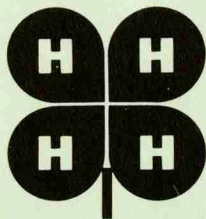


7-27-79
Copy 1,000
Copy 2,000



4-H JUNIOR LEADERSHIP PROJECT MANUAL

The 4-H Junior Leadership project is designed to give you an opportunity for service and to help you develop your abilities and skills in working with others. Your adult adviser can help you get started on this project.

PROJECT REQUIREMENTS

Requirements for Enrollment

1. You should be 14 years of age or have completed the eighth grade.
2. Previous experience in 4-H is desirable but not required.
3. You must have an adult adviser. The adviser may be a community 4-H leader, project leader, or an adult who is willing to counsel with you.

Requirements for Completion

You will be expected to select one or more of the major leadership areas outlined in this manual, e.g. program planning, assistance to individual members, assistance with group activities, etc.

1. After selecting one or more of the leadership areas in which you are interested, develop a plan for carrying to completion.
2. Record what you did.
3. Write a brief narrative summary of your experiences.

If you are a beginning junior leader, do not attempt work in more than one area.

TOOLS OF THE 4-H JUNIOR LEADER

A good leader, like a good mechanic, needs good tools. Here are some of the important tools you need with this project.

INTEREST is something like glue. It keeps you sticking to the job until it is finished the way it should be.

INTELLIGENCE is the ability to understand a situation and then meet it with the proper behavior.

INITIATIVE means you are a "self-starter." Once you understand what you should do, you go ahead and do it without excuses, stalling and putting it off.

INTEGRITY means you have self-respect and that you respect others, particularly adults who are trying to help young people.

INSIGHT is the ability to analyze a problem and see what is needed to make things click.

INVENTION is the ability to produce some ideas. Leaders think things through and come up with good ideas.

INSPIRATION is the ability to encourage other people to come out with their own ideas. Good leaders show enthusiasm for all ideas that will help improve their club and community.

INTERDEPENDENCE is another word for team work or the ability to work and accomplish things with other people.

SUGGESTIONS FOR COMPLETING THE JUNIOR LEADERSHIP PROJECT

Each member enrolled in this project will have an opportunity to work with an adult adviser and other members of a club or group in developing a program which meets the needs of youth.

Work with your adult adviser. In many instances your adviser will be a community 4-H leader, especially if you belong to a community 4-H club. Your adviser may also be a project leader or any adult of your choosing who is willing to counsel and plan with you periodically. A close working relationship is needed between you and your adviser.

As noted earlier, you will select one or more areas in which to develop your leadership abilities and to be of service to others. The leadership areas available to you include:

1. Program Planning
2. Assistance to Individual Members
3. Assistance with Group Activities
4. Teaching Groups
5. Other Leadership Tasks

To better prepare you for your tasks, training meetings and activities will be provided by the Extension agents. Take advantage of these.

No matter which area(s) you select, you will find this procedure helpful:

1. Analyze the members and/or group with whom you will work.
2. Determine the major problems which need attention.
3. Decide how you can best assist the members and/or group.
4. Before beginning in any area, make a plan and talk it over with your adviser.
5. Carry out the responsibilities or tasks you have selected, then report them in your *Junior Leadership Project Record*.
6. Take a look back. When the project is completed, discuss your strengths and weaknesses with your adviser.

As you continue in the project, your leadership skills will improve and you will want to experiment with new areas and assume greater responsibilities.

I. PROGRAM PLANNING

Program planning is a vital part of any effort which seeks to meet the needs of people. It is no less vital in the conduct of 4-H work whether it be for a community 4-H club, a project group, a special interest group, or a community or county activity.

Should you choose Program Planning, your effectiveness will be greatest if you belong to the community 4-H club or project group in which you perform program planning tasks. You will certainly need to work closely with the leader(s) and other members of the club or group. The *Program Planning Guide for Community 4-H Club Leaders, 4-H O-1-24*, will be most helpful. Space is provided in your record for writing in the plans developed.

Once the club's plan has been developed, identify your leadership tasks related to the program planning phase and list in your record. Be sure to note the completion of each task. Here are some task suggestions:

- Train or assist in training inexperienced club officers and committeemen.
- Recruit new members for the club or group and assist with enrollment and project selection.
- Identify and contact resource people for the feature of the meeting.
- Serve as the communicator for the club. Get word to members and parents concerning meetings and special activities. You will not only get the word out, but will be getting it understood, accepted and acted upon.
- As communicator, you could line up speaking and demonstration engagements for members before civic clubs or other organizations.
- Take active part in planned activities. For example, you might coordinate the tasks of various committees.

II. ASSISTANCE TO INDIVIDUAL MEMBERS

If you like to work with people on an individual basis, you will find Area II of the Junior Leadership project very rewarding. By choosing to assist individual members, you will have an opportunity to share your knowledge and skill with younger members. You, too, will develop and grow through sharing with these young members.

Perhaps some members need individual assistance with their projects and activities. Naturally, you will assist with the subject matter areas or activities in which you are most competent. Discuss your interests with the leader(s). They will be able to identify those members who need your help.

Here are a few ideas of things you might do:

- Assist members in getting their projects started promptly.
- Visit member's home.
- Encourage and arrange for individual member's participation in club meetings, field days, camps, etc.
- Some members will need individual help with project subject matter.
- Assist members with their project records.
- Help members obtain information.
- Encourage the members with whom you are working to give one or more project demonstrations or reports a year.

III. ASSISTANCE WITH GROUP ACTIVITIES

In assisting with group activities, you will be working with a group or groups of 4-H'ers in selected activities. By selected is meant that you will

choose the types of activities in which you feel knowledgeable or have an interest. Again you want to counsel with your adviser. It is not intended, however, that you depend entirely on the adviser for suggestions. You should be creative by having things to suggest both to adviser and to members.

To start you thinking here are just a few ideas of tasks you might perform:

- Plan and conduct a program for your club or group in an area of need and interest such as safety, conservation, health, ecology, etc.
- Help plan and conduct a program for your community in an area of need. Such a program could be in one of the areas listed above for the club.
- Assist the club or group in building or securing recreational equipment. This could also be done at the county level.
- Accept a specific responsibility for the summer camp or another county activity. You might accept full responsibility of at least one activity—for instance—participation by your club or group in the county fair.
- Assist in planning and carrying out your club's community service activities.
- If your club or group has a fund raising project, you may help plan and conduct the project in cooperation with the adviser or leader.
- Assist with the planning and conducting of the club and/or county activity (demonstration) day.
- Plan and arrange for tours for your club to industries or other businesses.

IV. TEACHING GROUPS

While teaching groups may be similar to the previous one (Assistance with Group Activities), there are identifiable differences. Your major task in this area will be the teaching of project or activity subject matter to a group. Although such teaching sessions may be conducted at regular club or group meetings, it is more probable that the training will be scheduled for a different time. By so scheduling, only those members who have the need or a special interest in the subject need to participate.

Tasks in this area will take much planning and studying to assure success. You will want to search out a number of references to study. Be sure to include in your teaching plan the objectives which you wish to accomplish as well as the detailed lesson plan. Your adviser will be able to provide you with a number of suggestions for lesson topics.

For a few ideas, you may wish to consider the following:

- Planning and presenting a method demonstration.
- How to plan and present information by various teaching techniques, such as judging, workshops, illustrated lectures, or tours.
- Teach any project or activity subject matter by using one of the above teaching techniques.

V. OTHER LEADERSHIP TASKS

From time to time you may have an opportunity to perform a task which cannot be easily placed in one of the preceding areas. If so, part V in your record is provided for you to note such tasks. As a general rule, you may record in this section tasks which you perform as a 4-H Junior Leader for individuals and groups who are not directly associated with 4-H.

VI. & VII. TRAINING I RECEIVED AND SELF-STUDY EFFORTS

In parts VI and VII of your record, you should indicate the type of training received and the resources utilized in self-study. Your effectiveness will be enhanced by participating in training designed for Junior Leaders. Should you feel the need for a specific type of training, consult your adviser or Extension agent. Do not hesitate to request training which will be valuable to you as a Junior Leader.

Self-study efforts should not be over-looked as you strive to become a more effective Junior Leader. You will find valuable resource material available in your Extension agent's office, other public agencies, from your adviser and your school or city library.

MORE TIPS FOR YOU

Leadership Versus Popularity. Sometimes we confuse popularity with leadership. Popularity is something you have for yourself. Leadership is what you do for others. You build a desire for your help, your guidance, your influence, among the members you serve. They will follow your lead when you have something to offer that they need. What you have may be experience, knowledge, zest, judgment, sincere interest, or other qualities that build their confidence in you.

Full Participation. Your group or club will be most

successful if there is full and interested participation from all members; therefore, try to make each person feel comfortable. There are several ways you can help people feel at ease and ready to participate.

- Give them recognition. Let each one feel that you know he is there and that he counts. Use introductions, questions, games or comments to give each member a feeling that he belongs.
- Let them have a voice. From the very start of a meeting, let the others talk. Keep quiet and let them know they are important to the gathering. Help each member to feel that his ideas are worthwhile and he has a right to express them. This does not mean that you agree with everyone. But you give each a right to think for himself.
- Encourage expression of feeling. Most of the things people do are done because they feel like doing them, and not because they think they are best; therefore, learn to recognize others' feelings and to accept them. Since you can't easily change people's deep feelings, usually you will accomplish more if you learn to accept people's feelings as they are.

Democratic Versus Autocratic. Autocratic, bossy leaders sometimes have very productive groups, but the members do not actually learn as much as members in a democratic group. It can be frustrating to go through the slower democratic procedures of encouraging your members to do their own thinking, planning, and work. But in the long run they will be more capable people. Be a vivacious and democratic leader.

Handling Problem Behavior

Regardless of how well motivated the members are, how eager they are to be group members, and how talented a leader you are, some of the personality patterns of the members may interfere with progress towards the group goals. Here are some hints on how to handle difficult behavior among group members.

The Negative Objector. Some boys and girls find fault with any plan suggested and are critical of the other members as well as the leaders. Don't let the sour and angry expression on their faces make you think you are at fault. They probably dislike all adults and authorities and include you in this category. Try to ignore the negativity and continually give them praise about their accomplishments and future possibilities. You will probably not be able to cure the negative attitude, but by ignoring

it you will keep it from interfering with the happiness of the group. Positive suggestion, not discipline, is the cure for this type.

The Distracted Giggler. Some people are unable to concentrate on anything for more than a moment. Distractedly they whisper with others, giggle, and race into aimless and inappropriate behavior. For these members, use constant supervision and very short tasks with specific time limits. For example, you can suggest that it should take exactly three minutes to sew on a button or read a recipe. Get them to try to "beat" the time limit. When you are having a business meeting, have a contest to encourage these members to be silent for 5 minutes at a time. Occasionally discipline is called for, such as removing someone to another room for a few minutes to emphasize the necessary group rules.

The Passive Perfectionist. A few members will seem passive and quiet, and will anxiously try to do exactly as you say. These boys and girls have already had too much supervision from others and need all your positive support. When their project work needs to be corrected, try to word the corrections in a cheerful way as another positive method for the future. If you do a little subtle promotion among the other group members, you could get the passive members elected as club recreation leader or something else exciting. This would help them develop creativity and sparkle.

The Clumsy Slow-poke. Some members are really less skilled than others and learn more slowly. Your task will be to help them gain praise and pride in small accomplishments. Limit each of their tasks and make your instructions very clear. Praise them in front of the group after each minor success and get the group to cooperate in using the limited skills of these people. Holding the flag, and leading pledges are examples of simple tasks that will give them pride in themselves.

I-Have-To-Be-First. You may have group members who insist on being first in line, who demand your attention first and who pout if their project is not completed first. They beg for assurance that they were really the first. Since this unpleasant overcompetitiveness can spread among group members, you will want to discourage it casually. Suggest very positively that a person is getting more mature and can wait and have his turn later. This treatment does not overcome their urgent need to be first, but they will act differently as they learn that this competitive behavior is unpleasant.

Always Irresponsible. Some boys and girls are always late, constantly forget to do home assignments, and fail to bring necessary equipment to group meetings. With this behavior they are getting some sort of satisfaction by expecting your

approval despite their faults. The best way to get them to change is by insisting they correct their behavior each time they are irresponsible. If they forget equipment, excuse them to walk home and return with it. If they come late, let them miss out on the refreshments served at the beginning of the meeting. Always suggest that you know they will be able to remember the next time and give them praise when they are responsible.

NEEDS OF YOUNG MEMBERS

4-H work is based on the needs and interests of members. The Junior Leader, by understanding the age group he is guiding, helps members plan and carry out a program suited to their abilities, needs and interests.

The Junior Leader should understand that youth needs to "belong". A group with a well-defined purpose and program helps meet this desire to belong. Every boy and girl needs to feel accepted, not only by other members of the group, but by the leader too. The Junior Leader accepts each member as he is, and guides him in the best direction. The Junior Leader sees that each member gains a place of importance in the group and has a sense of "belonging". The member will re-enroll as long as his friends are in the group and he feels wanted.

Youth needs and wants to develop skills, and wants to be successful. Skills in project work, demonstrations, judging, activities, recreation and in social situations—are all important in his world. He needs variety in his work because his interest span is short. He needs opportunity to learn how to do things successfully. Most of all, he needs to develop the skills necessary in getting along with others.

Recognition is an important need in the life of the youngster. A sincerely spoken "well done," in most cases, is reward for completion of a difficult task. A youngster needs constant encouragement if his interest is to be maintained. Ribbons, material awards and public announcements help meet the desire of this age group for recognition.

Every boy and girl has an innate desire to be of service to others. Opportunities to put the Heart "H" into practice are important to the 10 year old as well as to the Junior Leader.

Youth needs responsibility in proportion to his maturity. The younger member has about all he can do at his age level if he learns to be responsible for his project and for his participation in meetings. He is not able to make too many decisions. Each year he can add a few more responsibilities.

Youth needs ideals. He looks to his Junior Leader as a living example of many of the ideals which he holds to be true. If you are the kind of person who merits this recognition by your young members, you must remember to:

- Set standards of good sportsmanship. Keep your head when you win and your heart when you lose.
- Always be willing to help out whether or not you are in charge or will get credit.
- Show your enthusiasm for 4-H work. Set a pattern by your own good project work, good attitude, and full participation in the program.
- Speak well about others. Find good things to praise, not weaknesses to criticize. Work in harmony with all members, officers and other leaders in your 4-H group.



north carolina
AGRICULTURAL
EXTENSION
SERVICE

a&t and n.c. state universities

Published by

THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

North Carolina State University at Raleigh, North Carolina Agricultural and Technical State University at Greensboro, and the U. S. Department of Agriculture, Cooperating. State University Station, Raleigh, N. C., T. C. Blalock, Director. Distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914. The North Carolina Agricultural Extension Service offers its programs to all eligible persons regardless of race, color, or national origin, and is an equal opportunity employer.

8-79-1M

(Reprint)

4H M-1-6