



Extension Agent's Guide for Training 4-H Junior Leaders

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*Worksheets were prepared by Miss Emmie Nelson, field representative, National 4-H Service Committee. Minor revisions were made for North Carolina. Worksheets are included as examples. Reproduce enough copies for your needs.

EXTENSION AGENT'S GUIDE FOR TRAINING 4-H JUNIOR LEADERS

Introduction

One of the primary objectives of 4-H Club work is to develop leadership potential of boys and girls to the fullest possible extent. Four-H junior leaders complement the work of the adult leader and 4-H member. Junior leadership should not be confused with leadership "roles" such as chairman of a committee or officer of a club.

The 4-H Junior Leadership project encourages club members to assume responsibilities by providing opportunities for them to learn and to apply the knowledge, skills and attitudes necessary for effective leadership.

You as an Extension agent should recognize that a dynamic community and county 4-H program needs junior leaders. Junior leaders can provide valuable assistance to younger 4-H'ers, adult leaders and you in such areas as member, project, and activity supervision. If junior leaders are to be effective and efficient, they must receive specific training, just as the adult leader must.

While adult leaders in your county can assist in identifying, selecting, utilizing and recognizing junior leaders, most of the training will be your responsibility. Since the number of junior leaders in any one community 4-H Club may be small, training sessions should be set up on an area or county basis. We recognize the value of group training vs. individual training.

Before you launch a junior leader training program you will want to:

1. Discuss with adult leaders the value, need and function of the junior leader.

2. Encourage adult leaders to seek out (identify and select) 4-H'ers between 14 and 19 who would be willing and capable of serving as junior leaders.

3. Explain to adult leaders the training that will be offered junior leaders.

4. Encourage adult leaders to utilize the abilities of junior leaders. It may be helpful to give adult leaders some guidelines in utilizing junior leaders. An "Adult Leader's Guide for 4-H Junior Leadership," 4-H L-1-17, is available for adult leaders.

5. Help adult leaders realize that junior leaders need encouragement and recognition from them.

These suggestions should point up the need for a meeting with adult leaders to fully explore means of developing a strong 4-H junior leadership program.

Training Needs

As outlined in the "4-H Junior Leadership Project Manual III," 4-H M-1-6, 4-H junior leaders will be planning and working primarily in the areas of member, project, and activity supervision. In addition to training in planning for these jobs, he should have training in how to work with adult leaders and younger members, and in teaching techniques. The remainder of this guide will be devoted to training session outlines.

TRAINING SESSION OUTLINES

Session I - Planning the Junior Leader's Job

The junior leader cannot really begin to work until he has planned carefully for those responsibilities which he is to assume during the year. Planning, then, should be his first task after selecting the junior leadership project and having received approval of his adult leader.

His plans should include:

- What to do
- When to do
- Where to do
- How to do

Here are some suggested steps in helping the junior leader plan his job.

Step 1. Prior to training junior leaders on planning have adult leaders make a list of all jobs to be done in the club. Use your past experience, the club program, and county and state calendars of events in making the list. From this draw up a list of jobs that the junior leader might do.

Step 2. Ask adult leaders to have the 4-H members as a group develop a list of "helps" they would like. This is the opportunity for the 4-H member to express needs and to express choices in activities for the

club as well as individuals and groups within the club.

Step 3. Have each junior leader make a list of jobs he would like to do and feels he can do. Jobs junior leaders feel should be done may vary from those listed by adult leaders.

Step 4. Let junior leaders agree on what each will do, when it will be done, and who will assist. Beginning junior leaders should choose parts of a job to be done; more

experienced junior leader can take on more difficult jobs.

Step 5. Ask junior leader to evaluate each job as it is completed. He needs to know his strengths and the places where he can improve.

Step 6. Help junior leader to recognize his contributions and what he has accomplished. Help him to know what he has learned and what others have learned through his efforts.

Suggested Procedure

Do

1. Discuss values of and need for junior leaders. Also why planning is important. (It may be wise at this point to briefly discuss the Extension agent's relationship to adult leaders, junior leaders, and members.)
2. Form Buzz groups
This will give junior leaders the opportunity to participate. Discuss worksheet #1 following buzz groups.
3. Discuss briefly the meaning of member supervision, project supervision, and activity supervision.
4. List jobs outlined by adult leaders and 4-H members as suggested in Steps 1 and 2 found at the beginning of Session I. Discuss jobs. Look for jobs suggested by various activities and events.
5. Form Buzz groups
Here is an opportunity to get ideas from the junior leaders. Discuss worksheet #2 following buzz groups.
6. Let junior leaders prepare tentative plans for themselves.
7. Encourage junior leaders to complete plans and discuss with their adult leaders.
8. Adjourn

Materials Needed

1. Your own experiences; "4-H Junior Leadership Project Manual III," and copies of Appendix A in this guide.
2. Copies of Worksheet #1 from this publication to stimulate thinking.
3. "4-H Junior Leadership Project Manual III," 4-H M-1-6.
4. List of jobs for junior leaders compiled by adult leaders, flipchart, chalk boards, or mimeographed copies of lists; state and county calendars of events; list of "helps" compiled by 4-H members.
5. Copies of Worksheet #2 in this publication.
6. Paper and pencils. Refer to part B, "My Planned Responsibilities" in "4-H Junior Leadership Project Record," 4-H R-1-5, as well as other sections in the record book.

Session II - Working With Adult Leaders and Younger 4-H'ers

These two subjects, working with adult leaders and younger 4-H'ers, can be satisfactorily completed in one session. This is not to say that the junior leader will learn all there is to know on those subjects in one meeting. A session on these subjects should stimulate the junior leader to improve and develop his ability in working with others. By now the junior leader should have answered for himself these questions:

- What is my place in the local club?
- Do I enjoy working with and helping others younger than I?
- Can I take suggestions?
- Do I have the ability to plan my work in advance with my adult leaders?
- Am I a good example and liked by club members?

Junior leaders who have answered these should be ready to work with adult leaders and young 4-H'ers.

For junior leaders to work effectively with adult leaders they must understand the

roles and responsibilities of the adult leaders. Junior leaders must learn to counsel with and respect the decisions of the adult leaders. This, however, does not imply that the junior leaders should not express their own ideas. Adult leaders and junior leaders through cooperative efforts can greatly strengthen the 4-H program in a community and county.

There are also a number of things the junior leaders will need to know in working with 4-H members:

- Each member moves through common stages of growing up.
- Each member is different - one explanation does not fit all.
- Their own experience is not adequate to judge action of others.
- Physical growth varies in each person.
- Boys and girls in process of growing up have different interests.
- All want to be recognized for work well done.
- All members need to be accepted as part of the group.
- Be honest, fair, and helpful to all 4-H members.

Suggested Procedure

Do

1. Discuss duties and responsibilities of adult leaders (community and project).
2. Buzz groups to stimulate thinking
3. Discuss worksheet #3 as a total group
4. Discuss and outline characteristics of the youngjr 4-H member (9-12 age)
5. Each junior leader complete worksheet #4. Discuss as a total group after all have completed.
6. Have each junior leader complete worksheet #5. Secure completed worksheet from junior leaders. (This form can be of value to you

Materials Needed

1. Flip charts, chalkboard, or mimeographed outline of adult leaders' responsibilities.
2. Copies of worksheet #3
3. Flip chart or chalkboard for summarizing.
4. "The 4-H Project leaders' Guide" Appendix A pp. 11-12, and appropriate sections of "Understanding Young People," December 1961, Mimeograph.
5. Copies of worksheet #4
6. Copies of worksheet #5.

and adult leaders in counseling with junior leaders relative to their abilities and responsibilities.)

7. Adjourn

Session III - The Junior Leader's Role in 4-H Activities and Events

The junior leader can be of great value in helping to plan, conduct, and evaluate community and county activities and events. They will need to have their roles and responsibilities clearly defined.

You should make sure that adult leaders understand how junior leaders can assist with activities and events. Encourage adult leaders to utilize the abilities of older 4-H'ers.

Some of the activities and events which should be discussed with junior leaders are: camps, State 4-H Club Week, district demonstration day, Citizenship Short Course, and other out-of-county events. Your county may participate in some out-of-county events not listed above. Be sure to discuss these when training junior leaders.

Here are some of the things which should be included with reference to out-of-county activities and events:

The junior leaders' role in regard to:

- Planning for the event
- Responsibilities prior to event
- Responsibilities while at event
- Responsibilities upon return from event

In the planning phase for out-of-county events, junior leaders should consider telling other 4-H'ers about the event and encouraging them to participate; helping with general publicity prior to event which might include writing a story of their past experiences and values gained at the event; outlining their specific responsibilities while at the event; and working with other 4-H'ers who are to attend. (The latter item might include preparing vespers or assembly programs if the group were going to camp.)

Perhaps the greatest service junior leaders can give is while at the activity or event. Be sure junior leaders have a part in planning their responsibilities. Be sure they have specific responsibilities and that they fully understand what is expected of them in regard to helping younger members, participating on programs, behavior, and appropriate dress for the activity or event.

Junior leaders should also assume certain responsibilities upon returning. These might include writing a news report, reporting to local 4-H club or to other groups, assisting in writing out strengths and weaknesses in the program as an aid to planning for next year, or writing letters of appreciation to appropriate persons.

Suggested Procedure

Do

1. Form buzz groups. Let junior leaders "brain storm" listing all the ways they believe they could help in planning, conducting and evaluating out-of-county events. Emphasize that these are things which they can do prior to, during, and after the event.
2. Have one person from each group present list of things which they decided upon. On flip chart or chalkboard list these jobs under headings of prior to event, during event, and after event. As groups report, eliminate duplications. Allow groups to discuss briefly any item listed.

Materials Needed

1. Scratch paper
2. Flip chart or chalkboard

3. Referring to material listed in column at right add to the listings made in item #2 above. In the material you will find a number of items which will suggest things that junior leaders can do. Some of the things which junior leaders can do will be found under suggestions for leaders and suggestions for members.
3. "North Carolina 4-H Camps," mimeographed; "Announcing State 4-H Club Week," mimeographed; "Citizenship Short Course," brochure.
4. Do not adjourn until you have outlined specific things which you will be expecting junior leaders to do during the coming year. Emphasize that they should discuss with adult leaders their county-wide responsibilities and how these responsibilities will strengthen the local club.
4. Mimeograph list of expectations.
5. Adjourn

Session IV - Teaching Techniques

Certainly all the teaching techniques which have been developed could not be covered in one session. The heading, "Session IV," is used only to indicate that junior leaders need and can utilize training in the various teaching techniques as they work in the areas of member, project, and activity supervision. You, with the help of adult leaders and the junior leaders, should determine those teaching techniques most needed by junior leaders.

Seldom do we recommend training adult leaders and members at the same meeting. However, with mature junior leaders you may find it satisfactory and expedient to

train adult leaders and junior leaders in teaching techniques at the same time.

Outline for a number of teaching techniques may be found in "The 4-H Project Leaders' Guide," or "North Carolina Adult 4-H Leaders Teach Others Through..."

CONCLUSION

Be sure to provide adequate training for junior leaders in your county. Worksheet number 6 has been included in this guide for use with junior leaders at a training session beyond Session II and certainly after junior leaders have had some experience.

Remember -- well-trained junior leaders are an asset to any community and county 4-H program.

Attitudes - Knowledge - Skills

In developing a strong 4-H junior leadership program in your county, every effort should be made to have junior leaders help themselves and others develop the following attributes:

<u>ATTITUDES</u>	<u>KNOWLEDGE</u>	<u>SKILLS</u>
<u>Learn the value of:</u>	<u>Learn:</u>	<u>Develop ability to:</u>
1. Being a good follower	When and how to accept leadership of others	Cooperate with others
2. Good work habits	To work effectively	Work at various tasks
3. Striving to improve	To recognize high standards	Apply standards to tasks
4. Competing with others	To recognize one's own ability	Use knowledge and ability to the fullest
5. Being a good leader	Techniques of leadership	Work with individuals and groups
6. Being considerate of others	To be tolerant of others' opinions	Listen and observe
7. Accepting responsibility	What responsibility is and means	Complete tasks begun
8. Planning	How to plan	Make effective use of time
9. Using logic, facts and values	Basic steps in decision making	Solve practical problems
10. Using money wisely	Value of money	Secure maximum usefulness from available funds
11. Originality	To recognize and develop new ideas	Apply new ideas and concepts
12. Teaching others	How to teach (Example: demonstrations, etc.)	Express self

RE: JUNIOR LEADERSHIP *

1. What is junior leadership?
2. Should a junior leader meet certain requirements before becoming a junior leader?
_____ If so, why?

If so, list requirements you think necessary:

3. Is there a difference between serving as a junior leader and serving as a 4-H Club officer? _____ Explain:
4. Give one common problem found as a junior leader and agreed upon by your group:
 - a. Problem
 - b. Causes - list the many reasons that may have caused it.
 - c. Solutions - list your best solutions to the problem.
 - d. Decision - the "one" thing you will do first to overcome the problem.
 - e. Action - how you will proceed to carry out decision.
 - f. Evaluation - list possible evidence of solution.

* This exercise is best done in buzz groups

RE: JUNIOR LEADERSHIP AND FINDING JOBS!

1. Assemble in groups (6 to 8)
2. Choose a chairman.
3. Choose a secretary to report for group on answers.
 1. What can a junior leader do to identify jobs that are needed to be done in local clubs?
 2. How can the adult leader help to find jobs for junior leaders?
 3. How can 4-H Club and members help to find jobs for junior leaders?
 4. What satisfactions do junior leaders receive?
 5. Name ways a junior leader can determine if he or she was successful or not as a junior leader.

RE: GROWTH THROUGH UNDERSTANDINGS IN JUNIOR LEADERSHIP

1. Assemble in groups.
2. Choose a chairman.
3. Choose a secretary to report for group on answers.
 1. How can junior leaders become a link between adult leaders and 4-H members?
 2. List ways a junior leader can promote good relationship with adult leader.
 3. What can the adult leader do for you as a junior leader to promote good fellowship and understandings?
 4. Can we have too many junior leaders for a club? _____ If so, what are the things we can do to make more effective use of them?
 5. As a group, discuss and decide which of the three methods adult leaders should use in working with junior leaders is best. Explain.
 - (a) Through personal conferences of the adult leader and junior leader just before the job is to be done -
 - (b) By guidance the adult leader assists the junior leader to make a simple job break-down of work to be done -
 - (c) In leaving the junior leaders on their own - in planning, executing, and evaluation -

HOW WOULD YOU SOLVE THESE 4-H CLUB PROBLEMS?

1. Problem: How can you have good club meetings?

Situation: The Eager Beaver Club's new president cannot keep the members quiet. Mr. Baker, the community leader, keeps telling the president what to do next. None of the boys and girls takes much part in the meetings. Mark (X) by the suggestions you think are good; mark (O) by the poor suggestions.

- 1. Officers of the club should attend county officer training meetings.
- 2. Officers should have an executive meeting before each meeting to make plans.
- 3. Officers should see that each member has some responsibility at the meeting.
- 4. Leaders should arrange to have a new president.
- 5. Leaders should not speak in community club meetings.
- 6. Leaders should let the 4-H members make their own mistakes.
- 7. Leaders should help members follow parliamentary procedure.
- 8. Leaders should maintain strict discipline.

2. Problem: What skills are necessary for leaders?

Situation: Mrs. Jones, a young mother, is a new clothing leader. The girls adore her and work with enthusiasm under her direction. However, the older leaders say that Mrs. Jones does not teach things the "4-H Way." Mrs. Jones feels hurt by this criticism and does not plan to continue next year. Mark (X) by the suggestions you think are good; mark (O) by the poor suggestions.

- 1. The home economics agent should call on Mrs. Jones and teach her the 4-H way.
- 2. Other leaders should teach Mrs. Jones the 4-H method.
- 3. The home economics agent should help all leaders to understand that there are several good ways that lead to the same standards.
- 4. Another clothing leader should offer to work with Mrs. Jones next year.
- 5. Other leaders should try to learn from Mrs. Jones how she keeps the interest of the club members.

3. Problem: How are standards set in 4-H projects?

Situation: Mr. Smith's nine boys and girls exhibited sixteen articles. They received seven blue ribbons, five red, and four white ribbons. The other leaders said that Mr. Smith's group doesn't have very high standards. All the members have re-enrolled with him in crafts for another year. Mark (X) by the suggestions you think are good; mark (O) by the poor suggestions.

- 1. Mr. Smith should try to get all his members to work for blue ribbons.
- 2. Mr. Smith should help each one learn a more advanced craft skill.
- 3. Members should plan to exhibit more articles.
- 4. Members should not exhibit if their crafts are not up to high 4-H standards.
- 5. Members should plan to exhibit the two articles with which they are most pleased.
- 6. Mr. Smith should discuss with the members the reasons for the ratings.
- 7. Mr. Smith should learn from the leaders whose members all get blue ribbons.
- 8. Mr. Smith should accept for re-enrollment only those members who do blue ribbon work.

4. Problem: How can you use recognition and awards as teaching tools?

Situation: Record books were judged by four leaders, each judging a different section. Ellen Jones' foods book had a red seal. She was happy about this because last year she had a white seal. However, Mrs. Jones, a three-year clothing leader, declared that the book would have had a purple seal except she knows the other leaders weren't fair to Ellen. Mark (X) by the suggestions you think are good; mark (O) by the poor suggestions.

- 1. Mrs. Jones should go see the county Extension agents.
- 2. The four judges should reconsider Ellen's record book.
- 3. All the leaders should discuss this in a leaders' meeting.
- 4. The four judges should explain their reasons to Mrs. Jones.
- 5. Ellen should talk with her foods leader about how her work can be improved.

RE: JUNIOR LEADERSHIP TASKSRating Scale

List what you consider your competence
in the junior leadership tasks.
5 highest rating - 0 lowest rating.

I would be willing to serve as a Junior Leader in the following tasks.

Yes	No	Suggested tasks for Junior Leaders	Rating (Circle One)					
_____	_____	1. Assist with parliamentary procedure.	5	4	3	2	1	0
_____	_____	2. Inform members of project requirements and assist in enrolling members.	5	4	3	2	1	0
_____	_____	3. Assist younger members in the developing and giving of demonstrations and 4-H talks.	5	4	3	2	1	0
_____	_____	4. Serve on planning meetings with other members and adults.	5	4	3	2	1	0
_____	_____	5. Teach members fundamentals of judging, organization, and giving reasons.	5	4	3	2	1	0
_____	_____	6. Assist members in completing project reports and keeping a record book.	5	4	3	2	1	0
_____	_____	7. Work with 4-H adult leader and the planning committee for the local club to develop a program for the entire year.	5	4	3	2	1	0
_____	_____	8. Assist new members in the beginning of their club experience to take part in meetings and special events.	5	4	3	2	1	0
_____	_____	9. Give assistance to members in preparing exhibits for fairs, shows, etc. State specific project _____.	5	4	3	2	1	0
_____	_____	10. Assist adult leader in making preparation for regular club meeting. Example: Assist in training program participants.	5	4	3	2	1	0
_____	_____	11. Secure new members and contact former members who did not re-enroll.	5	4	3	2	1	0

Yes	No	Suggested tasks for Junior Leaders (continued)	Rating (Circle One)					
_____	_____	12. Visit home of members to stimulate interest of 4-H members and parents in the _____ project.	5	4	3	2	1	0
_____	_____	13. Help adult leader with project tour in _____ project.	5	4	3	2	1	0
_____	_____	14. Assist local leader with the planning and carrying out of special programs for *parents, *4-H Achievement Day, *Community 4-H Share-the-fun, *4-H Sunday, *picnic, etc.	5	4	3	2	1	0
_____	_____	15. Assist the local leader in planning and carrying out club activities in the community: *health, *safety, *recreation, *citizenship, and *conservation.	5	4	3	2	1	0
_____	_____	16. Assist with county events: *Chairman demonstration section, *4-H talk, *Dress Revue section for girls, and *4-H Share-the-Fun.	5	4	3	2	1	0
_____	_____	17. Give assistance to county camps: *recreation, *group singing, *personality improvement, *records, and *camp ceremonies.	5	4	3	2	1	0
_____	_____	18. Assist with flag ceremonies.	5	4	3	2	1	0
_____	_____	19. Serve at information center: *Camp, *4-H Week, and *Fair.	5	4	3	2	1	0
_____	_____	20. Assist with Vesper Programs.	5	4	3	2	1	0
_____	_____	21. Serve as a discussion leader at county training schools.	5	4	3	2	1	0
_____	_____	22. Assist in training 4-H Club officers: *President, *Vice-President, *Secretary, *Treasurer, and *Reporter.	5	4	3	2	1	0

Other Tasks

*Circle word or words that apply.

Name _____ Address _____ Year in High School _____

Local Club _____ Date of Birth _____
Month Day Year

RE: JUNIOR LEADERSHIP

1. In junior leadership, what would I like to change in my own way in working with club members?

.working with my local adult leader in 4-H?

.working with county Extension agents in 4-H?

.working with my parents in 4-H?

2. In junior Leadership, what would I like 4-H Club members to change in working with me?

-local adult leader to change in working with me in 4-H?

-county Extension agents to change in working with me in 4-H?

-parents to change in working with me in 4-H?



Prepared by State 4-H Staff

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