Kansas 4-H Leadership Curriculum
Level IV, Ages 15, 16, 17, 18, 19

Age 15

UNDERSTANDING SELF
1. What Are Needs?
2. Irish Sweepstakes

COMMUNICATION
3. Reflective Listening
4. Body Expression

GETTING ALONG WITH OTHERS
5. Introductions
6. Positives for Others

LEARNING TO LEARN
7. Cone of Experience

MAKING DECISIONS
8. Completed Decision

MANAGING
9. Newspaper Goals

WORKING WITH GROUPS
10. Relaxation Bingo

Age 16

UNDERSTANDING SELF
1. Human Emotions
2. My Human Resources

COMMUNICATION
3. Roundtable Topics
4. Communication Behavior

GETTING ALONG WITH OTHERS
5. Test for Closeness
LEARNING TO LEARN
  6. Learning Techniques

MAKING DECISIONS
  7. One-for-one Tradeoffs

WORKING WITH GROUPS
  8. Truly You

UNDERSTANDING SELF
  1. Magic Box
  2. What Are You Like?
  3. My Favorite Things
  4. A Lifetime
  5. Who Am I?
  6. Personal Stressors and Copers
  7. Stress Buffer Shield

COMMUNICATING
  8. Hear Those Words
  9. Communication Patterns
  10. Giving Directions

GETTING ALONG WITH OTHERS
  11. Brainstorming
  12. Experiencing Trust
  13. Word Exploration
  14. Relationships With Parents, Friends, and Teachers

LEARNING TO LEARN
  15. Creativity Problems
  16. Demonstration Grab Bag
  17. Library Day

MAKING DECISIONS
  18. Writing Goals

Age 17, 18, 19

Cooperative Extension Service ■ Kansas State University ■ Manhattan
What Are Needs?

Understanding Self - Values
Leadership, Level IV

What Members Will Learn. . .

ABOUT THE PROJECT:
The ways in which people are very much alike.

ABOUT THEMSELVES:
They need to know what is important to them, because it will influence most of the decisions they will make.
Awareness of the basic needs which they share with others.

Materials Needed:
Deck of cards
Adult or older 4-H’er to assist with lesson
Newsprint
Felt-tipped markers
Magazines, newspapers, advertisements, and brochures
Construction paper
Scissors
Glue sticks
Masking tape

ACTIVITY TIME NEEDED: 15 MINUTES

ACTIVITY

If we are going to be leaders, we need to look at the qualities that a leader needs. Who can tell me what a leader is? (Pause) Let’s list your ideas on the newsprint. Some examples might be: likes people, honest, gets things done, organized, etc.

What are the things that are very basic for all people, in order for them to live, that are beyond air, food, and water. (Pause) Some examples might be security, self-respect, ability, values, etc. We’ll list those, as well.

We’ll be working in groups today. Each member may draw a card to determine to which group he/she will belong. Red is group one, and black is group two.

In our activity today, each group may collect pictures or draw sketches that show the basic human needs. Label each need that is pictured. Work items are on the table.

Who would like to share their pictures with the group?
DIALOG FOR CRITICAL THINKING:
Now, let’s review what we’ve done.
1. In what ways are people very much alike?
2. What basic needs do we share with others?
3. How hard or easy is it for us to fill those basic needs?
4. What community policies affect basic needs?
5. Why is it important to know what we value?

GOING FURTHER:
Talk with your family members about basic needs.

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 meeting.

Give each member a copy of the “Irish Sweepstakes Ticket” and a pencil.

Assist the members.

After 20 minutes, or when everyone is through, go on with the next step.
Allow time for members to count off in two's and get into their groups. You may need to have them stand in single file. Assist the small groups, as needed.

ACTIVITY

What can you tell me about our last meeting? (Pause) Yes, we talked about basic needs, and we also talked about qualities of a leader. If we are going to be leaders, we should know more about being a leader.

Today we are going to look at the standards, qualities, and principles we have. I’d like to make an announcement. Each member has just won the million dollar Irish Sweepstakes. (Pause) The check must be picked up in 20 minutes by turning in a completed ticket, so I am giving each member an “Irish Sweepstakes Ticket.” Everyone should complete the questions on the sweepstakes ticket in order to get the money. We’ll allow you about 20 minutes to complete the ticket. Ask questions, if you need further clarification.

Is everyone finished? Good. In order to complete our activity, we’ll need to count off, so we can get into two groups. The group members will first share and compare the use of the money and most of the important changes that each of you identified. Then, you need to discuss the values and the priorities that were identified in the budgets and describe the issues you struggled with while making the budget decisions. Let us know if you need help.
DIALOG FOR CRITICAL THINKING:
Now that we’re all finished, let’s find out what we learned.
   1. What surprised you about this activity?
   2. As you look at how you would spend the money, what do your answers tell you about yourself and others?
   3. In what ways were your uses for the money different from others?
   4. What would you now change on your ticket?
   5. How does this experience make you think differently about what’s important to you?

GOING FURTHER:
Talk with your family members about your winning the “Irish Sweepstakes.”

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 Irish Sweepstakes

Here is your winning ticket for $1 million in the Irish Sweepstakes. You must redeem this ticket within 20 minutes. You will receive a check, cashable immediately.

1. What will you do with the money?
   First I will ___________________________________ and then ______________________
   and then ___________________________________ and then ______________________
   and then ___________________________________ and then ______________________
   and then ___________________________________ and then ______________________

2. Turn this paper over and make a tentative budget that accounts for what you would do with all of the money. (Include travel, books, recreation, new purchases, gifts/contributions, investments, savings, etc.) Make the budget total $1,000,000. When you finish, turn back to this side.

3. Reflect on the following questions:
   How do you imagine you would want your life to change?
   ____________________________
   What in your present lifestyle would you not want to have changed?
   ____________________________
   What dreams would you fulfill?
   ____________________________
   Would you continue to go to school?
   ________________ Why?/Why not? ________________________________
   ____________________________
   When you have all the money you need—
   Why would you get up in the morning?
   ____________________________
   When would you get up? ____________________________
   What would you try to accomplish with your day?
   ____________________________

4. What do your answers tell you about yourself?
<table>
<thead>
<tr>
<th>Item (What I Would Do or Buy)</th>
<th>Amount I Would Spend</th>
</tr>
</thead>
</table>

4-Leadership, Level IV, Irish Sweepstakes
Reflective Listening

Communication - Listening
Leadership, Level IV

What Members Will Learn...

ABOUT THE PROJECT:
Listening is an active process that requires a lot of energy and effort, because it is more than just hearing words. It is not a difficult skill to learn, it just means you clear your head of clutter and focus on the speaker’s message.

ABOUT THEMSELVES:
They can learn to be better listeners.

Materials Needed:
Adult or older 4-H'er to assist with activities
Copy of “Guidelines for Reflective Listening”

ACTIVITY TIME NEEDED: 20 MINUTES

ACTIVITY

Who can tell me about our last meeting? (Pause) That’s right. We tried to decide what to do with our winnings from the “Irish Sweepstakes.” Were you surprised that there were so many decisions to make when you made plans to spend all that money?

If we are going to be leaders, we need to be able to make wise decisions.

We also need to be a good listener, and our activity today is about listening, reflective listening, to be exact. Reflective listening is very intense, caring, and interested listening in which you look for as many clues to meaning as possible.

You might point out that “reflective” is the same as reflection and use the example of a mirror, a pool of water, etc., to help make sure they understand the concept.

When you listen reflectively, you hear and see more than just words, and you give feedback. For example, when someone says “I’m tired” and his or her body looks totally exhausted, you might reflectively reply, “You look like you could use some rest.” When you do reflective listening, you may be able to tell feelings by looking at the body language. Often a shrug of the shoulders or hand gestures conveys more than the words they accompany. It may be a tone of voice or a change in attitude that is a clue. It is reflective listening that reads all the signs, reviews and interprets the feelings, and then shows that you have heard and listened by describing it back to the speaker.
Here are some guidelines for giving feedback, which may be helpful to you as you learn to do reflective listening.

Pick a partner who is wearing shoes that are a different color from yours, so we can practice our listening skills.

One member per pair will talk about a subject or topic that is important to him or her, one that he/she has feelings about. The other member will practice reflective listening skills. Refer to your “Guidelines” one more time before you start, and remember, it takes time to develop this skill. Try it several times with each member listening. We’ll allow about 10 minutes.

**DIALOG FOR CRITICAL THINKING:**
You’ve been working hard. Let’s see what we’ve learned.

1. How would you describe reflective listening to someone who did not know what it was?
2. What were the most difficult parts of trying to use reflective listening?
3. In what situations would reflective listening be very important?
4. What feelings do you have about learning reflective listening?

**GOING FURTHER:**
Talk with your family members about reflective listening.
Practice your reflective listening skills with your family and your friends.

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

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

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

2-Leadership, Level IV, Reflective Listening
Guidelines to Reflective Listening

1. Lean forward just a little and concentrate on verbal and nonverbal messages.

2. Concentrate on what is being said, not on what you are going to say.

3. When a speaker finishes describing something, you might say, “Do you mean . . .?” or you might say, “You sound . . . (upset, unhappy, excited, etc.)”

4. The point is, you try to hear and see what is really being communicated, and you try to let the person know you have understood.
**Body Expression**

*Communicating - Nonverbal Leadership, Level IV*

**What Members Will Learn...**

**ABOUT THE PROJECT:**
We sometimes display our feelings and emotions in funny places on our body.
If we learn some of the signs, we will be better able to understand how others communicate their feelings.

**ABOUT THEMSELVES:**
Feelings and emotions can be displayed by hands, feet, eyes, mouth, shoulders, and legs.

**Materials Needed:**
Adult or older 4-H'er to assist with activities
Newsprint poster, “Our Body Can Display Feelings and Emotions”

**ACTIVITY TIME NEEDED:** 15 MINUTES

**ACTIVITY**

If we are going to be leaders, we need to be aware of nonverbal communication. We sometimes display our feelings and emotions in funny places on our bodies. If we learn some of the signs, we will be better able to understand how others communicate their feelings.

To help us practice our skills, we’ll be working with partners. You may find a partner who has a different last digit telephone number from you.

The poster I just hung lists some of the ways we show feelings and emotion by using a body part.

Now, that you have the list, we will let the partners discuss and select two or three emotions to demonstrate to the group.

Some of these might be hard, but let’s try and have everyone share several ideas. Take 3-5 minutes to prepare.

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

Hang poster, “Our Body Can Display Our Feelings and Emotions”:
- Fear - mouth;
- Anger - mouth;
- Frustration - eyes;
- Exasperation - eyes;
- Boredom - legs;
- Tenderness - hands;
- Disgust - arms;
- Excitement - mouth;
- Surprise - hands;
- Dislike - arms;
- Sadness - mouth;
- Exhaustion - waist;
- Reverence - arms;
- Joyfulness - fingers;
- Sorrow - shoulders;
- Puzzlement - shoulders

Assist the members, as needed.
All right, who is ready to share their demonstration?

**DIALOG FOR CRITICAL THINKING:**
Okay! Let’s discuss our experience.
1. How hard were some of the emotions to show?
2. Were some members able to show feelings nonverbally better than others?
3. Which emotions and motions appeared to be close to the same?
4. What other emotions are often shown through body motions, using specific body actions?
5. Which parts of the body are used most often to express emotion?

**GOING FURTHER:**
Talk with your family members about expressing emotions nonverbally.

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

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

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

Let two or three members at a time show the emotion. Allow about 15 minutes or go until interest has waned.

Ask these questions to see what members feel.

Remind members to talk with their family members about expressing emotions nonverbally.
Introductions

Getting Along With Others - Meeting Leadership, Level IV

What Members Will Learn...

ABOUT THE PROJECT:
Introductions are an important part of being a leader. To improve our skills at introducing others, we need to be at ease and help put others at ease.

ABOUT THEMSELVES:
They can improve skills in meeting people.
They can develop skills, so they can introduce people.
They can develop skills in putting people at ease.

Materials Needed:
Adult or older 4-H’er to assist with activities
Completed poster, “When You Are Being Introduced”
Completed poster, “When You Are Doing the Introducing”
(see below for information)

ACTIVITY TIME NEEDED: 15 MINUTES

ACTIVITY

Who can tell me about our last meeting? (Pause) Yes, we used our hands, shoulders, feet, and arms to express nonverbal communication. How hard was it to use your body for nonverbal communication?

Today we are going to learn that if we are going to be leaders, we need to have the ability to meet people and make introductions with ease. We will have an activity that will help us practice meeting people and making introductions.

Let’s go over the steps we should follow when being introduced.

Smile.
Think about making the other person feel at ease.
Be warm and friendly.
Look the other person in the eye.
Step forward.
Be sincere in what you say.
If other person extends hand to shake hands,
respond with a warm, firm handshake.
Now, I am going to hang another poster.

Let’s go over the steps to follow when you are doing the introducing.
When introducing a man to a woman, say the lady’s name first. For example: “Mary Brown, I would like you to meet Joe Oliver.”
When introducing a much older person to a younger person, say the older person’s name first. For example: “Grandmother, this is a friend of mine, Ron Franklin. Ron, this is my grandmother.”

We’re going to have a chance to practice introductions, so select a partner who has different color eyes from you. Then, find another pair, so there are four in a group.

The partners may take turns introducing their partners and being introduced.

DIALOG FOR CRITICAL THINKING:
Now, let’s see how we felt about our efforts.
1. What is the hardest part for you in making introductions?
2. What new things did you learn about making introductions?
3. What are the important parts of an introduction?

GOING FURTHER:
Talk with your family members about introductions.
Practice making introductions with family and friends.

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

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

Hang poster, “When You are Doing the Introducing.”
Allow time for members to find a partner and another pair.
Encourage them to practice until they feel comfortable. Assist the partners. Allow about 10 minutes.
(If your group is skilled at making individual introductions, you may want to have them learn about and practice introducing guest speakers. Refer to the materials that follow for ideas.)
Ask these questions to determine how people feel. Allow time for responses.

Remind members to talk with their family members about making introductions.
Introducing the Speaker

You can help or hinder a speaker by the way you introduce him or her. Here are a few ways to help:

1. Make a few remarks. Do not start with his or her birth and chronicle the events of his or her life. Mention only those past experiences which relate to the subject of the speech.

2. Do not try to capture the audience with your personality, a string of funny stories, or your knowledge of the subject. Remember, you are not the speaker.

3. Create suspense. Create the thought that what the speaker is about to say is important, and mention his or her name only once, at the end of your remarks. Then, stay on the platform with him or her and lead the applause. Retire during the applause.

4. Do not “gild the lily.” Exaggerated praise leads to disbelief and possible disappointment.

5. Never apologize if the speaker is a substitute, or fill-in, or program change. Often, such substitutes are far better speakers.

6. Set a time limit. Before your introduction, remind your speaker how long he or she is to speak.

7. Launch speakers right.
   a. What you say about the speaker must make the audience feel that he or she is important to them now.
   b. How you say it must create suspense so that it makes the audience wait for the speaker eagerly.
   c. The speaker’s name should be the final words.
   d. Provoke applause, and stand up until the speaker has taken his or her place.

In order to help you practice this skill, we have provided a resume of a potential speaker. Your job is to 1) read the resume for information on the speaker, 2) decide on a topic this person would be qualified to speak about, 3) prepare an introduction for this speaker, and 4) make a proper and enthusiastic introduction to your group.

As you gather information for your introduction, it might help to ask yourself these questions:

1. Who is this person? What is the name and professional title?
2. Where is he/she from? Now? In the past?
3. What qualifies her/him to speak on this topic? Why should the audience listen?
MICHAEL ADAMS

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EDUCATION

Kansas State University, Manhattan, KS
Bachelor of Science: Agricultural Journalism, May 1991

WORK EXPERIENCE

Banner Communications, Overland Park, KS
May 1991 to present
Assistant director of human relations
Developed and presented workshops on improving personal and professional relations skills
Responsible for evaluating human relations skills of mid-management group

Commit To Excellence, Manhattan, KS
November 1989 to May 1991
Developed five workshops to present to youth groups
Communicate with youth and advisors
Invested my own money to begin the program

Farmland Industries, Inc., Kansas City, MO
May 1990 to August 1990
Organized Co-op Youth Leadership Conference
Supervised staff members and 530 young leaders
Led tours and served as host to Farmland guests

Information Student Trainee, USDA State Soil Conservation Service, Salina, KS
May 1989 to August 1989
Wrote news releases and feature articles
Assisted in leading communication workshops
Interviewed users of SCS

Student Trainee, USDA Soil Conservation Service, Manhattan, KS
May 1988 to August 1988
Staked terraces and waterways in fields
Developed a 12-minute slide presentation
Assisted conservationist in farm planning

4-Leadership, Level IV, Introductions
UNIVERSITY RELATED ACTIVITIES

President, vice president, and alumni relations director of Baker Scholarship House
Organized and presided over weekly chapter meetings
Supervised housemother and cook
Increased fraternity participation internationally

Treasurer, Agriculture Student Council (2 years)
Allocated funds and balanced checking account

Chairman, Agriculture Student Finance Committee (2 years)
Budgeted over $4,500 yearly to agricultural clubs

Secretary of Kansas Association of Future Farmers of America
Speaker at FFA banquets
Developed and performed leadership workshops
Communicated with youth in leadership activities

President of Spurs (Kansas State’s sophomore honorary)

Chimes (Kansas State’s junior honorary)

Gamma Sigma Delta (The Honor Society of Agriculture)

National Agri-Marketing Association
Positives for Others

Getting Along With Others - Meeting Leadership, Level IV

What Members Will Learn...

ABOUT THE PROJECT:
Learning to meet others easily and feeling at ease in a variety of situations is an important part of leadership.

ABOUT THEMSELVES:
They can be at ease in situations with others.
They can give compliments to others.
They can accept compliments given to them.

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

ACTIVITY TIME NEEDED: 15 MINUTES

Leader Notes

Review last lesson.
Allow time for responses.

ACTIVITY

At our last meeting, we talked about introductions. Why does a leader need to know how to make introductions? (Pause) We all like to have friends. To have friends, to be accepted as a member of a group, or to be accepted as a leader, people need to show a caring and accepting attitude. Living with families, visiting with friends, being in the classroom, and being in a 4-H club are everyday situations. In each situation, an accepting and caring attitude can be shown. In most cases, other people, in turn, will accept and care about us. They also will be more likely to accept our ideas and influence. We are not able to function effectively as a leader or as a member of a group, unless we relate well to others.

Today, we are going to be in small groups and will practice giving each other compliments, because such statements show concern and caring. Please count off in ____’s and get in your groups. Each group should sit in a circle. Each member will share one compliment about each of the other persons in the circle. Compliments may be about a member’s appearance, personal actions, or success in school or other activities. For example, “Sally is good in math,” “John has on a nice shirt,” “Mary works hard in school,” “I like Jerry’s smile.” When you receive a compliment, just say “thank you.”

If you understand, let’s begin.

1-Leadership, Level IV, Positives for Others
DIALOG FOR CRITICAL THINKING:
For some this may have been a difficult task. Let’s share some thoughts.
1. How did it feel to have the other group members compliment you?
2. Were you able to accept the compliment graciously?
3. How did it feel to compliment your group members?
4. Why do you feel it is difficult to give and receive compliments?

GOING FURTHER:
Talk with your family members about receiving and getting compliments. Practice giving compliments to 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
Cone of Experience

Learning - Techniques
Leadership, Level IV

What Members Will Learn...

ABOUT THE PROJECT:
There are many kinds of learning and teaching techniques. It is helpful to choose the correct one for the situation.

ABOUT THEMSELVES:
They can identify different kinds of learning.
The more they get involved in the learning activity, the more they are likely to learn.

Materials Needed:
Adult or older 4-H'er to assist with activities
Poster, "Cone of Experience"
Handout, "Cone of Experience" for each member
Newsprint
Felt-tipped markers
Masking tape

ACTIVITY TIME NEEDED: 20 MINUTES

Leader Notes

ACTIVITY

Review last lesson.

Hello, there, future leaders! What can you tell me about our last meeting? 
(Pause) That's right. We practiced giving and receiving compliments. Did you find that giving compliments really wasn't that hard? How about receiving them?

Other things we need to know about, if we are going to be leaders, are learning and teaching techniques.

Hang poster, "Cone of Experience."

There are many kinds of learning and teaching techniques. It is a good idea to choose the correct one for the situation we have. Experts tell us learning situations can serve as a guide in selecting the right teaching technique.

Knowing how learners like to learn can help, too. As you look at the "Cone of Experience," think of your favorite learning experiences and some that were not so good. Where do they fit on the cone? The cone illustrates that the more one gets involved in the learning activity the more one is likely to learn.

1-Leadership, Level IV, Cone of Experience
For our next activity, we need to divide into groups. Do that by counting off in ____s.

Our groups will be looking for favorite ways to learn for the members of the group. Examples are: field trips, games, reading, lecture, etc.

Once your group has listed favorite ways to learn, make a list of the ones group members like least.

Determine where each method fits on the Cone, and discuss how members judge them to be a good or poor learning activity.

**DIALOG FOR CRITICAL THINKING:**
Now, let's review by asking ourselves some questions.
1. Which learning methods were most popular? Why?
2. Which methods were least popular? Why?
3. How can we pick the best learning methods for our groups?

**GOING FURTHER:**
Talk with your family members about your favorite way to learn.

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

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

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

Dale’s Learning Cone of Experience shows various learning activities, grouped by levels of abstraction (right column), and indicates their relative effectiveness as training techniques (left side).

**PEOPLE GENERALLY REMEMBER**

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they hear and see
- 70% of what they say or write
- 90% of what they say as they do a thing

**LEVELS OF ABSTRACTION**

- **READ** (Verbal receiving)
  - HEAR WORDS
- **VIEW STILL PICTURES** (Visual receiving)
  - WATCH MOVING PICTURES
  - VIEW EXHIBIT
  - WATCH DEMONSTRATION
- **DO A SITE VISIT** (Experiencing)
  - DO A DRAMATIC PRESENTATION
  - SIMULATE A REAL EXPERIENCE
  - DO THE REAL THING

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Cooperative Extension Service  
Kansas State University  
Manhattan

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

3-Leadership, Level IV, Cone of Experience
What Members Will Learn... 

ABOUT THE PROJECT: 
We often take decision making for granted, because we make decisions so often. Leaders need to have skills in decision making.

ABOUT THEMSELVES: 
They can recognize and select good alternatives in problem situations.

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

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

ACTIVITY TIME NEEDED: 20 MINUTES

ACTIVITY 
Throughout our lives, we will encounter situations which require us to make decisions, to choose among alternatives. It is very important for leaders to have good decision-making skills. Today’s activity will help us learn a method for making wise decisions.

Who can define the word “decision” for me?

A decision is when you have to make a choice between two or more things. All of us face many decisions every day. Some of our decisions are better than others. What decisions did you have to make today? Start with when you woke up.

What steps were involved when the decision was made? What did you do first? How did you decide what to do?
Our problems in life cannot be solved by other people, but only by using a proven process. All problems or situations need to be thought through. A process known as decision making is how we look at a problem and try to find a workable answer.

There is a process for making a good decision. It is called the SOCS method. SOCS consists of four steps that help people make good decisions. Let’s study the steps. We’ll go through each step. For example, in the first step, we need to be clear in our mind what the problem or situation is.

Let’s take an example of a group of 4 people who are all very hungry. They have decided that they want to go to a restaurant to eat. Before they get into a car to go, they must decide where to eat, who will drive, and how long it will take. These decisions must be made before any action can be taken.

Today, you will need to work with a partner. You may find a partner whose middle name begins with a different letter from yours.

I am giving each of you a sheet of paper with the SOCS decision-making steps on it. Think of some decision you will be making and outline the steps and determine the best way of carrying out the decision. You will work with your partners to complete the task.

**DIALOG FOR CRITICAL THINKING:**

Now, let’s see what we learned.

1. Why are quick decisions not always the wisest decisions?
2. What were the most difficult steps in decision making?
3. How can this activity help you in the decision-making process?

**GOING FURTHER:**

Share your new method of decision making with your family members.

**REFERENCES:**

Adapted from 4-H CARES, Marcia McFarland, Kansas State University

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

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

Name __________________________
Newspaper Goals
Managing - Goals
Leadership, Level IV

What Members Will Learn...

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

ABOUT THEMSELVES:
How to differentiate between needs and wants.
How to identify goal examples.

Materials Needed:
Adult or older 4-H’ers to assist with activities
Several current newspapers
Completed poster, “Identify Goals”
  A goal can be a need or a want.
  Goals can be a need, because they are things you must have to live, such as food to eat.
  Goals can be wants, because they are things you would like to have, such as a new pair of jeans with special stitching.

ACTIVITY TIME NEEDED: 20 MINUTES

Leader Notes

Review last lesson.
Hang completed poster, “Identify Goals.”
Refer to poster as appropriate.

ACTIVITY

Who can tell me what we did at our last meeting? (Pause) That’s right. We learned about decision making. What can you tell me about the decision-making method we learned? Yes, it was the SOCS method. Have you used it in your decision-making since we talked about it?

Leaders need to know about setting goals, too. Today, we are going to practice some goal-setting with our group. When you decide you are willing to work to get or to do something, you set a goal. A goal can be a need or a want. Some goals are needs, because they are things you must have to live, such as food to eat.

Other goals are wants, because they are things you would like to have but are not always necessary, such as a new pair of jeans with special stitching.
In order to practice goal setting, we’ll be working in small groups so count off in _____’s. Then, get in your groups and take a seat.

We are going to see what goals we can identify from newspaper articles. I am giving each group a newspaper, a summary sheet, and a pencil.

Find articles to read and determine any goals you find expressed in the articles. Identify which groups or individuals have the goals.

Beside each goal, identify which goals are based on wants and which ones on needs.

Would anyone like to share with the group what goals they found?

**DIALOG FOR CRITICAL THINKING:**
Let’s discuss what we’ve discovered.
1. Were most of the goals needs or wants?
2. What words helped you to identify what the goals were?
3. What goals do you have that are wants?
4. What goals do you have that are needs?
5. How do people get others to accept their goals and work toward them?

**GOING FURTHER:**
Talk with your family members about your goals.

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

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

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

List the goals you have found mentioned in newspaper articles. Beside each goal list the individual or group who has that goal.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Person(s) with goal</th>
</tr>
</thead>
</table>

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

3-Leadership, Level IV, Newspaper Goals
Relaxation Bingo

Working With Groups - Needs
Leadership, Level IV

What Members Will Learn...

ABOUT THE PROJECT:
Each of us needs time for relaxation activities. Participation in tension-relieving activities permits us to keep a balance of work and play in our lives.

ABOUT THEMSELVES:
They will identify relaxation activities.
They will identify those relaxation activities which can be shared with other members.

Materials Needed:
Adult or older 4-H’ers to assist with activities.
Handout, “Relaxation Bingo Card,” and a pencil for each member.

ACTIVITY TIME NEEDED: 20 MINUTES

<table>
<thead>
<tr>
<th>Leader Notes</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review past lessons. Allow time for responses.</td>
<td>What are some of the topics we have worked on in our leadership project? How many of them can you name? (Pause) We’ve had a chance to get to know ourselves and others during our meetings. We’ve had a chance to know our strengths and to know others’ abilities, and, now, it’s time for you leaders to consider an important part of leadership that we have not talked about.</td>
</tr>
<tr>
<td>Give each member a copy of “Relaxation Bingo” and a pencil.</td>
<td>It’s relaxation! It is important that we keep a balance of work and play in our lives. Of course, some people work too much, and some people play too much. Finding the proper balance is important.</td>
</tr>
<tr>
<td>Assist the members, as needed. Observe progress and stop when most are finished or interest wanes.</td>
<td>Today, we will be working individually within our group. Today is Bingo day. I am giving each of you a copy of “Relaxation Bingo” and a pencil. Let’s go over the instructions. Before we start, everyone is to circulate and ask one another what tension-relieving activities they enjoy.</td>
</tr>
<tr>
<td></td>
<td>Find someone here who participates regularly in at least one of the activities listed on the Bingo sheet. Ask him/her to sign in the appropriate boxes. Try to find a different person for each activity. Fill in the center square with your favorite relaxation activity.</td>
</tr>
</tbody>
</table>
DIALOG FOR CRITICAL THINKING:
Now that we’ve finished, let’s see what we found out.
1. Were there others who shared your hobbies?
2. What new things did you learn about others?
3. How could this help you better relax?
4. Why do we need to relax?

GOING FURTHER:
Talk with your family members about relaxation activities.

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

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

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

Find someone here who participates in each of these activities regularly as a means of relaxation. Ask them to sign their names in the appropriate boxes. Try to find a different person for each activity. Fill in the center square with your favorite relaxation activity.

<table>
<thead>
<tr>
<th>keeps a journal, diary or notebook</th>
<th>rides a bike or motorcycle</th>
<th>swims, uses a hot tub, steam-room or sauna</th>
<th>spends time in the woods, mountains, desert or beach</th>
<th>plays a musical instrument or sings</th>
</tr>
</thead>
<tbody>
<tr>
<td>plays with children or animals</td>
<td>runs, jogs or takes long walks</td>
<td>works in the yard or garden</td>
<td>takes naps or sunbathes</td>
<td>practices a martial art</td>
</tr>
<tr>
<td>spends time in the park</td>
<td>eats only natural, healthy food</td>
<td>your favorite</td>
<td>meditates regularly</td>
<td>does deep breathing exercises</td>
</tr>
<tr>
<td>listens to quiet music</td>
<td>enjoys an aerobic sport</td>
<td>enjoys a craft or manual hobby</td>
<td>goes hiking or camping</td>
<td>enjoys a snow or water sport</td>
</tr>
<tr>
<td>practices yoga</td>
<td>gets and/or gives massages</td>
<td>reads</td>
<td>attends theatre, concerts or shows</td>
<td>practices dancing gymnastics</td>
</tr>
</tbody>
</table>

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

3-Leadership, Level IV, Relaxation Bingo
What Members Will Learn...

ABOUT THE PROJECT:
Learning activities give members a chance to explore their feelings and how they acquired them. Members should be as open and honest about feelings as they can.

ABOUT THEMSELVES:
They will make an effort to understand, accept, and respond with empathy to the feelings of others.

Materials Needed:
Adult or older 4-H'er to assist with activities and lesson
Handout, “Human Emotions,” and a pencil for each member

ACTIVITY TIME NEEDED: 20 MINUTES

If we are going to be leaders, we must look at the skills we need to develop. One of the skills that a leader needs is to be able to understand himself/herself and his/her feelings.

Today, we will have an activity that will help us look at how we would feel in certain situations. In order to do that, we will work in small groups. Please count off in two’s and get into small groups.

I am giving each of you a copy of “Human Emotions” and a pencil.

Within your small group, you are to describe how you would feel in the situations printed on your handout. Use only one word for your response. For instance, the first question asks, “How would you feel if the school just won the football championship?” You should respond with just one word. Perhaps the word would be happy, thrilled, or some other word. Try to use words that describe your feelings as precisely as possible. Now, you may respond to the statements and compare your answers with your group.

DIALOG FOR CRITICAL THINKING:
Let’s discuss what we’ve discovered.
1. How many different feeling words did you use?
2. Was it difficult to choose different words to describe different feelings?
3. How would these situations affect you if they were real?
4. What other words could be used?
5. How were your reactions different from someone else’s?
6. What other ways could someone react to each situation?
7. Why don’t we all react with the same emotions?

GOING FURTHER:
Talk with your family members about your feelings in response to the printed discussions.

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
Human Emotions

Using only one word, describe how you would feel in the following situations. Try to use words that describe your feelings as precisely as possible.

... The school just won the football championship.

... You missed getting an “A” (by one point) on a test for which you studied very hard.

... You found out your best friend said something untrue about you.

... Someone you cared about suddenly died.

... You said something untrue about another person which got him or her in trouble, but you didn’t intend for that to happen.

... In one hour, you have to present a speech to the entire student body at school.

... You get to spend your birthday with your neighbors.

... You community presented you with the “Outstanding Citizen” award.

... Your parents gave your sister a surprise party for her birthday at her favorite pizza place and gave you a $1.00 gift certificate from McDonalds.

... For two hours, you’ve been listening to your principal speak about discipline.
My Human Resources

Understanding Self-disclosure
Leadership, Level IV

What Members Will Learn...

ABOUT THE PROJECT:
By understanding yourself, you develop a better knowledge of who you are and what is important to you.

ABOUT THEMSELVES:
Members will identify their own human resources.
Members will decide what resources they need or wish to acquire.
Members will learn to tell the difference between skills and talents.

Materials Needed:
Adult or older 4-H'er to assist with activities and lesson
Handout, “An Inventory Of My Human Resources,” for each member
Pencil for each member
Newsprint
Felt-tipped marker
Masking tape
Completed “My Human Resources” poster

ACTIVITY TIME NEEDED: 25 MINUTES

Leader Notes

Review last meeting.

Write “Human Resources” on newsprint.
Write responses on paper. Encourage someone else to do the writing.Write T for Talent and S for skills by the responses given.
Hang poster, “My Human Resources.”
TALENT - Natural abilities (talents act as guidelines for developing skills)
mathematical ability, musical ability, athletic ability, getting along with people.
SKILLS - specific abilities to develop

ACTIVITY

Who can tell me what we talked about at our last meeting? (Pause) That’s right, we talked about understanding ourselves. We also looked at how we would react in varying situations.

By knowing how we as individuals react, we can better understand how others react. This understanding is an important skill for leaders.

Leaders also need to know about their individual resources. Human resources is another name for these individual resources. There are two types of human resources, talent and skills.

What are some individual resources we may have?

Let’s list them on the newsprint.

Let’s identify which of the resources you named are talent and which are skills.

I am giving each member a copy of “My Human Resources” and a pencil.
Each member will list her/his own human resources. Then you may decide what resources you need or wish to acquire. Review the “Guidelines for Deciding about New Skills” to help you with this.

DIALOG FOR CRITICAL THINKING:
Now that you’re finished, let’s check on our feelings.
1. What was the most difficult in taking your personal resource inventory?
2. What are the differences between talents and skills?
3. How will you go about developing new skills?

GOING FURTHER:
Talk with your family members about your “Inventory of My Human Resources.”

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

Leader Notes
(playing the piano, programming a computer, typing, repairing a motor.)
Give each member a copy of “My Human Resources” and a pencil.
Assist the members, as needed.
Allow about ten minutes.
Ask these questions to determine how members did.

Remind members to talk with their family members about their inventory of “My Human Resources.”
An Inventory of My Human Resources
Definitions

TALENTS
Natural abilities
(Talents act as guidelines for developing skills)
Examples:
- mathematical ability
- musical ability
- athletic ability
- getting along with people

SKILLS
Specific abilities to develop
Examples:
- playing the piano
- programming a computer
- typing
- repairing a motor

GUIDELINES FOR DECIDING ABOUT NEW SKILLS
Can I use it in a job?
Will people pay me to teach them?
Will the skill be useful throughout life?
Do I like to do it?
Will it help me have new experiences?
What skills will I need in future years?

You may list your talents and skills in the space below.

<table>
<thead>
<tr>
<th>TALENTS</th>
<th>SKILLS</th>
</tr>
</thead>
</table>

NEW SKILLS I WOULD LIKE TO ACQUIRE:
Roundtable Topics

Communicating - verbal
Leadership, Level IV

What Members Will Learn...

ABOUT THE PROJECT:
Communication is an exchange of information—both giving and receiving. Talking, listening, reading and understanding, face and body movement are all communication skills you use every day.

ABOUT THEMSELVES:
They can identify the important ingredients in a good discussion.

Materials needed:
Adult or older 4-H'er to assist with activities
Poster “Suggested Topics to Discuss”

Your favorite place
Something you’ve repaired
What do you do when you’re angry?
What do you do when you’re sad?
What makes you sad?
What things make you happy, and how do you show your happiness?

Newsprint
Felt-tipped markers

ACTIVITY TIME NEEDED: 20 MINUTES

Leader Notes

Write “Communication” on newsprint.
Write member responses.

ACTIVITY

If we are going to be leaders, we need to be good communicators. Remember, communication is the exchange of information, and all communications require a sender and a receiver. There are various ways to send messages. Can you name some?

Today, we’ll have a chance to practice one form of communication—verbal communication—in the form of a discussion. Who can tell me something about a discussion? Okay, a discussion is consideration of a question or issue in an open and, usually, informal debate.

What would be some ingredients of a discussion?

Now that we’ve identified the ingredients of a discussion, let’s discuss something.

Let’s count off, so that there will be several small groups. Count off in ___’s.
Each group can select a topic to discuss from the poster I’ve put up, or you may select one of your own.

The things we want to do are: agree on a topic(s), discuss the topic, and have each member participate.

**DIALOG FOR CRITICAL THINKING:**
Hopefully, your group had a good discussion. Now, let’s see what we learned.
1. What topics were easiest to get a discussion started?
2. Did most members of the group participate?
3. How well were you able to stay with the topics?
4. How can you improve discussions in the future?
5. What other topics would be good to discuss in the future?
6. What are the important ingredients of a good discussion?

**GOING FURTHER:**
Talk with your family members about discussions and their value.

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

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

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

ABOUT THE PROJECT:
Communication is the exchange of ideas or information. A good communicator must have skills both in sending good messages and receiving others’ messages.

ABOUT THEMSELVES:
They will learn how to send and receive messages more effectively. They will learn what their communication behavior is.

Materials Needed:
Adult or older 4-H’ers to assist with activities
Handout, “Your Communication Behavior,” and a pencil for each member

ACTIVITY TIME NEEDED: 20 MINUTES

Leader Notes

Review last meeting.

Allow time for responses.

Give each member a copy of “Your Communication Behavior” and a pencil.

ACTIVITY

Who can tell me about our last meeting? (Pause) Okay, we talked about discussion. What are the ingredients in a discussion? (Pause) We talked about several—they were people, topic, place, time, and interest. Where have you had a chance to practice your discussion skills? (Pause) Leaders need to have discussion skills to be successful.

Today, we will have an activity about communication behavior. I am giving each member a copy of a handout called “Your Communication Behavior.”

Let’s go over your handout so you will be ready to complete it. The first question asks, “If I, as a group chairperson, were giving a set of instructions and the other group members sat quietly with blank faces, I would: (check one)

_____ present instructions clearly and precisely and then move on.

or

_____ encourage members to ask questions until I was sure that all understood what they were supposed to do.

Select the response which reflects most accurately what you would do. There are several questions which ask you to indicate your answer on a scale of 1 (never) to 5 (always). If you understand, go ahead. If not, ask for clarification.

1-Leadership, Level IV, Communication Behavior
DIALOG FOR CRITICAL THINKING:
Okay, let’s review what we’ve discussed and done.
1. What is your communication behavior like in a group?
2. How would you describe your communication action?
3. How was the way others communicated like yours or not like yours?

GOING FURTHER:
Talk with your family members about your communication behavior survey.

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

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

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

1) If I, as a group chairperson, were giving a set of instructions, and the other group members sat quietly with blank faces, I would: (check one)
   ___ present instructions clearly and precisely and then move on.
   ___ encourage members to ask questions until I was sure that all understood what they were supposed to do.

2) If the group chairperson gave a set of instructions to the group that I did not understand, I would:
   ___ keep silent and later ask a group member what the chairperson meant.
   ___ immediately ask the chairperson to repeat the instructions and answer my questions until I was sure I understood what he or she wanted me to do.

3) How often would you let other group members know when you liked or approved of something they said or did: (circle)
   Never    1    2    3    4    5    Always

4) How often would you let other group members know when you felt irritated, impatient, embarrassed by, or disagreed with something they said or did?
   Never    1    2    3    4    5    Always

5) How often do you check out what other group members are feeling and how they are reacting rather than assuming that you know?
   Never    1    2    3    4    5    Always

6) How often do you encourage other group members to let you know how they are reacting to your behavior and actions in the group?
   Never    1    2    3    4    5    Always

7) How often do you check to make sure your understand what other group members mean before agreeing or disagreeing?
   Never    1    2    3    4    5    Always

8) How often do your paraphrase or restate what other members have said before responding?
   Never    1    2    3    4    5    Always

9) How often do you keep your thoughts, ideas, feelings, and reactions to yourself in group sessions?
   Never    1    2    3    4    5    Always

10) How often do you make sure that all information you have about a current topic of discussion is known to the rest of the group?
    Never    1    2    3    4    5    Always
Test for Closeness

Gettings Along With Others - Caring Leadership, Level IV

What Members Will Learn . . .

ABOUT THE PROJECT:
As a leader, a person needs to gain the trust and support of people in his/her group. Skills in meeting, accepting, caring, and trusting are necessary in building teamwork.

ABOUT THEMSELVES:
Members will identify skills in meeting, accepting, and trusting others. Members will define personal closeness.

Materials Needed:
Adult or older 4-H’ers to assist with activities
Tape measure or yard stick
15” piece of string (3 or 4)

ACTIVITY TIME NEEDED: 10 MINUTES

Leader Notes

Review last meeting.

Allow time for responses.

This is a critical concept, so watch for clues that it is being understood.

Allow time for members to select a partner.

Have a string or some other item that is 15 inches long that partners can use to determine how far apart to stand to begin, or, perhaps you could put marks of some kind on the floor

ACTIVITY

At our last meeting, we worked as a group on a survey about our communication behavior. What did you find out about your and others’ communication behavior? (Pause) We did find out that a leader needs to have good communication skills, didn’t we?

Today, we will learn about personal space.

The world in which people live is within their minds. Everything that happens in the world around them is interpreted in their minds in terms of their past experience. Since their experiences are unique to them, the way they interpret what is happening is unique (one of a kind).

People even differ in the closeness to a partner in verbal exchange that they find comfortable. A person may be able to discover the differences in personal space desired for normal conversation through using this exercise.

You will need a partner, so try to select a person who is wearing a different color of shoes from you.

Now that you have a partner, let me explain what we’ll do. Each pair stands about 15 inches apart, and begins a conversation. As the conversation proceeds, Partner A backs slowly away until she/he reaches the right distance to make conversation comfortable for himself/herself. “A” stops
at this spot, and the distance between “A” and “B” is measured with a tape measure or yardstick.

This experience is repeated with Partner “B” moving forward to the 15 inch spot and then backing away to the comfort spot. The partners’ distance preferences almost always vary. There is a minimum and maximum distance for most people. Too close and they feel engulfed, too distant and they feel rejected.

Now, if everyone understands, let’s give it a try. Talk about something that happened today or yesterday and how you felt about it.

**DIALOG FOR CRITICAL THINKING:**
Okay, let’s see what we found out.
1. How did you feel at the beginning of the conversation with your partner?
2. What surprised you about the distances people need in conversations?
3. What difference will this make as you talk with people?

**GOING FURTHER:**
Talk with your family members about your “Test for Closeness,” and see if they are aware of personal space.

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

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

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

Allow 5-10 minutes, if necessary. Assist the partner, as needed. Call a halt when everyone has had a chance to determine his/her “comfort” distance.

Discuss what adjustments will need to be made if “partners” in a conversation have different “comfort” distances.

Remind members to talk with their family members about their “Test for Closeness,” and see if they are aware of personal space.
Learning Techniques

Leadership, Level IV

What Members Will Learn...

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

ABOUT THEMSELVES:
They will explore ideas or attitudes that block learning and creative thinking.
They will explore different learning techniques.
They will identify the ways they like to learn.

Materials Needed:
Adult or older 4-H' er to assist with activities.
Handout, “Learning Techniques,” and a pencil for each member.
Completed poster, “Learning Techniques.”

ACTIVITY TIME NEEDED: 15 MINUTES

ACTIVITY

As we work toward becoming leaders, we need to develop skills in getting along with people and gaining knowledge to help us adapt to change.
Learning is essential for survival in a changing society.

We can be better learners when we become aware of our areas of competence or ability. To help you understand more about how you learn, we’ll look at what some learning techniques are.

I am giving each of you a copy of a “Learning Techniques” worksheet and a pencil. Let’s go over the directions, so you can complete the chart.

The first learning technique is “Interviewing Individuals.” Using the codes, place an X in a column after each learning technique which you feel best describes your level of competence or ability. Then, go on with the rest of the list.

DIALOG FOR CRITICAL THINKING:
Now, let’s discuss how we feel about our learning patterns.
1. At what level are your abilities at this point?
2. What activities can you plan or get involved in to help you with the A’s, B’s, or C’s?

I-Leadership, Level IV, Learning Techniques
3. What would be the benefits of feeling confident in using more teaching techniques?
4. How would these skills help you as a leader?

GOING FURTHER:
Talk with your family members and discuss ways in which you could practice some teaching techniques with them.

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

Remind members to talk with their family members about ways in which they could practice some teaching techniques with them.
Learning Techniques

Using the codes below, place an A in a column after each learning technique which you feel best describes your level of competence for each.

A: I have no knowledge of this technique
B: I know what the technique is, but I have never been a part of a group in which it was used.
C: I have participated in this technique but never as a leader.
D: I have used this technique when leading groups.
E: I feel comfortable using this technique.

<table>
<thead>
<tr>
<th>Learning Technique</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewing Individuals</td>
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<tr>
<td>Interviewing Groups</td>
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<tr>
<td>Leading Discussions</td>
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<td>Setting Up Role Plays</td>
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<td>Leading a Learning Exercise</td>
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<td>Increasing Participation</td>
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<td>Telling Stories</td>
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<td>Leading Group Games</td>
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<tr>
<td>Helping Individuals Feel Comfortable</td>
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<tr>
<td>Solving Interpersonal Problems</td>
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<tr>
<td>Guiding Groups to Decisions</td>
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<tr>
<td>Meeting Parents</td>
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3-Leadership, Level IV, Learning Techniques
One-for-one Tradeoff

Managing - Planning
Leadership, Level IV

What Members Will Learn . . .

ABOUT THE PROJECT:
Once you choose a goal, you usually find that more than one resource may be needed to reach the goal. It is also possible to substitute one resource for another and still reach the goal.

ABOUT THEMSELVES:
They can use resources at hand to reach a goal.

Materials Needed:
Adult or older 4-H'er to assist with activities
Newsprint for each small group
Felt-tipped markers
Masking tape
Completed poster, “One-for-one Tradeoff”
   Going on a picnic with three friends
   Obtaining a musical instrument
   Getting new clothes for school
   Attending an important sports event in another city
   Having a place to study and work on hobbies

ACTIVITY TIME NEEDED: 15 MINUTES

Leader Notes

ACTIVITY

Leaders need to be good managers, and planning is part of managing. Today, we are going to have an activity that will help us look at planning to reach a goal.

Once you choose a goal, you usually find that more than one resource may be needed to reach the goal. You also find that you can usually substitute one resource for another and still reach the goal.

For example, your goal might be to give your best friend a gift for his or her birthday next week. If you decided to buy the gift, money would be an important resource that you would use, but you could give your friend a gift without buying it. If you decided to make the gift, you might decided to substitute other resources in place of money. You might choose to use resources of skill and knowledge and resources of time and materials to make the gift.
You have more resources than you may think to use in reaching a goal, if you consider all the different or alternative resources available and how you can substitute one resource for another.

Now, in order to practice our planning skills, and our use of resources, we need to count off in two’s.

I am giving each group some newsprint and a felt-tipped marker. Your group will select one of the goals listed on the poster I am hanging up and plan the important resources you would need to achieve the goal.

Write the resources on the newsprint. Select the two most important resources and star them. Then, imagine that for some reason you could not get these two important resources. What other resources could you use instead to reach the goal?

**DIALOG FOR CRITICAL THINKING:**
Now, let’s see what we’ve learned.
1. Which resources are more easily substituted for one another?
2. What differences might occur in the goal accomplishment when resources are substituted?
3. What resources could be developed that may benefit you in reaching future goals?

**GOING FURTHER:**
Talk with your family members about resource substitution.
See if you can use this information to help you achieve some resource substitution in your goals.

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

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

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

Review the last meeting.
Allow time for responses.
Move the furniture, so there is a wide, open space. Have the members stand in the middle of the room.
Point to the areas of the room.
Suggested “Truly You” statements:
I have fun in meetings. I accept other points of view. I enjoy people more than tasks. I believe in planning before action.
I control my temper. People are important. I am patient with others. I choose my friends carefully. I get tasks done quickly. I believe every day is a new day. I like to organize things. I like to encourage others. My life has purpose. I can express my feelings. I am a good listener. I judge others by their clothes. I like to be close to people. I start things.
Do 6-8 statements. Assist the members as needed.

ACTIVITY

What can you tell me about our last meeting? (Pause) Yes, we talked about goals, and we also talked about substitution of resources. What do we mean by that phrase? (Pause) How could knowing about substitution of resources help us as leaders? (Pause)

As leaders, we also need to be familiar with how groups work and how individuals contribute to a group. Today, we will be having a group activity. We will move the furniture, so there is a wide, open space. You will stand in the middle of the room.

The space in one end of the room represents “Truly Like You,” and the other end is “Unlike You.” I will make a statement, and you are to move to a place between the two ends that fits how you feel about the statement. If you feel the statement exactly describes you, you’ll be way down on the “Truly Like You” end, and, if you feel it is not like you at all, you’ll be on the other end. Anything else is somewhere in between.

As an example:

“I like sweets”

X_________________________X

Truly You__Unlike You

Truly You
Working With Groups - Needs Leadership, Level IV

What Members Will Learn... About the Project:
Members bring their needs and motivation into a group. It is helpful to explore the effect these needs and motivation have on group environment.

About Themselves:
Awareness of their needs in group environment. How they as individual members contribute to the group.

Materials Needed:
Adult or older 4-H’er to assist with activities

ACTIVITY TIME NEEDED: 15 MINUTES

I-Leadership, Level IV, Truly You
DIALOG FOR CRITICAL THINKING:
Let’s see what we’ve learned.
1. What did you learn about others in this exercise?
2. What did you learn about yourself?
3. How does knowing about other group members help group members function?
4. How does knowing about other group members help them?

GOING FURTHER:
Talk with your family members about the “Truly You” statements.

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:
You need to know what is important to you, because those items will influence most of the decisions you will make.

ABOUT THEMSELVES:
They will develop an understanding of why some things are important to one person and not to another person.
They will learn to be accepting of others' values

Materials needed:
Adult to assist with activities
3" x 5" file cards
Pencils or felt-tipped markers

ACTIVITY TIME NEEDED: 20 MINUTES

ACTIVITY

Welcome to your Leadership Project. Leadership involves getting things done with the help of other people. Leaders influence others' actions, as individuals or in groups.

People require a variety of skills to be effective leaders. These leadership skills are developed and expanded throughout a lifetime. Leaders need to start with a good understanding of and confidence in themselves and what's important to them.

Because of that, we are going to do an activity today that will give us an opportunity to learn more about ourselves, by deciding some of the things that have meaning to us. Maybe it is a dream or a goal, or maybe, a need or a want.

We are going to imagine that a box has been delivered to your home. It is a magic box that can be any size and can contain anything you want it to.

As soon as you receive the card that is being passed to you, you may write down what your individual box contains. It should be something you want or need. You do not need to sign your card. When you have finished, I will collect the cards.

Give the members a 3" x 5" file card and pencil.
Allow about 5 minutes. Collect the cards as members finish.
Now, in order to let you know what is important to others, we will shuffle the cards, and then have each of you draw one of the cards.

Now, let's take turns reading the cards aloud to the group. Think about what is being said and see if you can relate to it, or if it is foreign to you.

Once the cards have been read, we'll discuss the significance of what was said.

**DIALOG FOR CRITICAL THINKING:**
Okay! Now, let's ask ourselves some questions.
1. Why are some things important to one and not to another? In what ways do each of the things suggested have more than one value?
2. How do we often judge another's values by our own?
3. In what ways can we be more accepting of others' values?
4. What can we gain by interacting with people whose values differ from ours?

**GOING FURTHER:**
Share with your family members about your “Magic Box” and what you had in it.

**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

Shuffle the cards, and let each member draw one and read it aloud.

Allow time for members to share what was written on the cards with the other members. If no one volunteers, call on someone to read the card.

Encourage members to share with their family members about their “Magic Box” and what they had in it.
Leader Notes

Review previous lesson.

Allow time for members to reply.

Allow time for the group to assemble.

Read the sample choices and point to the areas of the room with each choice.

SAMPLE CHOICES:
Are you more like a ping-pong paddle or a ping-pong ball?
...roller skate or pogo stick?
...breakfast or dinner?
...sun or moon?
...summer or winter?
...president or secretary?
...follower or leader?

What Are You Like?

Understanding Self - Values
Leadership, Level IV

What Members Will Learn...

ABOUT THE PROJECT:
By understanding yourself, you develop a better knowledge of who you are and what is important to you.

ABOUT THEMSELVES:
Members will become aware that different situations affect how they act or the decisions they make.
Members will become aware of the things they have in common with other members.
Members will identify life experiences that influence their choices.

Materials Needed:
Adult to assist with activities

ACTIVITY TIME NEEDED: 15 MINUTES

ACTIVITY

At our last meeting, we each decided the things we wanted in our “Magic Box.” We included items that meant something to us as individuals. What did you learn about yourself by finding out what you would include in your “Magic Box?” (Pause) It is important that we understand ourselves, if we are to be leaders, so we’ll do an activity today that will provide us an opportunity to find out “What We Are Like.”

All members need to stand in the center of the room. Now, I am going to ask you a series of questions in which you will need to make choices and, based on your choice, you will move in the direction I indicate. I am going to ask a trial question. “Are you more like a Volkswagen or a Cadillac?” As I ask it, I will point to one side of the room for the Volkswagen and another side for the Cadillac. You may decide which choice, “Volkswagen or Cadillac,” you identify with the most and stand on that side of the room. When you’ve made your choice, you should find a partner on the side you have chosen and briefly discuss, with the partner, the reason for the choice.

Everyone then return to the center of the room for me to give another “What Are You Like?” You can again choose between the two alternatives by moving to the appropriate side of the room. You should try to find a new discussion partner for each time, if possible. Okay, here we go.
DIALOG FOR CRITICAL THINKING:
Now, let’s consider some questions about why we make the choices we make.
1. How do different situations affect how you act or the decision you make?
2. In what ways could this change in one year?
3. What things did you find you had in common with others?
4. What in your life experience do you think influences your choices?

GOING FURTHER:
You may want to try this activity with your family.

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
My Favorite Things
Understanding Self - Values
Leadership, Level IV

What Members Will Learn... 

ABOUT THE PROJECT:
By working at understanding ourselves, we develop a better understanding of who we are and what is important to us.

ABOUT THEMSELVES:
Members will identify the things they do well.
Members will develop ways in which they can share their talents with other club members.

Materials needed:
Adult to assist with activities
3" x 5" file card and a pencil for each member
Felt-tipped markers
Straight pins

ACTIVITY TIME NEEDED: 15 MINUTES

ACTIVITY

Who can tell me what we learned at our last meeting? (Pause) Yes, we want to get to know ourselves. Why is it important that leaders know themselves? (Pause) If we, as leaders, know ourselves, we know our strengths and abilities. As a leader, it is also helpful for us to be able to recognize other people’s strengths and abilities.

It is also important that leaders know the things they as individuals are good at. We all have strengths and it is important to recognize them.

Today will give us an opportunity to share some of your strong points. We’ll do an activity to help us do that.

We are handing each of you a 3" x 5" card and a felt-tipped pen. Write or print your name at the top. Then, write three or four things you do well around your name. Next, decide which thing you are best at doing, and write that in bigger letters in the middle of the card.

Now that you have completed your name tags, pin them on or use masking tape to hold them. Next, walk around the room, read name tags, and exchange information about the things you like to do and what you do best.

Lead Notes

Review previous lesson.

Give each member a 3" x 5" card and a felt-tipped pen to make a name tag. Allow about 5 minutes. Assist the members as needed.
DIALOG FOR CRITICAL THINKING:
Now that you've had a chance to share, let's discuss what all this means.
1. Is it hard to write and talk about what we do best?
2. In what ways do we put ourselves down?
3. How could we make it easier to discuss our good qualities?
4. In what ways can we show we have good qualities or talents?

GOING FURTHER:
You may want to talk with your family members about the name card on which you wrote the things you do best and invite them to try the same thing as a family.

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

Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU
Reviewed by: Errol G. Burns, Extension Specialist, 4-H, KSU
A Lifetime
Understanding Self - Goals
Leadership, Level IV

What Members Will Learn...

ABOUT THE PROJECT:
Young adults need the ability to decide on their goals. In order to choose the best method to reach a goal, one can visualize the goal.

ABOUT THEMSELVES:
Members will make a plan for their lifetime.
Members will list short-term and long-term goals for their lifetime.

Materials Needed:
Adult to assist with activities
Handout, “A Lifetime,” and a pencil for each member
Rulers - several
Completed poster, “A Lifetime”
(You may use yours or some national figure’s)

ACTIVITY TIME NEEDED: 20 MINUTES

ACTIVITY

At our last meeting, we talked about knowing our abilities and strengths. How did it make you feel to be able to share those things you do well with your club members? (Pause) How can that knowledge help you as a leader? (Pause)

If we are going to be leaders, we need to think about what we are going to do in our lifetime. Each of us has one lifetime to accomplish what we want to do. The number of years may not be the same, but in the United States, a person’s average life expectancy is more than 70 years. Barring things beyond our control, we can hope to have that much time to accomplish what we want to do.

Today, we will be planning our “Lifetime.” Each of you is getting a copy of a worksheet and a pencil. I’ll go over the directions, so you are clear in your mind what needs to be done.

1. Draw a line across your paper. You may turn your paper sideways.
2. Divide the line into seven equal segments. (There are rulers in case you need them.) Each segment represents 10 years of life.
3. Write your birth date above the dot on the left. Add 70 years to your birth date and write that date above the right dot. This is the approximate date of your death. Find the place on the line that represents the current year and place a dot there.

1-Leadership, Level IV, A Lifetime
4. Think of what you have done in your life so far, and imagine where that fits on your life line. Write important things that have happened in your life at the correct place on the line.

5. Now, sit back and study your life line.

6. Next, consider what you want to do before your life is over. Where will these things fit on your life line? Write them in on your line. Think about what you will need to do to help make these things happen.

7. Write down the short-term goals you will need to accomplish in order to achieve your lifetime goals.

DIALOG FOR CRITICAL THINKING:
Now, let’s see what we’ve learned.

1. What feelings do you get when you look at your life line?
2. How do your life goals fit into the discussion?
3. How will you be able to accomplish your goals?
4. What methods did you use to break down your plans into smaller steps that can be accomplished?
5. How can thinking about what you want to do in your whole life help you decide what’s important this year?
6. How can knowing what your goals are help you in leadership situations?

GOING FURTHER:
Share your “A Lifetime” with your family members, and ask your parent(s) to share lifetime goals and how well they have been accomplished.

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

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

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

BIRTHDATE

Won 2nd Grade Spelling Bee
Sasha died
Ran in St. Patrick's Day Race (1st in age division)
Got a new puppy, Chester
Started Middle School
First boyfriend, started high school
Made basketball team, went to State (2nd)
Graduated High School 1991 (current year)
Start college
Make 4.0 GPA
Graduate with honors, start Law School
Get married, finish Law School
Get job at prestigious firm, have first child
Become District Attorney
Have second child
Participate in many charities
Write a book on my success
Book makes best-seller's list
Take vacation in Europe
Win big case
Child graduates from high school
Child starts college
Get a cat
Second child graduates from high school
First child graduates from college
First child gets married
First grandchild is born
Second grandchild is born
Second child graduates
Second child travels world
Retire from law firm
Move to Florida
Second child gets married
Celebrate 40th Wedding Anniversary

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3-Leadership, Level IV, A Lifetime
Who Am I?

Understanding Self - Disclosure
Leadership, Level IV

What Members Will Learn . . .

ABOUT THE PROJECT:
Sharing is an essential part of leadership.

ABOUT THEMSELVES:
Members will identify things in their life that they are willing to share. Members will become aware that sharing with others help to make one more caring and understanding.

Materials Needed:
Adult to assist with activities
Newsprint
Felt-tipped markers and/or crayons
"Who Am I?" poster

ACTIVITY TIME NEEDED: 40 MINUTES

ACTIVITY

What did we learn about at our last meeting? (Pause) Yes, we learned about our lifetime, and we practiced some goal setting. As a leader, how will you be able to use goal-setting? (Pause)

Another aspect of leadership is caring. A caring leader works well with people and is an understanding individual. A caring leader will share his/her feelings; that is, he/she will show who he/she really is.

Our activity today will give us an opportunity to show on paper who we are and share it with others in the group. Each member of the group can take a sheet of newsprint and fold it in half. On the outside, you can draw something that will illustrate in some way how you think you look on the outside, or how others see you. On the inside, you are to draw something which tells what you think you are really like. I'll demonstrate how you fold the newsprint and where you make the drawings.

We'll hang a sample drawing for you to see. The newsprint, crayons and felt-tipped markers are at the work space. We’ll take about 20 minutes.
For those of you who will, we would like to have you share your drawings and describe why you did what you did. If you don’t feel comfortable, however, you may pass.

You may wish to post your pictures on the wall as each one is completed.

**DIALOG FOR CRITICAL THINKING:**
Now that the group members have shown and described their drawings, we can discuss your feelings and responses to the drawings and the information shared through them.

1. What kinds of things did most people share about themselves on the “outside sheet”?
2. How did what people shared on the “inside” surprise you?
3. What feelings do you have that were close to what others had?
4. How did this activity help you to understand yourself better?

**GOING FURTHER:**
Consider how your understanding of yourself will help you be more concerned about others.

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

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

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

After 20 to 30 minutes, reassemble the group to share the results of the drawings. Select one of the group who talks readily and ask him or her to describe the illustrations he or she has completed. Ask for volunteers, and listen and encourage members as they share the results of their drawings. Remember to be supportive of those members who may not want to share. Try to encourage those individuals to be supportive of the other members. After all group members who want to have shown and described their drawings, the group may discuss their drawings.

Some examples of comments are: “Now that you’ve told me that, I feel...”, “Here are some things I noticed in your drawing that also tells me something about you...” The explanation and discussion of the pictures may take up to 20 minutes.

Ask these questions to see what people learned from this activity.

Encourage members to consider how this exercise might help them be more concerned about others.

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*2-Leadership, Level IV, Who Am I?*
Personal Stressors and Copers

**Understanding Self - Stress Management**

*Leadership, Level IV*

What Members Will Learn...

ABOUT THE PROJECT:
Stress is an individual reaction. The way in which we react to it is up to us. We should respect the dangers of stress, as well as learn to harness its benefits.

ABOUT THEMSELVES:
Members will develop awareness of stressors in their lives. Members will develop awareness that stress can be a positive force in their lives.

Materials Needed:
- Adult to assist with activities
- Newsprint
- Felt-tipped markers

ACTIVITY TIME NEEDED: 20 MINUTES

**ACTIVITY**

Who can tell me what we learned at our last meeting? (Pause) Yes, we learned about ourselves through disclosure. Disclosure is another term for sharing. How can sharing help us as a leader? (Pause) Yes, the ability to share helps us to become more understanding.

As a leader, we may find stress in our life from time to time. Who can describe “stress”? Stress is our reaction to what is happening and is an individual reaction. We need to respect the dangers of stress and learn to harness its benefits, because it does have both effects.

Today, we will learn about the different stressors each of us has, and we will consider our coping skills.

We will be working with partners, so you need to find a partner who likes a vegetable that you do not.

Okay, let’s do an activity to help us. Each of you will take a sheet of newsprint. On the left side of the paper, list all your current stresses—all the big and all the little things that nag, worry, upset, or drain you in your...
life right now—all the situations, in and out of school, that are causing you to feel frustrated and/or tense. We’ll take about 5 minutes to do that, if you need it.

Now, share your list with your partner. After two minutes, each pair may choose one stressor they have in common and one that is unique to each partner—a total of three between the two of you.

Each pair may share their chosen common and individual stressors with the group.

Now, we’re going to shift our attention from the problem to the solution. Individually, make a second list on your newsprint. This time, write down your favorite coping technique, that is, what you do to get rid of the tension and frustration.

Now, share your coping skills with your partner. After two minutes, choose one skill you have in common and one unique to each partner for a total of three.

Each set of partners may share with the group their common and individual ways of coping with stress.

**DIALOG FOR CRITICAL THINKING:**

Now, let’s talk about what we’ve learned.

1. What surprised you about the stresses people face?
2. What coping skills did you have in common with others?
3. How can stress be a benefit to you?
4. How do you think you could use this information in your life?

**GOING FURTHER:**

You may want to discuss stresses and coping skills with your family members.

**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
**Stress Buffer Shield**  
*Understanding Self - Stress Management  
Leadership, Level IV*

**What Members Will Learn...**

**ABOUT THE PROJECT:**
Stress is with us every day. Our reaction to stress can be harmful to us. If we can develop our coping skills, we can change stress into a positive force.

**ABOUT THEMSELVES:**
Members will identify the types of stress.  
Members will become aware that our reaction to stress can be harmful to us.  
Members will identify things they can use to help change stress into a positive force.

**Materials Needed:**
Adult to assist with activities  
Newsprint  
Felt-tipped markers  
Completed poster, “Stress Buffer Shield”  
Handout, “Stress Buffer Shield” for each member

**ACTIVITY TIME NEEDED:** 20 MINUTES

**Leader Notes**
Place materials on work space. Review previous lesson.

Hang completed “Stress Buffer Shield.”

**Stress Buffer Shield Sections**
Life experiences - that have helped me and taught me to manage.  
My Support Networks - people who are friends when I need them.  
Attitudes/Beliefs - that help protect me or help me see things differently.  
Physical Self-Care Habits - that prepare me or help me get rid of tension.  
Action Skills - that I can use to change the situation.

**ACTIVITY**
At our last meeting we talked about stress and our coping skills. What other coping skills have you thought about or heard from others? We found out that stress is pretty universal, didn’t we? We also found out that coping skills can be pretty similar. If we are going to be leaders, we need to prepare ourselves to handle stress. The energy created by stress situations can be used to your advantage. For example, think about a time you were frightened and what you were able to do because of it. Now, in order to prepare ourselves to manage stress, we are going to develop a “stress buffer.” It is actually a shield and looks like this.

We will make one by putting together a list of things you can use to help you change stress into a positive force and avoid some problems.

You will need to think about the qualities you have or the things you do that make up your own personal stress buffers.
On your shield, you can write down these life experiences, support networks, attitudes, self-care habits, and action skills in the correct section of the shield. Does everyone understand the directions?

Would anyone like to share his or her “Stress Buffer Shield” with the group?

**DIALOG FOR CRITICAL THINKING:**

Now, let’s think together about what we might have learned.

1. How can the “stress buffer shield” help you with your stress?
2. What additional helps can you add after talking with others?
3. How could you use this in the future?

**GOING FURTHER:**

It might be fun to talk with your family members or friends about your “Stress Buffer Shield” and invite them to develop one of their own.

**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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**Leader Notes**

Give each member a copy of “Stress Buffer Shield.”
Assist the members, if needed.

Allow time for members to share.

After group members have shared their stress buffer shields, ask the “Dialog for Critical Thinking” questions.

Encourage the members to talk with their family members about their “Stress Buffer Shield.”

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2-Leadership, Level IV, Stress Buffer Shield
STRESS BUFFER SHIELD

LIFE EXPERIENCES

MY SUPPORT NETWORKS

ATTITUDES/BELIEFS

PHYSICAL SELF-CARE HABITS

ACTION SKILLS

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3-Leadership, Level IV, Stress Buffer Shield
Hear Those Words

Communicating - Listening
Leadership, Level IV

What Members Will Learn:

ABOUT THE PROJECT:
Often we say we are listening, but when asked to repeat information, we are unable to do so. Intensive listening, or trying to remember a majority of what is said, is a learned skill.

ABOUT THEMSELVES:
Members will identify listening skills.
Members will develop intensive listening skills.

Materials Needed:
Adult to assist with activities
File card and a pencil for each member

ACTIVITY TIME NEEDED: 15 MINUTES

How can you tell me about our Stress Buffer Shields? (Pause) How will they help you handle stress? (Pause) As a leader, you will find it helpful to have a method for dealing with stressful situations.

A leader also needs to know about communicating. You know, the majority of our communication time is spent listening. This is especially true for students. What are some of the ways in which you spend time listening? (Pause)

Okay, today we will learn about intensive listening. What do you think is meant by intensive listening? (Pause) Yes, it would include trying to remember a majority of what is said, and it is a learned skill. For our activity today, we will conduct an experiment, and each of you will need a 3" x 5" card and a pencil.

Often we say we are listening, but when asked to repeat information, we are unable to do so. Intensive listening, or trying to remember a majority of what is said, is a learned skill. It's not something you're born with. In order to test your listening ability, I am going to read several statements and questions. Listen carefully to each statement. Then, write down the answers to the questions I ask. The statements and questions will not be repeated. I will not give the answers until I have read all the questions and statements.
Is everyone ready?

1. Sandy was going to the zoo. She wanted to see the tigers, giraffes, bears, and elephants. She got to see the giraffes, monkeys, elephants, and tigers. Which animal did she not get to see? (Answer: Bears)

2. Listen carefully to these words: try, fry, cry, dry, and pry. What was the third word? (Answer: Cry)

3. Listen carefully to these names: Bill, Steve, Todd, Doug, Michael. Which name begins with T? (Answer: Todd)

4. Frank went to his friend’s house at 528 Seventh Street. They went swimming and had milk and cookies. What was the address of the house on Seventh Street? Was it 852, 528, or 285? (Answer: 528)

5. Jane went to the grocery store for her mother. She bought two cans of corn, four cans of peaches, and three cans of carrots. How many cans of corn did she buy? (Answer: two)

6. Steve was on the telephone committee of his club. He was asked to call Betty, June, Don, Sharla, and Tom to tell them about the meeting. He ran out of time and did not call the last two people on the list. Who did not find out about the meeting? (Answer: Sharla and Tom)

Give the correct answers and see who were the best listeners.

DIALOG FOR CRITICAL THINKING:
Now, let’s talk about our listening skills.

1. What portion of the group was able to answer all the questions correctly?
2. What causes most of us not to know the answers?
3. Were questions with number answers more difficult for some group members than others?
4. What types of information seemed harder or easier to absorb than others?
5. What could we do to listen better?

GOING FURTHER:
Try hard to listen more carefully to what other people say for this next week.

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 IV, Hear Those Words
Communication Patterns

Communicating - Verbal
Leadership, Level IV

What Members Will Learn...

ABOUT THE PROJECT:
We need to take stock of our oral, written, and nonverbal communication skills. Since many aspects of our lives involve communicating with others, always present yourself both verbally and nonverbally.

ABOUT THEMSELVES:
Members will become aware of their own communication style.
Members will become aware of others' communication styles.

Materials Needed:
Adult to assist with activities
Handout, “Communication Patterns,” and a pencil for each member

ACTIVITY TIME NEEDED: 15 MINUTES

ACTIVITY

Just for kicks, let’s find out how you feel you did at listening more carefully to those you had conversations with this past week.

This week we want to concentrate on our personal communication styles, for leaders need to be good communicators. What do we mean by communication? (Pause) Communication is the exchange of information, and we communicate daily with many people. Communication can be verbal or nonverbal.

Each of us communicates in certain ways with our friends, our family, and with new acquaintances. As you talk with your friends and/or your family, think about how you may change or improve the way you communicate with certain people.

Today, we will do an exercise that gives us the opportunity to look at the way we communicate with people we know. I am giving each of you a copy of “Communication Patterns” and a pencil.

Let’s go over the instructions, so it will be clear in your mind. First, write on the sheet of paper several names of people you know. Then, write a brief description of the most common way you communicate with them (openly, reservedly, on a first-name basis only, with respect, etc.). When
you are finished, we will share our answers with the group. Any ques-
tions? Okay, let’s do it.

Would anyone agree to be the first person to share his or her list with us?

**DIALOG FOR CRITICAL THINKING:**
Thanks for sharing. Now, let’s ask ourselves some questions.
1. How does the way you communicate vary depending on with whom
   you’re communicating?
2. Were there friends who communicated in ways different from you?
3. What did you learn by comparing information about your methods
   and your friends’ ways of communicating?
4. What ways of communicating that you don’t use often now might
   make you a better communicator if used more frequently.

**GOING FURTHER:**
Talk with your family members about ways in which we communicate
with others.

**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**
When everyone has finished, have members share their responses.

After lists have been compared, discuss the critical thinking questions.

Remind members to talk with their family members about the ways in which
we communicate with each other.
### Communications Patterns

<table>
<thead>
<tr>
<th>Name of Person</th>
<th>Description of the way I communicate with this person</th>
</tr>
</thead>
</table>

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3-Leadership, Level IV, Communication Patterns
Giving Directions
Communication - Verbal
Leadership, Level IV

What Members Will Learn...

ABOUT THE PROJECT:
Communication requires a sender, a receiver, and a message. In order for communication to be most effective, all three must use the same knowledge, meaning, and importance.

ABOUT THEMSELVES:
Members will develop their listening skills.
Members will develop ability to give directions verbally.

Materials Needed:
Adult to assist with activities
File cards
One unopened loaf of bread, one jar of peanut butter, one jar of jelly, a butter knife, a damp rag, a plate.

ACTIVITY TIME NEEDED: 30 MINUTES

ACTIVITY

As we develop our leadership skills, we need to practice our ability to give clear, accurate and concise directions. We all know situations where we have received inaccurate directions, or we know of situations where we have not listened attentively and have not heard the directions.

Today, our activity will give us an opportunity to practice giving directions. I would like each of you to take a 3" x 5" card and write the directions for making a peanut butter and jelly sandwich. Do it individually and hand me the cards when you finish.

Now, count off in ___’s and get into small groups. Select a reader and a sandwich maker.

I would like one group to volunteer to start. The sandwich maker will sit or stand at the table and do exactly as the reader says. The sandwich maker is not to assume ANYTHING!

After an experience like that, it’s easy to see how hard it is to communicate clearly. What if you had to send the directions through a second or third person?

1-Leadership, Level IV, Giving Directions
DIALOG FOR CRITICAL THINKING:
Now, let's discuss what happened.
1. Were the directions clear as the small group leader gave them?
2. What variations happened?
3. What conclusions can you make about when directions have to go through more than one person?
4. What conclusions can you make about written communication?

GOING FURTHER:
Talk with your family members about your “Giving Directions” activity.

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

Getting Along With Others -
Teamwork
Leadership, Level IV

What Members Will Learn...

ABOUT THE PROJECT:
Brainstorming is an intuitive and creative approach to gaining new ideas. Teamwork can be helpful when a group is brainstorming.

ABOUT THEMSELVES:
Members will develop an appreciation of others.
Members will develop an ability to work together.

Materials Needed:
Adult to assist with activities
Newsprint
Felt-tipped marker
Masking tape

ACTIVITY TIME NEEDED: 15 MINUTES

Leader Notes

ACTIVITY

Who can tell me why it is important for a leader to get along with others? (Pause) Yes, a leader provides guidance and direction for people, so getting along with people is essential.

Let members give responses.
Be prepared with some examples of your own.

Can you think of an example of any leaders who apparently did not get along well with others? (Pause) Let’s try to think of leaders we have learned about from history.

Allow time for members to count off, get into their groups, and get seated.

Today, our group will do some brainstorming. To do that, we will need to count off, so there are two equal-sized groups.

Now, let’s review the rules of brainstorming. Quantity, not quality, is important; no discussion or judgments; free-wheel and add onto each other’s ideas.

Give each group newsprint and a felt-tipped marker.

Now, I am giving each group a sheet of newsprint and a felt-tipped marker.

Each group will need to select a recorder who will write “Others” at the top of the newsprint. Members in the group will have three minutes to think of as many “others” as they can. Next, on a second sheet of newsprint, the recorder will write “Meaning of Others” at the top. Members in
the group will have three minutes to think of as many meanings as they can for “others.” Does everyone understand the directions? I will give the signal for you to start and finish your brainstorming.

Is everyone ready for the second brainstorming session?

Now, let’s have the groups report on the number of ideas they came up with and share a couple with everyone.

**DIALOG FOR CRITICAL THINKING:**
That was pretty tough. Let’s ask ourselves some questions.
1. Did you feel good about contributions to your group’s list?
2. Are there any new meanings you can now think of about “others” that you’d like to share?
3. How difficult was it to get started?
4. Why do you think it was easier after the first thought was expressed?

**GOING FURTHER**
Talk with your family members about brainstorming as a way to come up with new ideas and/or solutions.

**REFERENCES:**
Adapted from Leadership Project Book IV, University of Illinois Urbana-Champaign

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**

Give the signal to start, and call time, after three minutes.

Give the signal to start and call time, after three minutes.
Let the groups share.

Ask these questions to review what was learned.

Remind the members to talk with their family members about brainstorming as a way to come up with new ideas and/or solutions.

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2-Leadership, Level IV, Brainstorming
Experiencing Trust
Getting Along With Others - Trusting Leadership, Level IV

What Members Will Learn...

ABOUT THE PROJECT:
Trust is defined as “firm reliance on the integrity, ability, or character of another person.” When we trust someone, we have confidence in that person.

ABOUT THEMSELVES:
Members will define the meaning of trust in a friendship.
Members will define the importance of trust in a friendship.

Materials Needed:
Adult to assist with activities
List of options written on newsprint or chalkboard:
  - Imitate the crowing of a rooster.
  - Give a two-minute talk about your best qualities.
  - Do a pantomime of a sleepy person brushing his or her teeth.
  - Recite a short nursery rhyme.
  - Balance a book on your head and walk across the room.
  - Read a short passage from any book in the room.

ACTIVITY TIME NEEDED: 15 MINUTES

ACTIVITY

Who can tell me what areas of leadership we have learned about? There are seven areas: Understanding Yourself; Communicating; Getting Along With Others; Learning to Learn; Making Decisions; Managing; and Working with Groups. We are in the Getting Along With Others section now. Why would a leader need to know how to get along with others? (Pause) After all, a leader’s job is to assist people, isn’t it? Since we are going to be leaders, we want to develop our skills in getting along with others, too. Today, we want to look at trust as a part of getting along with others. What does the word “trust” mean?

I have just hung a poster, “List of Options.” From the list, each of you may select the one activity you would most prefer to do and the one you would least like to do, if you were called upon to perform one, and you may be asked to perform the one you choose!

Has everyone made a decision? All right, I’d like to record on the news-

1-Leadership, Level IV, Experiencing Trust
print the number of members that chose each option as the one they would prefer to do.

**DIALOG FOR CRITICAL THINKING:**
Now, let's ask ourselves some questions about our responses.
1. How did you feel about the idea of performing?
2. What relation might there be between people's choices and embarrassment?
3. To what degree do you think your choice indicated your ability to trust others?
4. What did you think might happen when you performed your choice?
5. Is anyone willing to perform the option he/she chose?

**GOING FURTHER:**
Talk with your family members about trust and people. You might do the "options" activity with them.

**REFERENCES:**
Adapted from Leadership Project Book IV, University of Illinois at Urbana-Champaign

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

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

Getting Along With Others - Trusting Leadership, Level IV

What Members Will Learn...

ABOUT THE PROJECT:
Trusting and sharing are essential parts of being a friend and a leader.

ABOUT THEMSELVES:
Members will define words that can help communication and friendship. Members will identify ways in which they can act as if they want those words to describe them.

Materials Needed:
Adult to assist with activities
Completed poster, “Words For Communication and Friendship”

<table>
<thead>
<tr>
<th>Speaking</th>
<th>Sharing</th>
<th>Understanding</th>
<th>Patience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Caring</td>
<td>Smiles</td>
<td>Helping</td>
</tr>
<tr>
<td>Newsprint</td>
<td>Felt-tipped marker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ACTIVITY TIME NEEDED: 15 MINUTES

ACTIVITY

Place materials on work space. Allow time for response.

What are some of the leadership skills you have learned at our previous meetings? (Pause) That’s right. We have learned about understanding ourselves, communicating, and we’re learning about getting along with others.

Today, our activity is about trust. Why do leaders need to know about trust? (Pause) Trust is pretty important. When we trust someone, we have confidence in them.

In order to do today’s activity, we will need to count off, so we have two equal-sized groups.

Each group may select two words from the list I have just hung on the wall. In your group, define the word, and discuss how it can help communication and friendship.

1-Leadership, Level IV, Word Exploration
Write one definition on each sheet of the newsprint, along with a summary of your discussion.

Does everyone understand the instructions? Okay, let's do it.

**DIALOG FOR CRITICAL THINKING:**
Now, let's see what we've done.

1. What did you discover in defining and discussing your words?
2. How can the lack of these qualities or behaviors hurt a friendship?
3. What ways do we act if we want the words to describe us?
4. What other words can you think of?

**GOING FURTHER:**
Talk with your family members about words that can help communication and friendship.

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

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

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

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**Leader Notes**

Give each group newsprint and a felt-tipped marker.

Assist the small groups as needed. When everyone has had enough time, close the activity and ask the “Dialog for Critical Thinking” questions.

Remind the members to talk with their family members about words that can help communication and friendship.
Relationships with Parents, Friends, and Teachers

Getting Along With Others - Meeting/Accepting Leadership, Level IV

What Members Will Learn...

ABOUT THE PROJECT:
We need to develop skills that will help us feel comfortable with other people. We need to give others support and assistance and to receive help from them to reach goals.

ABOUT THEMSELVES:
Members will develop caring skills.
Members will identify interests they have in common with other people.
Members will learn to be aware of and accept differences.

Materials Needed:
Adult to assist with activities
Role play situations written on file cards (Do not write discussion questions on the card.)
1. Parent/child
   Sally is a 16-year-old high school junior. She has not dated much. The boy she is dating now is 18 and a community college student. He has long hair, and her parents do not like him. She has a 10 o'clock curfew on school nights. This particular night she does not arrive home until 12:30. Her parents are waiting for her when she comes in.

   Discussion Questions:
   Why might Sally's parents be worried or upset?
   What could Sally and her date have done to prevent this incident?
   How might her parents' attitude be different if they liked the boy?

2. Peer Relationship
   Jane told Nancy her feelings about having Jill on the cheerleading squad. Nancy tells Lori and Lori tells Jill. Jill confronts Jane in the hall and, in a very loud voice says, "I hear you don't think I'm good enough to be on the cheerleading squad!"

   Discussion Questions:
   What are some other ways this situation could be handled?
   How might you handle a similar situation where a confidence has been betrayed?
   How can destroying confidence affect a relationship?
3. Student/teacher

John is an average student. He has a report due today that he does not have done. He did not hand the last two reports in on time. The teacher confronts John with the fact that he has not handed three reports in on time.

**Discussion Questions:**

Why doesn’t John turn his homework in on time?

How could the teacher help John to be a more responsible student?

**ACTIVITY TIME NEEDED:** 30 MINUTES

**ACTIVITY**

As we learn more about getting along with others, we begin to realize how important the skill is to leaders. Leaders need to work with people, and, in order to do that, they must be able to be sharing, caring, and trusting. We have had an opportunity to learn about those three parts of getting along with others.

There is another part of getting along with others that leaders need. It is the area of relationships with parents, friends, and teachers. Relationships often include working together and cooperating. These are qualities a leader needs in order to work with people.

Our exercise today will give us a look at a number of situations to see how we could handle them. In order to do that, we will need to have three small groups, so count off in three’s.

I am going to give each group a file card. Each card has a situation written on it. The group will read the situation, make plans to do a role play of it, then perform it for the group. Does everyone understand the directions?

We’ll take about 5 minutes for the groups to prepare their role play.

Is everyone ready? Okay, which group wants to be first?

**DIALOG FOR CRITICAL THINKING:**

Good! You did some creative work. Now, let’s talk about what all this means to us.

1. Why is it important to act in a responsible manner toward parents, teachers, and peers?
2. What are some ways to show parents, teachers, and peers that you are responsible?
3. What can you do to help your parents understand you?
4. How does all this relate to leadership?
Leader Notes

Remind members to talk with their family members about relationships with parents, friends, and teachers.

GOING FURTHER:
Talk with your family members about relationships with parents, friends, and teachers.

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

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

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

Learning - Creativity
Leadership, Level IV

What Members Will Learn...

ABOUT THE PROJECT:
Each day presents us with new and exciting situations. We are all creative, and we all change. This is the stuff of life.

ABOUT THEMSELVES:
Members will understand that creativity and change are often linked. Members will understand that increasing creativity requires conscious mental effort.

Materials Needed:
Adult to assist with activities
Handout, “Creativity Problem,” and a pencil for each member
Poster of unfinished “Creative Problem”

... ...

... ...

... ...

Completed poster, “Creative Problem”

ACTIVITY TIME NEEDED: 15 MINUTES

ACTIVITY

We have learned about several different leadership areas in our project. Why would a leader need to know about creativity? (Pause) A leader knows that creativity and change are closely related. Creativity appears in just about everything we do, and creativity and problem solving are closely related. Do you remember our meeting when we did brainstorming? Did you find you had new and creative ideas that day? Did you find that you kept coming up with new ideas? Brainstorming can be a climate that encourages creativity.
Our activity today will center on problem solving, which is a form of creativity. To do this activity, we will need to count off, so there are three in a group.

Our exercise today requires creativity by the group attempting to solve the problem. Each group has a piece of paper on which are drawn nine dots in three rows of three. Your group’s assignment is to connect all nine dots, using only four straight and connected lines. Does everybody understand the directions? Okay, let’s solve the problem.

Okay, time is up. Who has the problem solved? The ability to solve this problem is based on the ability to think beyond the obvious boundaries in reaching the solution.

DIALOG FOR CRITICAL THINKING:
Let’s review the process.
1. What methods did your group use to solve the problem?
2. How did your members make decisions?
3. How did your group’s members communicate?

GOING FURTHER:
Share your creative problem solving experience with your family members.

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

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

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

Leader Notes
Let members count off so there are three members in each group. Let members find their groups and get seated. Hang unfinished poster “Creativity Problem.”

Assist the small groups, if needed. After most have finished, call time.

Hang completed poster, “Creativity Problem,” and see how many solved the problem the same way. Also check to see if any group found another way.

Ask these questions to review the lesson.

Remind the members to share their creative problem-solving experience with their family members.
Creativity Problem

Connect all nine dots using only four straight and connected lines.
What Members Will Learn...

ABOUT THE PROJECT:
Demonstrations can be a way to help members learn. When they prepare their demonstrations, they acquire new knowledge about the subject and gain confidence.

ABOUT THEMSELVES:
Members will understand that demonstrations are techniques to help learn. They can gain confidence by presenting demonstrations to their group.

Materials Needed:
Adult to assist with activities
Sheet of paper and a pencil for each member
Paper bags (one for each member)
   Each bag should contain items that could be used for a simple demonstration such as:
   - Bowl, egg, and egg beater
   - Hole puncher and paper
   - Shoe and shoe lace
   - Stapler and 2 pieces of paper
   - Hammer, nail, and piece of wood
   - Bolt and nut
   - Needle, thread, and fabric
   - Picture and picture frame
   - Notebook paper and notebook
   - Paper and pencils

ACTIVITY TIME NEEDED: 20 MINUTES

As leaders, you are learning about the various leadership skills. You have had opportunities to practice some specific skills here with our group. Our activity today will help you to plan and share a simple demonstration. I have placed on the table some closed paper bags. Each bag contains the ingredients for a simple demonstration.

Leader Notes
Place demonstration items, a piece of paper, and a pencil in each bag.
Each of you may select one grab bag from the table. After you select your grab bag, you will have 3 minutes to study the contents and prepare a demonstration.

There are paper and pencil in each, in case you want to write down what you want to say.

Remember, everything is positive; words, actions, and comments.

All ready? Who would like to be the first presenter?

**DIALOG FOR CRITICAL THINKING:**
Now, let's discuss our experience.

1. Did you have sufficient information and time to prepare your demonstration?
2. How are these demonstrations different from those given by other speakers or those on television?
3. What other things could be added to make these presentations better?
4. What can be gained from demonstrations?
5. How could a demonstration help us in our role as an informal leader?

**GOING FURTHER:**
Talk with your family members about your demonstration.

**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:
Reading books is not only fun, it is educational. There are books on any subject, and they are available free to you to read.

ABOUT THEMSELVES:
Members will identify the books they have read.
Members will identify the type of books they like to read.
Members will develop an awareness of books read by other people.

Materials Needed:
Adult to assist with activities
One 3" x 5" file card and a pencil for each member

ACTIVITY TIME NEEDED: 20 MINUTES

Leaders need to be informed. How do they manage to be aware of what is going on, and how do they learn of historical happenings? (Pause) They read books, newspapers, and magazines. They read so they can stay current with the situation.

If we are going to be leaders, we need to identify some of the books, or magazines, we read or have read. What kinds of books, or magazines, do you most enjoy reading? Mysteries? Biographies? Space novels? In this activity, you’ll have a chance to explore with your friends some of your and their favorite kinds of books and/or magazines.

Give each member a 3" x 5" file card and a pencil.

You each have a 3" x 5" file card. Write on the card the names of three books, and/or magazines, that you really like. Think about the kind of book, or magazine, it is. Is it mystery, science fiction, space related, or something else?

Allow time for members to share information about the books.

Does everybody have the three books, or magazines listed? Now you may find someone else in the group who likes the same kind of books, or magazines, and compare notes with that person.

Okay. Each pair or group may prepare a brief oral report with the group which shares:

1-Leadership, Level IV, Library Day
What their choices are.  
Why they like the books or magazines.  
Examples of good books or magazines.  
A reason others in the group may want to read those books or magazines.

Who would like to be the first presenter?

**DIALOG FOR CRITICAL THINKING:**
Excellent job. Now, let's do a quick review of what we've done.  
1. Were most of you able to find another person to share with?  
2. Were they able to get new ideas for good books or magazines to read?  
3. How did groups try to convince others that their type of book or magazine had merit and should be tried?

**GOING FURTHER:**
Share your information about good books with your family members.

**REFERENCES:**
Adapted from Leadership Project Book III, The Ohio State University  
Author: Mary Lou Albracht, Extension Assistant, 4-H, KSU
Writing Goals
Making Decisions - Goals
Leadership, Level IV

What Members Will Learn...

ABOUT THE PROJECT:
Decisions are made to accomplish goals. Goals can usually be accomplished in more than one way.

ABOUT THEMSELVES:
Members will differentiate between long-term goals and short-term goals. Members will practice using the decision-making process to reach goals.

Materials Needed:
Adult to assist with activities
Handout, “Writing Goals,” and a pencil for each member
Poster, “Writing Goals” (Prepare a chart as a guide for members to follow)

Goals For This Week (Short-Term)

<table>
<thead>
<tr>
<th>What Do You Want To Accomplish?</th>
<th>How?</th>
<th>When Will You Do It?</th>
<th>Who Will Be Involved?</th>
</tr>
</thead>
</table>

Goals For The Next Year (Long-Term)

<table>
<thead>
<tr>
<th>What Do You Want To Accomplish?</th>
<th>How?</th>
<th>When Will You Do It?</th>
<th>Who Will Be Involved?</th>
</tr>
</thead>
</table>

ACTIVITY TIME NEEDED: 20 MINUTES

ACTIVITY

If we are going to be leaders, we need to know about setting goals. What is a goal? (Pause) A goal is something you want to accomplish. How could a leader use information about goal setting? (Pause) A leader provides support and help for people. Can you see how a leader needs to know about goal setting?

Hang poster, “Writing Goals.”

Today, our activity will give us an opportunity to practice some goal setting. The poster will tell us what we will be doing.

Give each member a copy of “Writing Goals” and a pencil.

Each of you just received a copy of “Writing Goals.” On the sheet, list four things you want to do this week and four things you want to do...
within the next year. For instance, I want to exercise each day by walking around the school track twice each evening. Help me fill in the information on the goal sheet. Try to be as specific and complete as possible when writing goals. Does everyone understand the directions? Then, go ahead and do your sheet.

DIALOG FOR CRITICAL THINKING:
Okay! Now, let’s review what we’ve learned.
1. What differences are there between the short-term and long-term goals?
2. What things did you need to think about when writing both sets of goals?
3. What steps or actions will be necessary to complete these goals?
4. In what ways does thinking about What, How, When, and Who help in getting things done?
5. What relationship can you identify between accomplishing your short- and long-term goals?

GOING FURTHER:
Talk with your family members about writing short-term goals and long-term goals.

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

Leader Notes
Refer to goal sheet as you point out how goals can be written, so they can be measured.
Assist the members, as needed.

Ask these questions to help members understand what they’ve done.

Remind the members to talk with their family members about writing short-term goals and long-term goals.
Writing goals

Goals for This Week (short-term)

<table>
<thead>
<tr>
<th>WHAT DO YOU WANT TO ACCOMPLISH?</th>
<th>HOW?</th>
<th>WHEN WILL YOU DO IT?</th>
<th>WHO WILL BE INVOLVED?</th>
</tr>
</thead>
</table>

Goals for the Next Year (long-term)

<table>
<thead>
<tr>
<th>WHAT DO YOU WANT TO ACCOMPLISH?</th>
<th>HOW?</th>
<th>WHEN WILL YOU DO IT?</th>
<th>WHO WILL BE INVOLVED?</th>
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</thead>
</table>