr>
<tr>
<td>• I will get best grades possible</td>
<td>• I will get best grades possible</td>
<td>• I will get best grades possible</td>
</tr>
<tr>
<td>• I will go to Air Force Academy</td>
<td>• I will go to Air Force Academy</td>
<td>• I will go to Air Force Academy</td>
</tr>
</tbody>
</table>

Magazines, newspaper, brochures, advertisements
Scissors
Felt-tipped markers
Glue sticks
Masking tape
Paper
Pencils

ACTIVITY TIME NEEDED: 20-25 MINUTES

ACTIVITY

Today we’ll need a partner, so find someone whose name begins with a different letter from your own. Now, decide who is partner 1 and who is partner 2. Partner 1 kneels on the floor. Partner 2 (who is behind him/her) holds partner 1’s feet firmly while partner 1 leans forward slowly and reaches as far forward as possible to mark the floor. Then, they shift places and see who has made the farthest mark. Use a piece of masking tape as your marker. Partner 1 may not touch the floor with his/her hands.

Does anyone dream about things? (Pause) What could be the difference in dreaming and having a goal? (Pause) Goals usually take the form of something we want to do or something we would like to have.

I-Leadership, Level III, Goal Search
Today, each of us can look through the materials on the work table and find three pictures or words describing the things he/she would like to have or do. (Pause) When you’ve found them, place them on a piece of paper and write a goal under each item. Then list the resources you think you’ll need (money, time, people, etc.) in order to accomplish the goal. Once you’ve listed those items, list the steps you might take to reach your goals. You usually have to reach smaller goals to get you to the larger goal. We call the in-between steps “short-term goals.” If you need help with ideas, look at the poster, or ask one of us for ideas.

**DIALOG FOR CRITICAL THINKING:**
Now that you have finished, let’s talk about our experience.
1. How difficult was it to state your wishes as goals?
2. Would these goals require a long time or a short time to make them happen? Why?
3. What short-term or smaller goals would you have to reach before achieving the long-term goals?
4. What other things in your life could we say are goals?

**GOING FURTHER:**
Share your goals with your family or your helper.

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

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

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

Allow time for responses.
Hang completed “Goal Search” poster.

Allow time for everyone to finish, or nearly finish. Keep an eye out for those who are not getting the job done. They may need additional help.

Remind members to share their goals with family or friends.
Plan a Day
Managing Leadership, Level III

What Members Will Learn...

ABOUT THE PROJECT:
Many things happen during the day which can be planned. Other things may just happen unexpectedly. We can be prepared for the unexpected if we plan for the “unplanned activities.”

ABOUT THEMSELVES:
They can plan for a day’s activities.
They can build in time for unplanned activities.
They can identify the most important activities.

MATERIALS NEEDED:
Adults and older 4-H’ers to assist with activities and lesson
Sample of completed “Plan a Day” poster, done by leader
Copy of “Plan a Day” worksheet and a pencil for each member
Newsprint, pencil, paper
Felt-tipped markers and/or crayon
Cloth bag that can be tied shut
Items to be put in bag, examples:
An unsharpened pencil, golf ball, nickel, shoelace, washer, clothespin, sealed package of microwavable popcorn, small metal box of band aids

ACTIVITY TIME NEEDED: 20-25 MINUTES

Leader Notes

Do an activity to focus everyone’s attention.
Put the objects in the bag, tie securely, and see who can figure out what they are. In order to let everybody have a chance, have the youths write their answers on a piece of paper before the bag is opened. Hand out paper and pencil to everyone.
Hang completed poster “Plan a Day.”
Give each member a copy of “Plan a Day” worksheet and a pencil.
Allow 10-15 minutes for them to finish. When all are finished, discuss the exercise with them.

ACTIVITY

Before we start our lesson, let’s do an activity to get us thinking. I have a bag full of items. See if you can decide what the items are without opening the bag. Write your answers on a piece of paper.

There are 24 hours in a day. What do we do with all this time? (Pause) It would be good for us to know that, just like we need to know how we spend our money.

You may find a partner who is wearing a different color of shoes from you. Each set of partners can find a spot in this room. Work with each other to plan what you do during your 24 hour day. I’ll give each of you a worksheet and hang a poster of a possible day for you to compare to your day. If you have questions, and I will come and help you.

When you have finished, decide which activities are most important, then you can tape your “Plan a Day” sheet to the wall, so we can all see it.

1-Leadership, Level III, Plan a Day
DIALOG FOR CRITICAL THINKING:
Now, let’s see what we did and what we learned.
1. What is the best way to plan for a day’s activities?
2. What are “unplanned” activities?
3. How could you best deal with the “unplanned” and still finish the planned activities?
4. What activities did you identify as the most important?
5. How could you be sure they happened?
6. What did you learn about planning a day from this activity?
7. How can you use what you learned?

GOING FURTHER:
Talk with your family or your helper about your plan for a day. Maybe have them do a similar activity.

REFERENCES:
Adapted from Leadership Project Book II, University of Nebraska
Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU
Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU
Plan a Day

Name____________________

List the activities you will be doing during an entire day. List the amount of time you think each activity will take. The total should come to 24 hours.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>AMOUNT OF TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Example) Sleeping</td>
<td>8 hours, 0 minutes</td>
</tr>
</tbody>
</table>

1.
2.
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4.
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10.
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12.
13.
14.
15.
Design Your Own Clover

Working With Groups
Leadership, Level III

What Members Will Learn...

ABOUT THE PROJECT:
People in a community often share common goals and ideas.
People working together accomplish more than one person alone.

ABOUT THEMSELVES:
They have individual needs.
Some of their needs are unique, some are shared.
They can learn to cooperate with other people.

MATERIALS NEEDED:
Adult or older 4-H'ers to assist with activities
Handout, “Design Your Own Clover,” for each member
Felt-tipped markers
Newsprint
Completed “Design Your Own Clover” poster

ACTIVITY TIME NEEDED: 20-25 MINUTES

ACTIVITY

It won’t come as a surprise to any of you that many of the things you do each day are done in groups. What are some of the groups you are a part of? (Pause) Who can start us off?

Okay, so we belong to a lot of groups. Why do people do things in groups? (Pause) That’s right! People can do many things when they work together as a group that they can’t do alone. People work together to reach goals. Groups that work well together work as a team, and members cooperate with each other.

Today, we are going to have an opportunity to consider the importance of working together. To help you do that, you will be designing your own clover of interests. As you work on your clover, think about how working with others could help you with your interests.

DIALOG FOR CRITICAL THINKING:
Now that you’re done, let’s discuss our work.
1. What things are on your clover that you could share with someone?
2. Do you think there are others with the same ideas who could help accomplish what you want?
3. How can people working together accomplish more than one person alone?

I-Leadership, Level III, Design Your Own Clover
GOING FURTHER:
Share your completed clover 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
Design Your Own Clover

Name______________

I would like to learn:

My interests and hobbies are:

I could help my community by:

Just for fun, I could:

3-Leadership, Level III, Design Your Own Clover
Understanding Self
1. The Touch of Others
2. A Letter of Confidence

Communicating
3. Discussion Assignment
4. The Gossip Line

Getting Along with Others
5. A Gift for You
6. Wanted Posters

Learning to Learn
7. The Numbers Game

Making Decisions
8. Was It a Good Decision?

Managing
9. Ideas for Management

Working with Groups
10. Environmental Awareness

Understanding Self
1. Personality Influences
2. Finding Values

Communicating
3. Behavior Charades
4. Poster Assignment

Getting Along with Others
5. My Name Is...
6. Put-downs
MAKING DECISIONS
  7. Relationship Wheel

LEARNING TO LEARN
  8. Life Is Like...

MANAGING
  9. What Are Your Plans?

WORKING WITH GROUPS
10. All Things Wrong
What Members Will Learn... 

ABOUT THE PROJECT: 
By getting to know yourself, you develop a better understanding of who you are and what is important to you. You can gain appreciation for the things that make you special and work toward developing a positive self image.

ABOUT THEMSELVES: 
To gain a better understanding of self. 
Gain appreciation for things that make them special. 
Develop a positive self concept.

MATERIALS NEEDED: 
Adult or older 4-H'ers to assist with activities 
Handout of “The Touch of Others” for each member 
Newsprint or butcher paper 
Felt-tipped markers 
Completed poster, “Leadership” 
   Leadership is helping yourself or other people achieve goals. 
   Leadership involves guiding and influencing others.

ACTIVITY TIME NEEDED: 15 MINUTES

**Leader Notes**

Hang “Leadership” poster.

If we’re going to be leaders, we need to develop skills in working with others.

Allow time for responses.

Think of those people who helped you as you were learning new things. 
Do you remember when you learned to ride a bicycle? (Pause) 
Do you remember who helped you? (Pause) 
Did you have training wheels on your bicycle? (Pause) 
Who has helped someone learn to ride a bicycle? (Pause) How did it make you feel to help someone learn something? (Pause) 
Can you think of other things someone has helped you learn?

Today, we’ll be talking about some of the skills and behaviors we have learned from others. (Pause) 
We’ll tell where and from whom we have learned those skills and behaviors.

Allow time for members to get into their groups.

In order to do that, we will get into two groups. You may count off by two’s and then, you may get into your groups.

*1-Leadership, Level III, The Touch of Others*
I am giving each of you a handout, “The Touch of Others.” There are several items about learning skills and behaviors listed on the sheet. (Pause) Each group may pick out five items to discuss.

For instance, the first item asks, “Who taught you how to dance?” Give the person’s name. (Pause) The next item asks, “Where?” (Pause) Give the location where you learned to dance. Sometimes you learned things from several people, so keep that in mind as you answer. Write the responses from your group on the newprint. List as many as you can.

Go ahead and start. We’ll take about 10 minutes.

**DIALOG FOR CRITICAL THINKING?**
Now, let’s review what we learned.
1. What role do other people play in helping us learn and grow?
2. What other things can people teach us about ourselves? How have we helped other people?
3. How have people whom we know influenced our attitudes, interests, and skills?

**GOING FURTHER:**
Talk with your family members about some of their skills and who helped them and where they learned that skill.

**REFERENCES:**
Adapted from Leadership Project Book III, The Ohio State University

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

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

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<table>
<thead>
<tr>
<th>Leader Notes</th>
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</thead>
<tbody>
<tr>
<td>Give each member the handout, “The Touch Of Others.” Give each group some newsprint and a felt-tipped marker.</td>
</tr>
<tr>
<td>Allow about 10 minutes.</td>
</tr>
<tr>
<td>Ask these questions to review the activity.</td>
</tr>
<tr>
<td>Remind members to talk with their family members about who helped them learn new skills and where they learned them.</td>
</tr>
</tbody>
</table>
1. How did you learn to ride a bicycle? Who helped?

2. Who taught you how to dance? Where?

3. When did you first learn to jump rope?

4. Who taught you Monopoly, or poker, or how to play chess?

5. How did you first learn to kiss your parents?

6. Who taught you to ride the bus or drive?

7. How did you learn to type or keyboard?

8. Where did you learn manners?
A Letter of Confidence

Understanding Self
Leadership, Level III

What Members Will Learn...

ABOUT THE PROJECT:
Leaders need to feel confident.
It can be helpful for people to build confidence for each other.

ABOUT THEMSELVES:
To be leaders they need to feel confident.
How to recognize positive things about other people.
How to tell people what positive things you have noticed about them.

Materials Needed:
Adult or older 4-H'ers to assist with activities
File cards (enough for each person in the group to have one file card)
Envelope for each member
Pencil for each member
"Leadership" Poster
  Leadership is helping yourself or others achieve goals.
  Leadership involves getting things done.
  Leadership involves guiding and influencing others.

TIME NEEDED: 15 MINUTES

ACTIVITY

At our last meeting, we talked about how others had helped us learn new skills and behaviors. What else did we acquire when we were learning those new skills and behaviors? (Pause) It made us feel good that someone was interested in us, didn’t it? Do you feel it helped you acquire confidence? (Pause) Usually, having someone help us, as well as acquiring that knowledge, helps us feel confident. Can leaders use confidence?

What do we mean by the term "leader?" (Pause) What are some of the qualities a leader has? (Pause) To be leaders, we need to feel confident.

In this activity today, we are going to help build confidence for each other. (Pause) One way in which we can build confidence is to recognize positive things about other people and tell them about those positive things.

We will be working as a group today. I am giving each of you an envelope and as many file cards as there are members in the group. (Pause) Write the name of a person in the group on each file card. Then, write one positive characteristic about him or her on the file card. (Pause) Continue until you have completed a file card for each member in our group. Does...
everyone understand the directions?

Is everyone finished? Good! Now, write your own name on your envelope and place it on the table. Each member can place each person’s file cards in his or her envelope.

Now, you can collect your envelope and read all your “Confidence Builders.”

**DIALOG FOR CRITICAL THINKING:**
Let’s see how we did with the activity.
1. What was the most fun part of this activity?
2. How did you feel when you read the comments others had written about you?
3. How did you feel when you were writing about others?
4. What was hardest about this task?
5. What do you think you learned about yourself?

**GOING FURTHER:**
Talk with your family members about your “confidence boosters.” Practice sharing “confidence boosters” with your family members.

**REFERENCES:**
Adapted from Leadership Project Book III, The Ohio State University

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

Reviewed: Errol G. Burns, Extension Specialist, 4-H, KSU
**Discussion Assignment**

*Communicating - Discussion*  
*Leadership, Level III*

**What Members Will Learn...**

**ABOUT THE PROJECT:**
Friends can influence us in our choice of clothing, words, attitudes, and participation in activities.  
This pressure may not always be fair or right.

**ABOUT THEMSELVES:**
They can say no without offending their friends.

**MATERIALS NEEDED:**
Adults or older 4-H’ers to assist with activities  
Completed “Leadership” poster
  - Leadership is helping yourself or others achieve goals

**ACTIVITY TIME NEEDED:** 20 MINUTES

<table>
<thead>
<tr>
<th>Leader Notes</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review past lesson.</td>
<td>What are some things we have found out about ourselves? (Pause) Yes, other people have helped us learn new skills and behaviors. (Pause) How have we helped others? (Pause) Do these caring qualities have an effect on us as future leaders? How? (Pause)</td>
</tr>
<tr>
<td>Hang “Leadership” poster.</td>
<td>Begin by explaining that we all want to be part of a group. How does it make us feel when we are part of a group? (Pause) Can you think of times you have done something because of pressure from friends or from a group? (Pause)</td>
</tr>
<tr>
<td>Write responses on newsprint.</td>
<td>What are some examples of things you do that can be influenced by friends? (Pause) Let’s list them on newsprint.</td>
</tr>
<tr>
<td>Allow time for responses.</td>
<td>How do you feel when friends pressure you to do something? (Pause) We call this peer pressure. Peer pressure can be positive, or it can be negative. Positive peer pressure motivates us to improve as individuals and to be “all that we can be.”</td>
</tr>
<tr>
<td>Write “Peer Pressure—when people our</td>
<td>Negative peer pressure usually encourages us to “go along with the crowd” and perhaps do something that we know is wrong or against the rules.</td>
</tr>
</tbody>
</table>
With which type of pressure are you the most familiar? What kind of pressure is the easiest to resist?

You’ll need a partner for the next activity, so select a partner who has on a different size shoe from you. Now, you and your partner may brain-storm about ways to “be yourself” or “how you can say no without offending your friends.” Come up with as many ideas as you can.

You may share your ideas with the group, if you wish. Start now, and we’ll take about five minutes.

Does anyone want to share his/her ideas?

**DIALOG FOR CRITICAL THINKING:**
Okay, let’s do some critical thinking about what we’ve discussed.

1. What are examples of behavior which brings the most pressure for you?
2. What are some ways in which we can communicate this information about peer pressure?
3. What can you do when you’re feeling pressured to do something you don’t want to do?

**GOING FURTHER:**
Talk with your family members about peer pressure and how they can help you.

**REFERENCES:**
Adapted from Leadership Project Book III, The Ohio State University

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

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

Communicating - Listening
Leadership, Level III

What Members Will Learn...

ABOUT THE PROJECT:
Communication skills are among the most important of the leadership skills.
Communication is the exchange of ideas or information.
A good communicator must have skills both in sending good messages and receiving others' messages.
Receiving others' messages requires good listening and observing skills.

ABOUT THEMSELVES:
They can learn communication skills.
Their life will be more enjoyable as they learn communication skills.

Materials Needed:
Adult or older 4-H'ers to assist with activities
“Communication and Leadership” poster
Prepared statement or story of 100 words or less
For example:
Individuals need to know reasons for thoughtful selection of the best type of bicycle for their individual needs, including how to measure for the correct size. There are several types of bicycles. Middle-weight, high-rise, free style, adult tricycle, tandem, light-weight, and all-terrain are some of the types of bicycles which are available. The rider must safely straddle the top tube, feet flat on the ground, with an inch between crotch and crossbar of bicycle. The rider must be able to sit on the seat with a heel on the low pedal with the leg straight from hip to the heel. The other foot should be supporting the driver and bicycle in an upright position.

ACTIVITY TIME NEEDED: 20 MINUTES

ACTIVITY
At our last meeting, we talked about communicating how we feel.

What are the two things we talked about? (Pause) That's right. We talked about how to "Be Yourself" and "How to Say No."
We also talked about peer pressure and how we can handle negative peer pressure.
We are going to conduct an experiment today on listening. (Pause) The
first thing we will do is to have five people leave the room and wait.  
(Pause) Do we have five volunteers?

We will call you back into the room one at a time. Each of you will receive verbal instructions which he or she will be asked to pass on to another member.

One of the remaining members may read this statement to the first person called back into the room. After it is read, turn the paper face down and no one look at it again until all five individuals have been called back into the room.

A second person is then called back into the room. The first returnee must carefully repeat the statement to him or her. The statement can be told only once. It cannot be repeated, and no questions are to be answered about it.

**DIALOG FOR CRITICAL THINKING:**
Let's talk about what we've learned.

1. What happened to the message between the time it was first read until person 5 shared it with the group?
2. In what ways did the message change?
3. What observations do you have about how messages change?
4. What kinds of information were changed most?
5. What does this tell you about how well we listen or are able to remember what we hear?
6. How do you think partial or incorrect messages influence our relationships with others?

**GOING FURTHER:**
Talk with your family members about how messages can change when we do not listen carefully.

**REFERENCES:**
Adapted from Leadership Project Book III, The Ohio State University

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

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

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2-Leadership, Level III, The Gossip Line
What Members Will Learn . . .

ABOUT THE PROJECT:
Understanding and appreciating the people you meet is vital to success in leadership. Skills in meeting, accepting, caring, and trusting are basic to building teamwork.

ABOUT THEMSELVES:
They can develop skills in understanding and appreciating the people they meet.
They can develop skills in caring about others.

Materials Needed:
Adult or older 4-H’ers to assist with activities
File cards (Enough for each member to have one card for each person in the group)
Pencil for each member

ACTIVITY TIME NEEDED: 15 MINUTES

ACTIVITY

We’re all working at being leaders. What are some things about leadership that we have talked about? (Pause) Communication. Understanding ourself. That brings to mind another important part of leadership, getting along with others.

Today we are having an activity about a part of getting along with others—caring.

On birthdays, we often receive presents or give presents to friends. This is fun, but every day can be a gift-giving day if we are able to tell people positive things about themselves, and every day can be a gift-giving day if we listen to the positive things others say about us and receive them well. (Pause)

Today, each group member is to think of a gift for each person in the group. (Pause) This may be a tangible object, for example “a traveling bag for Jane, who has often said she liked people who can go on long trips.” It can be symbolic as “a four-leaf clover to wish over,” or it can be an intangible gift, “the sound of your baby brother’s laughter.”

I am giving each of you a file card for each member in our group. On each card, write the name of one of the members. Then, think of a gift for...
each member and write it on the cards.

When you have finished, you may give each member his or her card. We'll take about 10 minutes.

**DIALOG FOR CRITICAL THINKING:**
Now that you have given your gifts, let's review what we've learned.
1. What process did you go through in your mind to decide on gifts?
2. How did it make you feel to give your gifts?
3. How did it feel to receive others' gifts?

**GOING FURTHER:**
Talk with your family members about your "gifts."
Think about "gifts" you could give to your family members.

**REFERENCES:**
Adapted from Leadership Project Book III, The Ohio State University

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

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU
What Members Will Learn...  
ABOUT THE PROJECT:  
In order to develop leadership skills, we need to develop skills in meeting, accepting, caring about, and trusting people.

ABOUT THEMSELVES:  
Members will develop a feeling of who they are.  
Members will identify their strong points.  
Members will understand and appreciate other people.

Materials Needed:  
Adult or older 4-H’ers to assist with activities  
“Wanted Poster” handout and pencil/markings pencils for each member  
Straight pin or masking tape to fasten poster to back of individual  
Copy of completed “Wanted Poster”

TIME NEEDED: 15 MINUTES

ACTIVITY  
We talked about caring in our last meeting. Who can tell me what we mean by caring? (Pause) Yes, caring can mean being understanding, interesting, and friendly. (Pause) When you meet a person, how can you tell if that individual is a caring person?

How do you feel when you first meet a person? Do you wonder what that person is like, if she/he is friendly and likable? Today, all our group members will be introducing themselves through a “Wanted Poster” that they create themselves.

I am giving each person a “Wanted Poster” and a pencil. On the poster is a space for your name. Next is the statement, Wanted For Always Being . . . Think about yourself—are you always on time, or are you always friendly? You may have more than one item or reason to write in each of the statements.

Fill in the remaining portions of the poster by completing the statements.

When your posters are completed, have someone fasten the poster to your back. We’ll give ourselves about 10 minutes to finish.

Now, stand up and read each other’s Wanted Poster and share your own poster with others.

1-Leadership, Level III, Wanted Posters
DIALOG FOR CRITICAL THINKING:
Okay. Let’s see what we’ve learned.
1. What was the hardest part of making your poster?
2. What did you learn about others?
3. What things were alike on both your poster and other people’s?

GOING FURTHER:
Share your “Wanted Poster” with your family members. See if they can add other good things about you to your poster.

REFERENCES:
Adapted from Leadership Project Book III, The Ohio State University

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

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

Name __________________________________________________

Occupation _______________________________________________

FOR

Always being ______________________________________________

Having strong needs for ______________________________________

Greatly valuing _____________________________________________

Living by the slogan _________________________________________

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3-Leadership, Level III, Wanted Posters
The Numbers Game

Learning
Leadership, Level III

What Members Will Learn... 

ABOUT THE PROJECT: 
Learning is essential for survival in a changing society. As things change, we have to learn new knowledge, skills and attitudes that help us not only cope with the changes but also give positive new directions to our lives.

ABOUT THEMSELVES: 
They will identify the ways in which they learn best. They will explore ideas or attitudes that block learning and creative thinking.

Materials Needed: 
Adult or older 4-H’ers to assist with activities
Handout, “Numbers Game” sheet (2 handouts for each member), and a pencil for each member
Clock or watch with second hand for timing

ACTIVITY TIME NEEDED: 20 MINUTES

ACTIVITY

We have been talking about the different parts of leadership. Who can tell me one of these parts we have talked about? (Pause) Good. Communication is one. Getting along with others is another one, and, of course, there is understanding ourselves.

Another element of leadership is learning. Learning new knowledge, skills, and attitudes helps give us positive direction for our lives.

When a group of people is dealing with a set of complex issues, it takes a great deal of insight to bring all the information together in a way that makes sense. There is a short test that shows how information that is apparently random is not as haphazard as it seems.

Since it takes only a few minutes to do it, we will do an activity and learn something about how to approach complicated tasks. I’m giving each of you a pencil and worksheet.

When I hand out the sheets, please leave them face down on the table until I give you the signal. I will be keeping time on this activity.

Okay! Turn the page over and put your pencil on Number 1, but don’t do...
more than that until I say to. Your task is to draw a line connecting all the numbers from 1 to 60, in order. Draw a line to number 2, then to 3, etc. It is all right to cross lines. Raise your hand when you have finished. Now, START, and continue as fast as you can.

Emphasize the fact that seeing the pattern reduces the area to be examined and speeds up completion time. Analyzing the structure of the task can increase efficiency.

Now, let’s try it again. Hand in your old sheets, and I’ll give you a new one. Keep it face down until I tell you to start.

Ready? Start on your new sheet.

**DIALOG FOR CRITICAL THINKING:**
Now, let’s see what we’ve learned.
1. What did you learn about yourself in this activity?
2. How can looking for patterns in other problems help solve them?
3. What caused different people to finish at different times?
4. Did anyone try to see if there was a pattern before he or she started?
5. Did you see a pattern as you began the exercise?
6. Does having a time limit make a difference?

**GOING FURTHER:**
Tell your family members about your new way to solve complicated problems.

**REFERENCES:**
Adapted from Leadership Project Book III, The Ohio State University

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

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

1 53 16 54
27 39 15 28 40 6
13 17 51 5 2 26 52
37 19 41 14 50 30
29 3 41 14 50 30
38 18 4 42
35 43 31 55 46 36
47 33 45 20 32 24 58
21 9 59 48 60 10 56

Name: __________________

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3-Leadership, Level III, The Numbers Game
Was It A Good Decision?
Making a Decision - Process
Leadership, Level III

What Members Will Learn...

ABOUT THE PROJECT:
We often take decision making for granted, because we make decisions so often. The lack of good decision-making skills creates problems for many people.

ABOUT THEMSELVES:
Members will become familiar with the steps in decision making. Members will recognize and select good alternatives in problem situations.

Materials Needed:
Adult or older 4-H’ers to assist with activities
Handout, “Was It A Good Decision?” and a pencil for each member
Newsprint
Felt-tipped markers
Masking tape
“Decision Making Process” poster

SOCS Method
Situation - define the problem or situation
Options - brainstorm possible choices or options
Consequences - think of what might happen with each choice
Solutions - select a solution based upon the consequences

ACTIVITY TIME NEEDED: 15 MINUTES

ACTIVITY

Throughout our lives, we will encounter situations which require us to make decisions. Who can define “a decision” for me? (Pause)

A decision is when you have to make a choice between two or more things.

All of us make decisions every day. Some of these decisions are better than others.
Think about today and remember what kinds of decisions you had to make.
Start with when you woke up.

Let’s list some decisions on the newsprint.

Is there a decision that seems common for all of you? Can someone tell us how he or she made that decision? What steps were involved in this decision? What did you do first? How did you decide what to do?

1-Leadership, Level III, Was It a Good Decision?
Our problems in life cannot be solved by other people but only by using a proven process. All problems or situations need to be thought through, and a process known as decision making is how we look at a problem and try to find a workable answer. One method or process for making decisions is called the “SOCS Method.” It consists of four steps.

We’ll discuss each step. For example, in the first step, we need to be sure what the problem or situation is, so that we are clear in our mind. Let’s take an example of a group of 4 people who are all very hungry. They have decided that they want to go to a restaurant to eat. Before they get into a car to go, they must decide where to eat, who will drive, and how long it will take. These decisions must be made before any action can be taken.

I am giving each of you a sheet of paper with the SOCS decision-making steps on it. Think of some decision you will be making, outline the steps, and determine the best way of carrying out the decision.

You may work with a partner whose middle name begins with a different letter from yours, or whose last name ends with a different letter.

We’ll allow about 5 minutes for you and your partner to work together.

**DIALOG FOR CRITICAL THINKING:**
Now, let’s review what we’ve learned about the decision-making process.
1. What are the differences in when decisions are made?
2. What were the most difficult steps in decision-making?
3. How can this activity help you in the decision-making process?

**GOING FURTHER:**
Talk with your family members about the SOCS decision-making method.

**REFERENCES:**
Adapted from 4-H CARES, Marcia McFarland and Kirk Astroth, Extension Specialists, 4-H, KSU

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

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

Hang "Decision-Making Process" poster.

Give each member the handout, “Was It a Good Decision?,” and a pencil.

Allow time for members to select a partner.

Allow about 5 minutes.

Assist partners, as needed.

Remind the members to share the SOCS decision making method with their family members.
Was It a Good Decision?

The SOCS method for making good decisions:

- Situations - define the problem or situation.
- Options - brainstorm possible choices or options.
- Consequences - think of what might happen with each choice.
- Solutions - select a solution based upon the consequences

Follow the steps to make your own decision.
Idea for Management

Managing - Resources
Leadership, Level III

What Members Will Learn...

ABOUT THE PROJECT:
Management involves deciding what you want to accomplish and taking stock of what you have that can help you reach your goals. The next step includes putting together a plan of action to use those resources to achieve your objective.

ABOUT THEMSELVES:
Members will gain experience in setting goals.
Members will learn how to develop plans to reach goals.
Members will learn to identify available personal resources.

Materials Needed:
Adult or older 4-H’ers to assist with activities
Construction paper
Felt-tipped markers
Magazine, brochures, advertisements
Glue sticks
Poster listing the “Five Resources Within Us”
  Go power
  Brain power
  Physical skills
  Attitudes
  Talents

TIME NEEDED: 15 MINUTES

ACTIVITY

Before we start today’s activity, let’s review our last lesson. How many of you have practiced the SOCS decision-making method? (Pause) What part is the easiest for you to use?

If we are going to be leaders, we need good decision-making skills.
Those skills will help us when we look at managing our personal resources. (Pause) Management is an important part of leadership. Today, we are going to do an activity that helps us look at using our personal resources.

There are five resources within you that help you get the things you want. They are:

Go power—physical energy

1-Leadership, Level III, Ideas for Management
Brain power—the ability to think, reason, remember, read, listen, learn, and communicate ideas.

Physical skills—the ability to do things that require body movement or coordination of body movements.

Attitudes—beliefs about people and things. For example, one person may like competition, while another person may be more comfortable in a cooperative environment.

Talents—uncommon abilities for a special activity such as ability to repair mechanical things or work with small children.

Everyone has some of each of the five resources. Each of us can add to or strengthen each through using them, practicing, and trying new things. We are going to practice a new thing today, so divide up into two groups, birthdays in the first half of the month being one group, and birthdays in the last half of the month being the other group.

You may get together in your groups to prepare a display or poster using pictures of people using personal resources. Prepare labels for each picture that tell the resources being used. The caption for a picture that shows a boy running might read, “The running boy is using go power or energy.”

**DIALOG FOR CRITICAL THINKING:**
Now, let’s remind ourselves of what we’ve learned.
1. What resources do you have in large amounts?
2. Identify resources you would like more of.
3. How do you develop greater amounts of resources that you want more of?
4. What resources do you have that can help others?

**GOING FURTHER:**
Talk with your family about your personal resources.

**REFERENCES:**
Adapted from Leadership Project Book III, The Ohio State University

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

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

Working with Groups - Environment Leadership, Level III

What Members Will Learn...

ABOUT THE PROJECT:
Leaders need group process skills to look at the needs and motivation that individuals bring to the group.

ABOUT THEMSELVES:
How to identify factors which affect group environment.

Materials Needed:
Adult or older 4-H’ers to assist with activities
Newsprint
Felt-tipped markers
Masking tape
Poster listing “Five Resources Within Us”
Deck of cards

TIME NEEDED: 15 MINUTES

ACTIVITY

What can you tell me about personal resources? (Pause) That’s right. Personal resources are the resources that each of us has. Who can name them? (Pause) There are five resources:
- Go power
- Brain power
- Physical skills
- Attitudes
- Talents

As leaders, we need to know how to manage these resources. Today, we are going to look at another part of leadership. We will be working as a group. This activity will let us look at how a group works. To divide into groups, each of you take a card. The color will tell you which group you’re in.

You may get together with your group. Group 1 can meet in that part of the room, and Group 2 can meet in the other area.

Each of us experiences a place or environment in different ways. Some individuals are particularly conscious of colors, some of smells, and others of spatial relationships. Some members remember minute details, others take in overall tones, textures, or moods.
DIALOG FOR CRITICAL THINKING:
Let's see what we have learned through this activity.
1. How observant were the participants?
2. What kinds of things were particularly well remembered?
3. Were there different patterns of perception and recall for different individuals?
4. What aspects of the environment were particularly important to you?
5. What elements tended to get ignored?
6. How could differences in perception of environment affect a group's effectiveness?

GOING FURTHER:
Talk with your family members about their perception of the environment and how it affects family relationships.

REFERENCES:
Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU
Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU
Personality Influences

Understanding Self
Leadership, Level III

What Members Will Learn. . .

ABOUT THE PROJECT:
Personality can be influenced by education, intelligence, money, family background, and community.

ABOUT THEMSELVES:
They will identify factors which influence personality.
They will describe individual personality traits of members.
They will identify personality traits to work on or to change.

Materials Needed:
Adult or older 4-H’ers to assist with activities
Poster “Adjectives of Different Personality Types”
(list a few so members can contribute others)

- easy going
- shy
- cheerful
- nervous
- assertive
- persistent
- calm
- satisfied
- loud

Newsprint
Felt-tipped Markers

ACTIVITY TIME NEEDED: 15 MINUTES

Leader Notes

Place materials on workspace.

Hang newsprint. Label it “Personality.”
Write responses on the newsprint.

It may be necessary to briefly discuss what heredity and environment are.

Hang poster of “Adjectives of Different Personality Types.”
Write responses on newsprint.

ACTIVITY

Our project is leadership. Who can tell me about leadership? (Pause)
What are some traits or characteristics we think leaders should have? (Pause) One characteristic of a leader is that she/he understands her/himself. In our activity today, we are going to look at personality and how it affects us.

Does everyone know how to brainstorm? (Pause) Who can explain the term? (Pause) We’re going to brainstorm about “Personality” today. We want to think about the factors that influence a person’s personality. I will write the ideas and words on the newsprint as you name them.

You should be pleased with the list. Now, can we determine which influences are from heredity and which are from environment? We’ll put an H for Heredity and an E for Environment by each of the ideas or words.

Now, let’s look at different personality types. I think we all realize that people are different in their approach to life. Let’s see if we can make a list of words that describe personality types.

See how different we are?

1-Leadership, Level III, Personality Influences
DIALOG FOR CRITICAL THINKING:
Now, let's ask ourselves a few questions.
1. What factors seem to influence personalities?
2. What kind of personality traits do you have?
3. How do you think these traits developed in you?
4. In what ways are you happy with your personality?
5. What things do you want to work on or change?
6. What value is there in understanding personality differences and how we develop our personalities.

GOING FURTHER:
Talk with your family members about personality influences and traits.

REFERENCES:
Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU
Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU
Finding Values

Understanding Self - Values
Leadership, Level III

What Members Will Learn...

ABOUT THE PROJECT:
Each of us has items that are important to us. We need to identify these items and be aware of why they mean so much to us.

ABOUT THEMSELVES:
They will identify importance of items they keep with them.
They will develop an awareness of why these items are important to them.

Materials Needed:
Deck of cards
Adult or older 4-H’ers to assist with activities
File cards

ACTIVITY TIME NEEDED: 15 MINUTES

ACTIVITY

What can you tell me about our last meeting? (Pause) Yes, we talked about influences on personality, and we talked about the two types of influence—heredity and environment. It is helpful to us as leaders to know about influences on personality, so we can understand how to respond to people who may not think like us.

In our activity today, we are going to consider why the items we keep are important to us. We will be working in small groups and will take time now to get into those groups. Each one of you take a card and get together according to the color you draw.

In your small groups, you may think of two or three of your favorite things and write them on the file card I just gave you. Explain to your group what these items are, why they are your favorite things, and why you keep them where you do.

DIALOG FOR CRITICAL THINKING:
Now, let’s review what’s happened by asking ourselves some questions.
1. How did each of the items become so important?
2. What items were more commonly identified as a favorite?
3. How did each item reflect yourself?
4. What was learned about yourself from this activity?
GOING FURTHER:
Talk with your family members about your favorite things.

REFERENCES:
Adapted from Leadership Project Book III, The Ohio State University

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

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

Allow time for members to get into their groups.

Have person come and get a previously prepared file card.

Assist the groups. Allow about 10 minutes. After charading the message, each group might do the same message again using body language to show that they did not really mean what they were saying. (This activity would be optional.)

Behavior Charades

Communicating - Nonverbal Leadership, Level III

What Members Will Learn...

ABOUT THE PROJECT:
Nonverbal communication affects the messages we send and receive. Posture, tone of voice, facial expression, and attitude are examples of nonverbal communication.

ABOUT THEMSELVES:
They can communicate without saying anything. They can communicate more clearly by being aware of their nonverbal communication.

Materials Needed:
Adult or older 4-H’ers to assist with activities
File cards

Write a word like loving, happy, frustrated, impatient, afraid, lonely, worried, etc., on each card. Choose words that are commonly understood.

ACTIVITY TIME NEEDED: 20 MINUTES

ACTIVITY

As we work toward being leaders, it is important for us to be aware of nonverbal communication. Who can tell me about nonverbal communication? (Pause) Posture, tone of voice, facial expression, and attitude are all examples of nonverbal communication.

We have spent some time on understanding ourselves. Now, we’ll look at how we see others and how they see us.

We’ll take a few minutes to get into groups. Each member who has a birthday between the months of _____ and _____ will form group I. The rest of you will form group 2.

Now, one person from each group will select a file card. Each card has one word written on it. The word on the card is the feeling your small group will portray in a skit to the entire group. Each skit will portray, nonverbally, a message which will demonstrate the feeling on the card.

The actors will act out the feeling they drew by using gestures, looks, body language, and changes in their voices, (nonverbal communication) as they give the assigned message. (Pause) The other group is to guess what the feeling is.

1-Leadership, Level III, Behavior Charades
DIALOG FOR CRITICAL THINKING:
Okay, let’s review what we’ve learned today.
1. What different meanings can be conveyed by the same words?
2. Were some of the statements very strong?
3. How important is it to have what you say match how you say it?
4. Analyze each feeling your group acted out. What are the facial expressions, gestures, and body language that convey each feeling?
5. How can ability to recognize feelings from nonverbal communication help you be a better communicator?

GOING FURTHER:
Talk with your family members about nonverbal communication.

REFERENCES:
Adapted from Leadership Project Book III, The Ohio State University
Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU
Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU
Poster Assignment

Communicating - Discussion
Leadership, Level III

What Members Will Learn...

ABOUT THE PROJECT:
Individuals often do things because of pressure from friends. Clothing styles, words, attitudes, and participation in activities are all examples of things that can be influenced by friends.

ABOUT THEMSELVES:
They will become aware of peer pressure.
That they are the ones who allow peer pressure to affect them and that they are, therefore, responsible for their own behavior.

Materials Needed:
Adult or older 4-H'ers to assist with activities
Completed poster of “What is Peer Pressure?”
Chalkboard with chalk and eraser or newsprint and felt-tipped markers

ACTIVITY TIME NEEDED: 20 MINUTES

ACTIVITY

What can you tell me about nonverbal communication? (Pause) That’s right. Nonverbal means without words, so nonverbal communication can include posture, facial expression, gestures, tone of voice, and attitude.

Why would a leader need to know about nonverbal communication? (Pause)

Today, we are going to talk about peer pressure. Some words in the English language have two meanings, such as “cool” which may mean rather cold (like your refrigerator) or may mean that someone is “in” or extremely likable. We talk about “cool” drinks, meaning that they have been chilled with ice, and we sometimes talk about “cool” people, meaning they behave in a manner which we may find pleasing or particularly stylish.

The word “peer” also has two meanings. One meaning of peer refers to a person of the same rank, age, or quality. Another meaning of peer is to look closely at something in order to see more clearly.

You will be learning more about the word “peer,” particularly as it refers to your peers, because they are in the same grade and are, generally, the same age as you. When your peers encourage you to do something or not do it, we refer to that as “peer pressure.” It can be positive or negative.

1-Leadership, Level III, Poster Assignment
An example of peer pressure is when you ask your parents to buy a pair of stone-washed or frosted jeans “because everyone is wearing them.” Can you think of other examples of peer pressure?

Remember, I indicated that there are two types of peer pressure—positive and negative. Let’s see if we can identify which of the examples of peer pressure you just gave were negative and which were positive.

Let’s find out the difference between the two types of peer pressure.

Positive peer pressure motivates us to improve as individuals and to be “all that we can be,” while negative peer pressure usually encourages us to “go along with the crowd” and perhaps do something that we know is wrong or against the rules. When we understand peer pressure, we can deal with it more effectively.

**DIALOG FOR CRITICAL THINKING:**
That’s the end of our activity, so let’s see how we can apply what we’ve learned.
1. What are examples of behavior which bring the most pressure for you?
2. How can we communicate information about this pressure to others?
3. What can you do when you’re feeling pressed to do something you don’t want to do?

**GOING FURTHER:**
Talk with your family members about peer pressure.

**REFERENCES:**
Adapted from 4-H CARES, Marcia McFarland and Kirk Astroth, Kansas State University

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

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

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**Leader Notes**

Try to list as many examples as possible for everyone to see on another sheet of newsprint or on the chalkboard.

Once you have a good list of examples that the members have thought of, remind the group that peer pressure could be both positive and negative.

Discuss each of the examples given and determine how this holds true for each.

Ask questions to review the lesson.

Remind members to talk with their family members about peer pressure.
What Members Will Learn...

ABOUT THE PROJECT:
We gain confidence by developing knowledge about our given name. We can also gain an understanding of how others feel about their names.

ABOUT THEMSELVES:
The member will gain information about his/her name. The member will identify feelings toward his/her name. The member will gain an appreciation of others’ names.

Materials Needed:
Adult or older 4-H’ers to assist with activities
Completed poster of “Origin of Your Name”
Handout, “My Name Is...” for each member
Pencil or marker for each member
Felt-tipped markers

ACTIVITY TIME NEEDED: 20 MINUTES

ACTIVITY

What can you tell me about our last meeting? (Pause) That’s right. We talked about peer pressure and how it can affect us. Since we are going to be leaders, we need to know how to get along with others and how others can influence us.

Today, we are going to look at our given names. Do you know what the term “given” means? It means the name you were given, usually at birth. For instance, if our friend, Polly Ann Jones, were here, she could tell us that her first and middle names are her given names.

The poster I just put up gives some of the origins of names. Can you think of other origins of names?

In order to learn more about our names, we’ll be working in small groups today. You may count off in two’s, so we can have two equal-sized groups.

I am giving each of you a “My Name Is...” sheet and a pencil.

It is important that we appreciate our names. First, you may write your name on your copy of the handout. (Pause) Next, write your name several different ways. Print it, make it very small, then very large, mis-
spell it. Do strange things to it.

Can letters be omitted and have it be pronounced the same? (Pause) Do you know if it has a related name in other cultures such as Mary-Marie/Joseph-Jose? (Pause) Color your name, decorate it in some way. Tell your group your name in a rhyme (My name is Sam. I like ham.)

Some suggested questions while members are in their small groups:
1. How do you sign your name? Do you write your full name, including your middle name? What part don’t you write? When?
2. Did your parents have something specifically in mind when they named you? What?
3. How do you feel about your name? How have your feelings changed?
4. Is your name usually associated with one sex? Which one? Is it used for both sexes about equally?
5. Do you wear monograms? Is your name up in your room? On jewelry? Do you like putting up your name or wearing it?
6. How do you feel when someone forgets your name? How about when they call you the wrong name or So and So’s little brother, sister, or daughter or son? How about when someone misspells it or mispronounces it after being told four times the correct way?
7. If you could have any name in the world, what would it be? Why?
8. Do your parents use your name differently under different circumstances? How? In what situations? What do you like them to call you?
9. Do you express anger in the way you use names?
10. How do you use names when you want something?
11. Is there anything else you express through names?
13. Do you have pet names for people? Do people call you pet names? Do you like to be called pet names?
14. Do you have a nickname? What? Do you like it? Do you call other people by nicknames? How do you decide?
15. Do others (outside family) call you nicknames? Out of meanness? How do you react? Who calls you by nicknames? Do you have a special nickname only your family knows? What? What is its origin?

DIAGNOL FOR CRITICAL THINKING:
Now, some final questions for the entire group.
1. What did you learn about your name?
2. What did you learn about yourself? About others?
3. What similar and different feelings did you have with others in the group?

GOING FURTHER:
Talk with your family members about your name and their names. You may ask some of the questions we discussed today.

Remind members to talk with their family members about names.
REFERENCES:
Adapted from Leadership Project Book III, The Ohio State University

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

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

3-Leadership, Level III, My Name Is...
My Name Is...
Put-downs
Getting Along With Others
-Meeting
Leadership, Level III

What Members Will Learn...

ABOUT THE PROJECT:
Interacting one-on-one with other people can help us understand and accept who we are and give us the encouragement to work with people.

ABOUT THEMSELVES:
How to give others support and assistance.
How to receive help from others to reach goals.
To discuss positive alternatives that can be used in negative situations.

Materials Needed:
Adults or older 4-H’ers to assist with activities
File cards (one for each member), with a put-down written on each card

ACTIVITY TIME NEEDED: 15 MINUTES

Leader Notes

Review last lesson.

ACTIVITY

We’re all planning to be leaders, and if we are going to be successful, we need to get along with others. We had an opportunity at our last meeting to get to know ourselves and others better. As we develop skills in working with others, we need to know how to handle comments such as put-downs. What can you tell me about put-downs? (Pause) That’s right, they are comments that are made that make the receiver feel uncomfortable or unhappy.

Do they happen in every conversation or whenever people get together? (Pause)

I have written some put-downs on these file cards. You may pick a file card, and one at a time, each member can read the put-down and describe how he/she would feel if someone had said such a statement to him/her. We’ll take about 10 minutes.

DIALOG FOR CRITICAL THINKING:
Now let’s review what we’ve learned.
1. How do “put-downs” generally make us feel?
2. What relationship is there between self-image and willingness to participate in group activities?
3. What positive statements work well for you?
4. How would you change a “put-down” into a “put-up?”

1-Leadership, Level III, Put-downs
GOING FURTHER:
Talk with your family members about using positive statements instead of “put-downs.”

REFERENCES:
Adapted from Leadership Project Book III, The Ohio State University
Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU
Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU
**Leader Notes**

Review last lesson.

Hang poster, "Relationship Wheel." (It would be best if this were laminated so you could illustrate some concepts with it then wipe it clean.

Give each member a copy of "Relationship Wheel" and a pencil.

You may want to illustrate this in some way, for example, on an overhead, an extra "wheel," or your poster. Allow about 10 minutes. Assist members as needed. Allow a few minutes for tape up.

**ACTIVITY**

Who can tell me what we talked about at our last meeting? (Pause) Yes. We talked about put-downs and how they make us feel, and we also talked about how to handle situations without using put-downs. It is important to us, as future leaders, to know ourselves as well as how to get along with groups. Avoiding put-downs is a large step in that direction.

Leaders also need to be aware of the involvement and relationships in different kinds of organizations.

Today, we are going to look at our own involvement and relationships in the organizations to which we belong.

I am giving each of you a copy of the "Relationship Wheel" and a pencil. You can draw a stick-figure of yourself in the center of the circle on the page. (Pause) On the circumference of the circle, write the names of all the organizations you belong to or activities that take time, including recreation, work, school, and social activities.

Then draw lines, like spokes of a wheel, from the figure out to each activity. Now draw two more lines to the two activities or groups you deal with most and one more line to the groups or activities you deal with second most.

Is everyone finished? Great. Now, let’s tape our “wheels” to the wall and admire our work while we review what we’ve learned.

*Leadership, Level III, Relationship Wheel*
DIALOG FOR CRITICAL THINKING:
1. What organizations are we most involved with? Why?
2. What other organizations are also available in which members do not participate but could?
3. Are the ones that are most important getting the most time?
4. Are there some relationships which could be stronger? Some weaker?
5. What can be done to achieve this?

GOING FURTHER:
Talk with your family members about your “Relationship Wheel” and talk about the organizations in which they are involved.

REFERENCES:
Adapted from Leadership Project Book III, The Ohio State University

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU
Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU
Relationship Wheel
What Members Will Learn...

ABOUT THE PROJECT:
Creativity gives us an opportunity to explore ideas and develop new ways to look at things.

ABOUT THEMSELVES:
How to explore ideas or attitudes that block learning and creative thinking.
How to practice looking at issues from all angles.

Materials Needed:
Adult or older 4-H'ers to assist with activities
Handout, “Life is Like,” for each member
Pencil for each member
Masking tape

ACTIVITY TIME NEEDED: 15 MINUTES

Leader Notes

ACTIVITY

Review last lesson.

Who can tell me about our last meeting? (Pause) That’s right. We talked about our relationships and involvement in organizations and activities. We found out that we are more involved in some activities or groups than in others, didn’t we?

Today we want to learn about another skill we would need as a leader, and that is creativity. What do we mean by creativity? (Pause) Creativity is the ability to come up with new and different meanings/uses for things we often take for granted. We are going to do an activity that will help us look at commonplace things in a different way.

First, divide into two groups by the half of the month you were born in. From 1-15 is group 1, and 16-31 is group 2.

Now, each group take a piece of paper, a pencil, and a paper clip. When I say go, list as many uses as you can think of for a paper clip, and someone write down all of the ideas. You have 30 seconds. GO!

Take a look around and notice common things like windows, doors, doorknobs, lamps, or some other items. (Pause) To practice expanding your creative thinking, try to develop new meanings for these objects by comparing them to life.
We'll work with partners on this, so select a partner whose middle name starts with a different letter from yours.

I am giving each member a copy of “Life is Like. . .” and a pencil. On the sheet, there is an unfinished sentence. You may complete the sentence, “Life is like (object in the room), because _____.” Some examples for use of “doorknob” as our object include:

“Life is like a doorknob, because it's full of twists and turns.”
“Life is like a doorknob, because it helps people get to the other side.”
“Life is like a doorknob, because all people hold it in their hands.”

DIALOG FOR CRITICAL THINKING:
Now, let's see what we've discovered about life and about creativity.
1. Are there some statements you'd like to share with the entire group?
2. Were there combinations which were harder than others?
3. Did some of the statements have deeper meanings than you first thought?
4. How could you help your family, friends, or group to discuss the hidden meanings in some of these statements?

GOING FURTHER:
Talk with your family members about your “Life is like. . .” sentences. Maybe you can develop some new sentences.

REFERENCES:
Adapted from Leadership Project Book III, University of Nebraska

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

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

Give each member the handout, “Life is Like. . .” and a pencil.
Have each member of the group supply endings for the “Life is Like. . .” sentence. Go around the group several times, if possible. Let the group think of different things which can be put together in unlikely connections.

Ask these questions to review what's been learned.

Remind members to talk with their family members about their “Life is Like. . .” sentences.

2-Leadership, Level III, Life Is Like. . .
Life Is Like...

Complete the sentence using words or illustrations

Life is like an (object in the room), because __________________________
What Are Your Plans?

Managing - Planning
Leadership, Level III

What Members Will Learn...

ABOUT THE PROJECT:
Management involves deciding what you want to accomplish, taking stock of what you have that can help you reach your goals, and putting together a plan of action to use those resources to achieve your goals.

ABOUT THEMSELVES:
They will gain experience in setting goals.
They will identify resources that are available.
They will develop plans to use their resources.

Materials Needed:
Adult or older 4-H'ers to assist with activities
Construction paper or newsprint
Felt-tipped markers
Completed poster, “What I Plan to be Doing Five Years from Now”

ACTIVITY TIME NEEDED: 20 MINUTES

ACTIVITY

Who can tell me what we talked about at our last meeting? (Pause) Yes, we talked about creativity. Why does a leader need to know about creativity? Good. A leader often has to find new or different ways to get things done.

A leader also needs to know about managing and making plans. Nearly everyone has some things he or she hopes will happen in his or her life. When we decide to work to make sure they happen, they become goals. Some are short-term goals and some are long-term goals. A short-term goal can be done over a short period of time, such as today, tomorrow, or this week. Let's look at some of those, and then deal with long-term goals.

We'll be working with partners today. You may select a partner who was born in a different month from you.

Each set of partners will think of goals they have or things they plan to do tomorrow. Next, the partners take turns acting out their goals. The members should not talk, but each should pantomime his or her goal.

If you'd like, after partners have finished, we'll let the group try to guess what each partner’s goal is.

1-Leadership, Level III, What Are Your Plans?
What Are Your Plans?

Managing - Planning
Leadership, Level III

What Members Will Learn. . .

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1-Leadership, Level III, What Are Your Plans?
Now what about long-term goals? A long-term goal is something you want to have happen over a long period of time. Examples include going to college or getting a job.

Now we’ll let the partners act out, explain, or illustrate on a poster what they plan to be doing in five years from now or when they are adults. The rest of the group will guess and/or discuss what each person has as a long-term goal, if you want.

**DIALOG FOR CRITICAL THINKING:**
Now, let’s review our activity.
1. How were you able to determine your goal and then portray it?
2. What was the hardest or easiest?
3. In what ways did the short-term and long-term goals seem related?

**GOING FURTHER:**
Talk with your family members about your short-term and long-term goals. Do some of your family members have similar short-term and long-term goals.

**REFERENCES:**
Adapted from Leadership Project Book III, The Ohio State University

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

Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU
All Things Wrong
Working With Groups - Cooperating
Leadership, Level III

What Members Will Learn...

ABOUT THE PROJECT:
People can do many things when they work together as a group that they
can’t do alone. People work together to reach goals. Groups that work
well together work as a team, and the members cooperate with each other.

ABOUT THEMSELVES:
They can do many things when they work together as a group that they
can’t do alone.
They work together as a team with other people to reach their goals.

Materials Needed:
Adult or older 4-H’ers to assist with activities
Large sheet of lined paper for each group
Pencil for each group

ACTIVITY TIME NEEDED: 20 MINUTES

Leader Notes
Review last lesson.
Arrange for members to count off and get seated within their group.

Hand each group a large sheet of lined paper. Also hand each person an 8 ½ x
11 sheet.
Allow about 5 minutes.

ACTIVITY
What can you tell me about our last meeting? (Pause) Yes. We talked
about long- and short-term goals. Leaders need to set goals, don’t they?
Leaders also need to know about working with groups and cooperating.
Today, our activity will center on group work and cooperation. We can
work in small groups today. You may count off, so we have two groups.

Your small groups may select a recorder of ideas. Each recorder should
divide the sheet of paper into two columns. On one side write “Wrong
with a Bathtub.” On your small sheets list as many things wrong with a
bathtub as you can think of. Don’t talk to anyone. Then list as many
things right with a bathtub as possible. Still work individually. After
everyone is through, compare lists and have the recorder list all of the
ideas on the large sheet of paper. Don’t list the same idea twice. After
you have listed everything, compare the group list to the individual lists,
and see if any individual list has as many ideas as the group list.

Then write, “Things Right with a Bathtub” on the large sheet and repeat
the process. When you finish, take time to list any additional ideas that
the group has thought of on either side.

1-Leadership, Level III, All Things Wrong
DIALOG FOR CRITICAL THINKING:
It seems the cooperation was good. What did we learn?
1. Was the “group list” longer than any individual list? If so, why do you think that was the case?
2. Was it easier to be positive or negative? Why?
3. How does this apply to groups that work well?
4. How do attitudes about things, people, or processes affect ability to work with them?

GOING FURTHER:
Talk with your family members about working cooperatively with group activities.
Practice making positive comments about people or situations.

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