



This We Believe:

- The boy and girl are more important than the projects.
- The member should be their own best product.
- No award is worth sacrificing the reputation of a member or leader.
- Competition is a natural human trait and should be recognized as such. It should be given no more emphasis than other fundamentals.
- Learning how to do the project is more important than the project itself.
- Many things are caught rather than taught.
- A blue ribbon member with a red ribbon project is more desirable than a red ribbon member with a blue ribbon project.
- To learn by doing is fundamental in any sound educational program.
- Generally speaking, there is more than one good way of doing most things.
- Every member needs to be noticed, to feel important, to win, and to be praised.
- Our job is to teach members *how* to think, not what to think.



Leading the Way

Oregon 4-H Junior Leader Project Member Handbook

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"If your actions inspire others to dream more, learn more, do more and become more, you are a leader." —John Quincy Adams

*"Me, take on a leadership role? I'm not sure how to do this or who will help me." With this member handbook, *Leading the Way*, you—intermediate and senior 4-H members—can understand more about the 4-H Junior Leader Project.*



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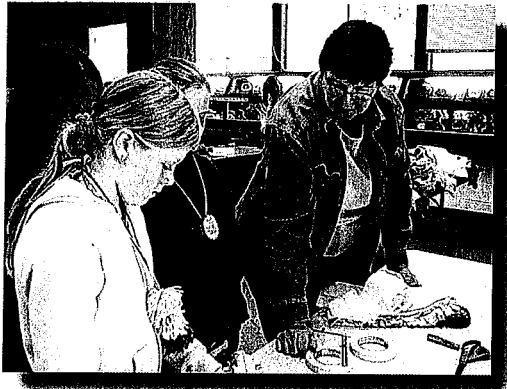
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It has been said that good leaders are developed, not born. 4-H encourages you to step into leadership roles as you grow with the 4-H program, from taking part in club activities to actually planning, organizing, and implementing your own ideas. The 4-H Youth Development program offers many opportunities for you to learn, explore, and develop leadership skills by applying them in actual working environments. As you step up to more and more meaningful leadership roles, you will gain confidence from your partnership with adult leaders while you teach and mentor younger 4-H members.

Project Basics

What is the 4-H Junior Leader Project?

Mary has been a member of a sheep club for several years. As an older 4-H member, she wants to have more leadership responsibilities within her club. After discussing this with her club leader, Mary decides to become a Junior Leader. At the Extension office, Mary enrolls in two projects: Sheep and Junior Leadership. She will carry records for both projects.



The 4-H Junior Leader project gives members opportunities to develop skills by taking on more leadership responsibilities. When members enroll in this project, they commit to helping their club leader and younger club members. In this process, they also help themselves!

Junior Leaders can decide how much responsibility they want, and adult leaders help them plan their programs of work. The amount of leadership you accept is up to you.

Who are 4-H Junior Leaders?

The 4-H Junior Leader Project is for intermediate and senior 4-H members in grades 7 to 12. The 4-H club leader works with Junior Leaders to develop their leadership projects. You must have the approval of your 4-H club leader to enroll in this project.

What do Junior Leaders do?

Junior Leaders work with adult leaders to plan, organize, teach, and lead club activities. A Junior Leader does not necessarily serve as a club officer but takes the lead in helping younger members learn to be officers. Under the guidance and direction of adults, Junior Leaders serve as positive role models while they help younger 4-H members with their projects.

It is important for Junior Leaders to attend county trainings (if available) to learn more about their responsibilities. Junior Leader Advancements and Records for this project are included in this member manual on pages 15, 16, 17 and 21.

Why should you be a 4-H Junior Leader?

Junior Leaders gain knowledge and experience that help them succeed as they go through life. Members in the 4-H Junior Leader project build life skills in communication, problem solving, decision-making, goal setting, teamwork, and conflict resolution. They also gain awareness of civic responsibility and action.

Teenagers who serve as 4-H Junior Leaders in their clubs gain self-confidence, improve their coping skills, and have higher self-esteem. And, being a Junior Leader is rewarding and lots of fun!

What does it take to be a Junior Leader?

Leadership is a learning process. Good leaders are always growing and seeking new ways to improve their skills.

To be an effective leader, the following characteristics are helpful. Answer these questions to see if the 4-H Junior Leader Project is for you.



- **Interest**

Am I really interested in being a 4-H Junior Leader?

- **Time management**

Does my schedule allow me to participate in this activity? Is being a Junior Leader something I will commit to and make a priority?

- **Patience**

Can I be patient with younger members and do my best to help them learn and feel good about themselves?



- **Attitude and enthusiasm**

Am I a positive thinker and optimistic when faced with challenges? Am I excited about what I'm doing? Do I have the ability to encourage others and listen to their ideas? (Positive attitudes are important when serving in leadership roles.)

- **Initiative and self-motivation**

Am I a self-starter? Once I understand what is needed, do I go ahead and do it? Or, do I make excuses why I haven't done it yet?

- **Ethics, Values, Integrity**

Am I a good role model for younger 4-H members? Do I have the self-respect and confidence necessary to set good examples and do what is right?

- **Team player**

Can I listen to others, discuss goals as a group, and help guide the group towards action? (It is important to show young members that they are respected and part of a team.)

- **Plan ahead**
Can I plan ahead, set goals, and work towards accomplishing them?
(Planning takes time and organization and is often the key to success.)
- **Responsibility**
If I accept a task, do I do my best to complete it? If there are problems, will I communicate with my adult leader and ask for help?



How do Junior Leaders differ from Teen Leaders?

4-H Teen Leaders are mature youth in grades 10 to 12, who organize and lead 4-H clubs. They have already had experience as Junior Leaders and seek the next level of leadership. They act as the primary club leader (though they must have an adult advisor present during all meetings and activities for liability reasons). Teen Leaders can also co-lead a 4-H club with an adult, as long as they take equal leadership.

Teen Leaders must be approved by the 4-H Extension agent, attend a New Leader Training, and meet other requirements determined by their county.

Self-Assessment: Am I ready to be a Junior Leader?

I enjoy working with and helping others, especially those who are younger.

I am willing to put the feelings and interests of others before my own.

I accept ideas of others and am willing to take suggestions.

I will be a good example for others in my conduct, appearance, attitude, and manners.

I enjoy working with adult leaders, parents, and others involved with 4-H.

I will accept the responsibilities that go with being a 4-H Junior Leader.

Styles of Leadership

As a leader, you should not do all the work yourself. Allow others to take responsibility, and encourage them to follow through with their plan. At times it might seem easier to do the job yourself, but this does not help younger club members learn. At the end of a job, everyone finds personal satisfaction in saying, "We did it!"

There are three basic styles of leadership: **autocratic**, **democratic**, and **laissez-faire**. Depending on the group and situation, an effective leader uses all styles of leadership.

- **Autocratic**
The leader takes charge and tells followers what to do and how to do it. This leader makes all the rules and expects members to follow them without question. An autocratic leader is concerned with achieving goals and has less concern for the feelings of group members.

Autocratic leadership can be important in potentially dangerous situations or when a group needs strict guidelines. This style may also work well with very young members.

- **Democratic**

This is the most common leadership style, though it is often difficult to achieve. A democratic leader encourages group members to take responsibility for achieving group goals. All contribute what they can for the good of the group. A democratic leader is concerned with completing goals while being sensitive to group feelings.

- **Laissez faire**

This is a French expression that means "let be." A laissez-faire leader allows the group a sense of freedom to solve problems. This leader provides resources and materials to do the job and participates only when asked. A laissez-faire leader focuses on keeping group members happy and does not worry as much about when or how the group's goals are reached. Clubs with older, experienced members may find this style works well for them.

Self-Assessment: What type of leadership style would I use in the following situations?

Your 4-H club is going on a hike. It is important for everyone to follow the rules so everyone will be safe.

Club members are deciding on a club activity for the future. You want the members to have a "decision-making experience" without additional leader input. There is no pressing timeline for this activity.

Members are electing club officers at their meeting. You give them the tools they need to run an effective election and assist them when necessary.

Youth/Adult Partnerships

A successful 4-H program has youth and adults working together to design and implement activities. Through their experience working in partnership with adults, youth increase knowledge, develop life skills, and create friendships. Without a youth voice, 4-H is not successful. Without youth involvement, 4-H cannot best meet young people's needs. You are the voice, the advocate, the partner that "makes the best better" in 4-H.

What is a youth/adult partnership?

It is young people and adults bringing together their strengths to address a common goal or issue. As a Junior Leader, you can work in partnership with adults at the club, county, or state level. You can get involved as a teacher, a committee member, a spokesperson for 4-H, or a leader for a project.



What can you do to strengthen your partnerships with adults?

- Be positive. Offer ideas and suggestions with a positive attitude. A can-do attitude that you are willing to back up with action makes a good impression.
 - Be realistic. Don't be afraid to ask for the kind of help you need. Be sure you understand the tasks involved, and ask questions if you don't.
 - Be honest. Only take on tasks you believe you'll be able to complete. Ask for help if you need it to finish a task.



Tips for working with adult partners

(Adapted from "Younger Voices, Stronger Choices," Kansas City Promise Project, a Joint Effort of the Junior League of Kansas City, MO. Inc., and Kansas City Consensus, 1997.)

- **If an adult criticizes your idea or work, it does not necessarily mean he or she is criticizing you.**

Sometimes when adults offer criticism to a young person, they are treating that person the same way they would a colleague. Remember that adults are used to critiquing others' ideas. Just because they disagree, it does not mean they are dismissing you.
- **Adults may not be aware of how capable you are.**

Maybe they don't know any young people your age, so they don't know what to expect. You can enlighten them by showing you can handle mature situations. You can tell them a hundred times that you are mature, but showing them is the best way to make your case.
- **Adults feel responsible for the success or failure of a project.**

This is why it is hard for adults to share power and authority. They need reassurance that you are willing to share in the successes and the failures.
- **It is okay to ask for help when you do not know how to do something.**

Adults are anxious for you to succeed, but they cannot read your mind. Communication is essential.
- **Be respectful of the adults in your group.**

Listen, provide input and suggestions, and actively participate in discussions.

Self-Assessment: Am I doing what I can to work as an effective partner with adults?

I offer ideas and suggestions with a positive attitude.

I show that I can handle mature situations through my responsible actions.

I am respectful of adults in my group.

Life Skills Learned through 4-H Leadership

Life skills are the ability to use knowledge and experience to meet everyday needs in a variety of situations. When a person learns specific information or techniques to complete a task, that learning may be useful only in that situation. When a person discovers the basic principles, techniques, and attitudes that apply in many other situations, he or she has learned a life skill. Important life skills include communication, goal setting, teamwork, leadership, problem solving, public speaking, citizenship, responsibility, and decision making.

Now that you have decided to enroll in the 4-H Junior Leader Project, you will build many life skills as part of your leadership development.

Communication

Communication is defined as an exchange of information or opinions between individuals. Communication is successful when the receiver interprets the sender's message in the same way the sender intended. Clear communication takes place through listening, speaking, and "body language" (understanding face and body movements).

Through clear communication, people can share ideas, form opinions, accomplish goals, and build relationships of trust and respect. The results of poor communication are confusion, emotional turmoil, and hurt feelings.



Self-Assessment: Am I doing all I can to be a good communicator?

I listen to others and actively hear what they are saying.

My body language agrees with what I am saying and hearing from others.

I ask questions to make sure that what I say has been interpreted correctly.

Teamwork/Problem solving

People can accomplish more when they work together as a team towards a common goal. For a team to be effective, it must meet each member's needs and motivations. Since people have all types of personalities, it takes a leader to help guide team members towards a group consensus.



Self-Assessment: Am I doing all I can to promote teamwork and solve problems within my club?

I encourage all team members to voice their ideas and suggestions.

I help guide the group toward a solution that is satisfactory to all.

I avoid taking sides and try to be fair.

Goal Setting/Planning

A goal is what you want to achieve or accomplish through your effort. To be effective, your goal should be clearly defined and have a timeline for its achievement. As a leader, it is important to have personal goals as well as to help club members decide on collective goals.

Self-Assessment: Do I understand the importance of setting goals?

I have set realistic goals that are important to me.

I have clear plans and will do my best to reach my goals.

I will encourage younger members in my club to set both personal and club goals and help them strive toward achieving them.

*"A good leader inspires others with confidence in him;
a great leader inspires them with confidence in themselves."*

—Unknown

Junior Leader Activities

There are unlimited activities you can do as a 4-H Junior Leader. The choice is up to you, your leader, and your imagination.

Here are some ideas to get you started. Continue to add your own ideas to the list.

Club project, recreation, and educational activities

Teach a lesson from the project book.

Arrange a tour/field trip.

Help members complete Advancement Steps.

Arrange a Record Book training.

Help members complete Record Books.

Teach younger members the 4-H pledge.

Share some historical fact about 4-H with your group.

Arrange transportation to events.

Organize club refreshments.

Set up and clean up at meetings.

Help members secure project equipment.

Volunteer to head a club committee.

Organize a first-aid class.

Plan a club exchange event.

Present an educational video.

Plan a "parents" event.

Help members with their project.

Give demonstrations about your project.

Organize judging practices.

Organize a club show.

Plan a fun day with other clubs.

Plan parties around the holidays.

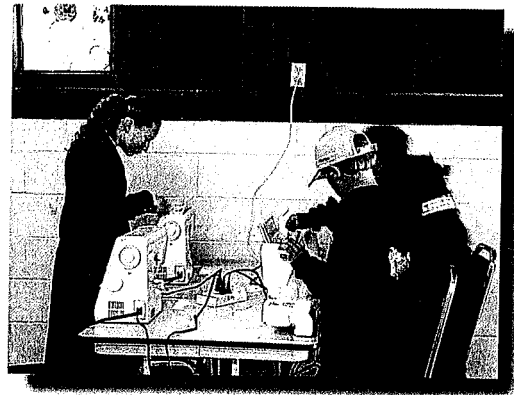
Plan a club barbecue.

Lead or teach songs and games.

Organize a club Recognition Night.

Find ways to recognize 4-H members year-round.

Coordinate participation in a community parade.



Communication activities

Teach members how to prepare an educational display.

Assist members in preparing a presentation.

Teach oral reasons.

Give a demonstration on some aspect of the project.

Arrange for a guest speaker to come to a meeting.

Communicate club concerns to your adult leader.

Promote 4-H clubs at school and in the community.

Write an article about 4-H for the local newspaper.

Submit club news for your county 4-H newsletter.

Encourage younger members through positive reinforcement.

Set up a 4-H display in the community (library, school, local stores).

Teamwork/problem solving activities

Organize a club fundraiser.

Make a club scrapbook.

Teach ice-breaker/team building games.

Discuss potential club problems with your leader.

Together with your leader, find solutions to problems.

Encourage club members to work together on a project.

Effective meeting activities

Work with club officers to plan a club meeting agenda.

Teach Parliamentary Procedure to club members.

Assist officers with preparing and/or leading meetings.

Help keep peace and quiet during meetings.

Coordinate a phone and/or email network within your club.

Community service activities

Organize a newspaper drive for recycling.

Organize a canned food drive for the hungry.

Organize visits to nursing homes.

Coordinate efforts to "adopt" a family in need.

Coordinate a fundraiser for a homeless shelter.

Organize a clothes drive.

Plan a tree planting activity.

Plant flowers in your community.

Schedule club members to read at a local school or community center.

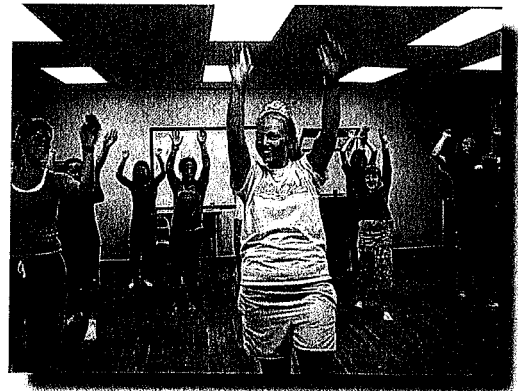
Organize an event to pick up garbage in the community.



Organize a fundraiser for your Humane Society.
Organize a Walk-A-Thon to fund cancer research.
Organize National 4-H Week events.

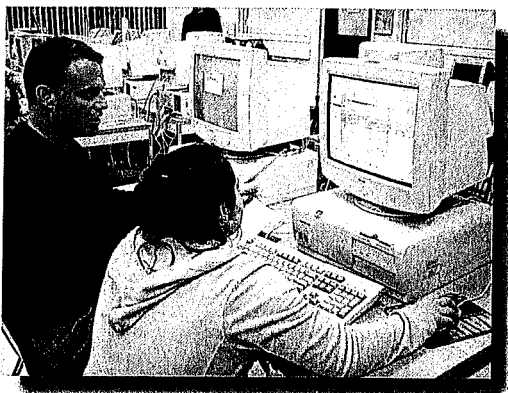
Leadership within club, county, and state

Start a "Buddy" system.
Be a mentor for a younger member.
Help younger members set goals.
Attend leader meetings.
Participate in school Open House events.
Seek leadership positions within your county.
Explore leadership possibilities beyond your county.
Volunteer to serve on a committee outside of your club.
Write thank-you notes to those who support 4-H.
Help with clean-up during county fair.
Volunteer to help your Fair Superintendents.
Help with announcements during fair.
Promote fair week through the media.
Volunteer to help out at your local Extension office.
Teach at School Enrichment programs. (See page 12.)
Share your leadership skills with other clubs.



Leadership Opportunities Beyond Your Local Club

As you grow and become more confident in your leadership role, you may want challenges beyond your local club. Oregon 4-H provides many exciting activities for you at county, state, national, and international levels. Check them out!



4-H Events

- **Regional 4-H Leadership Retreats**
Action-packed retreats for older youth are held throughout the state. You can participate in exciting hands-on activities, workshops, and seminars designed to enhance leadership skills.
- **4-H Summer Conference**
Each summer, Oregon State University hosts this fun event designed for youth in grades 7 to 12. Conference participants come to Corvallis from around the state for awards, leadership trainings, to interview for trips, and to attend a wide range of exciting classes taught by OSU faculty and other community volunteers.

- **4-H Know Your State Government Conference (KYSG)**
This conference is held annually in Oregon's capital city of Salem. 4-H members in grades 9 to 12 get to learn up-close about Oregon's legislative and judicial systems.

Community and county leadership

Depending on where you live, opportunities may include:

- **Regional Leadership Retreat Planning Committee**
- **Camp Counselor/Camp Leadership Committee**
- **County 4-H Fair Superintendent/Assistant**
- **Oregon 4-H County Ambassador**
Ambassadors are 4-H members who have proven to be enthusiastic leaders and promoters of 4-H in their clubs and counties. To become an ambassador, you must attend Ambassador Training, a 1-day program held during Summer Conference. Training activities aim at building leadership skills, public speaking ability, teamwork, and knowledge of 4-H, the 4-H Foundation, Extension, and Oregon State University.
- **Workshops and Clinics**
Opportunities to help organize, set up, clean up, present, and teach.
- **School Enrichment Programs**
Help organize, teach, and assist children with their projects.
- **Other youth representation opportunities**
Recognition Committee, Record Book judging, judging contests and events, 4-H Leader Association boards and/or committees, Fair Board. (Ask your local 4-H Extension staff for more information about opportunities in your county.)

State leadership

- **Oregon 4-H Youth Council**

The council provides statewide leadership opportunities for teens in grades 10 to 12 representing each of Oregon's counties. Council members work through the year with their local Extension staff to help promote various local and state 4-H programs. Selected council members also serve as the youth component of the 4-H Summer Conference Planning Committee

- **4-H Know Your State Government Planning Committee**

4-H members play a significant role in planning and conducting KYSG. They also work side by side with adults during the conference, handling registration, introducing speakers, emceeing the banquet, and conducting other important duties.

- **State 4-H Ambassadors**

A select number of Oregon 4-H County Ambassadors are chosen each year to be members of the statewide 4-H Ambassador Team. These State Ambassadors are selected during the annual Ambassador training session at 4-H Summer Conference. They also may be called upon during the year to represent Oregon 4-H at the state level. Team members also serve as the planning committee for Ambassador Training.

To be eligible for the State 4-H Ambassador Team, members must be entering grade 10 or 11 at the time of Summer Conference, and begin as Oregon 4-H County Ambassadors by successfully completing the Ambassador Training program at Summer Conference.

- **Oregon 4-H Leaders Association Executive Council**

This council includes eight senior 4-H members. Executive Council members plan, conduct, and evaluate the Oregon 4-H Leaders Forum, in addition to providing advice for the overall 4-H Youth Development program.

- **Oregon 4-H Foundation Board of Trustees**

The Foundation provides an opportunity for three older 4-H members to take part in decisionmaking that helps support the 4-H program in Oregon.

- **4-H State Fair Board of Trustees**

In addition to the adult members, four senior 4-H youth are included on the 4-H State Fair Board of Trustees. The Board is an advisory group that helps plan, conduct, and evaluate the 4-H program at the Oregon State Fair.

- **State 4-H Program Development Committees**

Adult volunteers, Extension staff, and 4-H members are all included on most State 4-H Program Development Committees. Opportunities currently are available in the areas of animal science, home economics, expressive arts, and natural science. State 4-H Development Committees review materials used with statewide projects, help plan state activities and events, and give advice for various program projects.



- **State 4-H Fair Superintendents/Assistant Superintendents**
Senior 4-H members can serve in management and decision-making positions for various 4-H shows, project display areas, and contests held during the Oregon State Fair.
- **4-H Camp Leadership Weekend**
This spring event is designed for senior 4-H youth and adult leaders who want to work with resident camp programs for junior and intermediate youth. They learn teachable skills and receive leadership training in resident camp program management, design, and curriculum.



National leadership

- **National 4-H Congress**
Each year, more than 1,300 senior 4-H youth from across the United States and Puerto Rico travel to Atlanta, Georgia over Thanksgiving weekend to attend Congress. Attending Congress as an Oregon Delegate is the pinnacle of many 4-H members' experience. While at Congress, delegates hear inspirational speakers, participate in workshops, take part in a large-scale community service project, visit the historical sites of Atlanta, dance, eat, and meet new friends.
- **National 4-H Conference**
This conference is held each spring at the National 4-H Center in Chevy Chase, Maryland, near Washington D.C. This event involves about 350 youth, volunteer leaders, and Extension staff from across the United States. Participants work in focus groups to develop recommendations for the Extension system. In addition to the public relations, cultural, and educational components of Conference, delegates have the opportunity to meet their U.S. Congressional delegation on Capitol Hill.

International leadership

- **International Four-H Youth Exchange (IFYE) Ambassador Program**
This program enables young people ages 16 to 19 from the United States to increase their global understanding and improve their leadership and communication skills. They spend 4 to 6 weeks living with host families in other countries.
- **4-H Japanese Exchange Program**
4-H members ages 13 to 18 may participate in either a 4-week or 7-week outbound program to Japan. Older 4-H members are chosen to help with the inbound 4-H Japanese Exchange Program as teen counselors at UTREK Camp and/or the orientation and evaluation program.

4-H Junior Leader Record

Part 1: Project Plan

(To be completed at the beginning of the club year)

Please photocopy this page and use the copy to write on.

Name **Club/Project**

Year in Junior Leader Project **Name of Club Leader**

Name of adult who will help you

What I plan to do and why.

(For example: I plan to organize a successful community service project with our club to clean up our community park.)

What do I hope to gain from this project?

(For example: I hope to gain organizational and leadership skills. I hope to project a positive image of 4-H to the community.)

How do I hope this project will help others?

(Some ideas might include: I hope to assist our club leader by taking on this responsibility so that he or she does not have to. I hope to be a role model for the younger members in our club. I hope a clean park will give the community a sense of pride and a place to spend time.)

Work Plan

Steps I will take	People who will help me	Materials I will need	Date I plan to start	Date I plan to finish	Date project is complete

4-H Junior Leader Record

Part 2: Project Evaluation

(To be completed at the end of the club year)

Please photocopy this page and use the copy to write on.

1. On a scale of 1 to 5, with 1 being "really bad" and 5 being "really great," how would you rate the success of your Junior Leader Project? (Circle one)

1 2 3 4 5

Describe why you give it that particular rating.

2. Describe what you would do differently next time.
3. Describe what worked really well that you would repeat next time.
4. Describe the support you received. (For example: leaders, other Junior Leaders, club officers, family members, neighbors, outside resources)
5. Can you see growth in any club member as a result of your leadership? Give examples.
6. Approximately how many hours did you spend on this project? _____
7. Approximately how many people did you reach with this project? _____
8. Adult club leader comments

Leader Signature

Date

4-H Junior Leader Advancements

Please photocopy for use in your record book.

It is recommended that you complete at least 8 options per year. Review the entire list for ideas, and feel free to develop and record your own skill and personal development options. Remember, leadership is an ongoing experience.

Skill/Personal Development Options	Date passed	Approved by
1. Attend a Junior Leader Training.	_____	_____
2. Develop a set of questions, and interview your leader about your role as a Junior Leader within the club.	_____	_____
3. Model active participation in your club community service project.	_____	_____
4. Mentor a club officer.	_____	_____
5. Make a leadership exhibit for county fair.	_____	_____
6. Attend a Record Book workshop.	_____	_____
7. Enroll as a 4-H Junior Leader in your club.	_____	_____
8. Prepare an educational poster about your project and present it at a club meeting.	_____	_____
9. Teach another member the 4-H Pledge with hand motions.	_____	_____
10. Organize a way to convey important club information to all members (calling committee, club newsletter, email).	_____	_____
11. Serve as a committee member for a club activity.	_____	_____
12. Lead an "ice-breaker" or energizer at a club meeting.	_____	_____
13. Secure a speaker for a club meeting.	_____	_____
14. Teach members how to judge a project.	_____	_____
15. Help clean up or set up for a large event.	_____	_____
16. Create a phone tree for your 4-H club.	_____	_____
17. Help organize a community service project.	_____	_____
18. Teach and help club members to complete their record books.	_____	_____
19. Help club members prepare their exhibits for county fair.	_____	_____
20. Help younger members make a club educational display for fair.	_____	_____
21. Help your leader check that all members have their project materials.	_____	_____
22. Develop a bowl game for your club's project area.	_____	_____

Skill/Personal Development Options	Date passed	Approved by
48. Work with an adult leader to plan goals and events for the year.	_____	_____
49. Interview to be a State 4-H Ambassador.	_____	_____
50. Supervise members as they fill out club or fair enrollment forms.	_____	_____
51. Give a presentation to your club about your 4-H activities.	_____	_____
52. Help younger members prepare exhibits and displays.	_____	_____
53. Plan a community service project for your club.	_____	_____
54. Plan and teach an activity or game at a multi-club 4-H event.	_____	_____
55. Organize a club recreational activity.	_____	_____
56. Serve as a Camp Counselor for 4-H or other camps.	_____	_____
57. Coordinate and plan a 4-H float for a local parade.	_____	_____
58. Plan and teach a workshop at a county event.	_____	_____
59. Attend OSU Summer Conference.	_____	_____
60. Research leadership techniques (cooperation, negotiation, teamwork) and discuss how they could be better utilized in your club.	_____	_____
61. Attend a Leaders Meeting with your leader and present a club report.	_____	_____
62. Participate as Teen Staff at a county-wide activity. (Examples: county fair, judging contest)	_____	_____
63. Organize your records into résumé format for state review.	_____	_____
64. Act as the official judge for a club event or contest to help members understand what the judge is looking for. (Examples: oral reasons, style revue, cooking contest, showmanship)	_____	_____
65. Give a presentation to a group outside of 4-H about your 4-H activities.	_____	_____
66. Organize a discussion in your club about the 4-H Code of Conduct and/or show-ring ethics.	_____	_____
67. Help club officers understand their duties.	_____	_____
68. Plan a schedule of home visits for club members.	_____	_____
69. Organize a tour to enhance project knowledge.	_____	_____
70. Organize a club recognition event.	_____	_____
71. Learn some historical facts about the 4-H program and share them with others.	_____	_____

Skill/Personal Development Options

Date passed Approved by

72. Serve on a committee outside of your 4-H club.

73. Serve on a regional or state committee.

74. Serve as Teen Staff at Oregon State Fair.

75. Help write a grant to secure funds for a workshop, program, and/or community service project.

76. Organize a 4-H Information Night at a school or in a community.

77. Participate in a Community Pride event.

78. Organize a visit to a nursing home or senior center; do something nice for the residents.

79. Organize members to do something to improve your neighborhood.

80. Set up a time for club members to do yard work for the elderly in your community.

As a Junior Leader, you are encouraged to develop your own options. Please consult your leader for direction.

81. _____

82. _____

83. _____

84. _____

85. _____

86. _____

87. _____

88. _____

89. _____

90. _____

(add more options as needed)

4-H Junior Leader Advancements Record of Completion

Name of club member

4-H Year: _____

I have completed at least eight skill options in the Junior Leader advancement program.

Grade _____ Leader _____

Advancement Options: (list numbers of the eight skills completed this year)

Additional options completed _____

4-H Year: _____

I have completed at least eight skill options in the Junior Leader advancement program.

Grade _____ Leader _____

Advancement Options: (list numbers of the eight skills completed this year)

Additional options completed _____

4-H Year: _____

I have completed at least eight skill options in the Junior Leader advancement program.

Grade _____ Leader _____

Advancement Options: (list numbers of the eight skills completed this year)

Additional options completed _____

4-H Year: _____

I have completed at least eight skill options in the Junior Leader advancement program.

Grade _____ Leader _____

Advancement Options: (list numbers of the eight skills completed this year)

Additional options completed _____

4-H Year: _____

I have completed at least eight skill options in the Junior Leader advancement program.

Grade _____ Leader _____

Advancement Options: (list numbers of the eight skills completed this year)

Additional options completed _____

4-H Year: _____

I have completed at least eight skill options in the Junior Leader advancement program.

Grade _____ Leader _____

Advancement Options: (list numbers of the eight skills completed this year)

Additional options completed _____

Resources and References

Resources

Oregon State University Extension Service

- *Active Teaching—Active Learning: Teaching Techniques and Tools* (4-H 0259L)
- *Exciting Meetings for Great Groups: Organizational and Planning Techniques and Tools for Your 4-H Group/Club.* (4-H 0256L)

For more information on 4-H programs, visit the Oregon 4-H website:

http://oregon.4h.oregonstate.edu/index_th.html or talk to your local Extension staff.

National 4-H Cooperative Curriculum System

Step Up to Leadership

- *Leadership Mentor Guide* (4HCCS BU-07904)
- *My Leadership Journal* (4HCCS BU-07906)
- *My Leadership Portfolio* (4HCCS BU-07907)

This site offers publications on teambuilding activities:

<http://www.teamworkandteamplay.com/>

References

"4-H: Making a Difference in the Lives of Oregon's Youth." (2005).

Retrieved 17 October 2005, from the Oregon State 4-H Youth Development Education Web site: http://oregon.4h.oregonstate.edu/programs/evaluation/Youth_Partners_Impact_Report.pdf

Hart, D., C. Smith, R. Galloway, and L. Larwood. (2004). *Exciting Meetings for Great Groups: Organizational and Planning Techniques and Tools for Your 4-H Group/Club.* Oregon State University Extension Service, Corvallis, Oregon.

Norman, M. and M. Munson. (1987). *Leadership Skills You Never Outgrow.* University of Illinois Cooperative Extension Service, Urbana, Illinois.

"Taking a Stand," *Creating Youth/Adult Partnerships, Training Curricula for Youth, Adults and Youth/Adult Teams*, 1996; and "Claiming Your Voice," *Youth-Adult Partnerships, A Training Manual*, 2003, Innovation Center. http://www.theinnovationcenter.org/r_ya_partners.asp

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LEADERSHIP

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award
Beginning

	<u>Date</u> <u>Completed</u>	<u>Leader's</u> <u>Initials</u>
1. Demonstrate parliamentary procedure for making a motion and voting on it.	_____	_____
2. Explain these terms: leadership, democracy, roll call, decision, public speaking, and communication.	_____	_____
3. Assist in hosting and serving refreshments at a 4-H activity.	_____	_____
4. Participate on a Club or project committee and report what your role was to your Project Leader.	_____	_____
5. Help a new member learn the 4-H pledge.	_____	_____
6. Invite a new member to a project or 4-H Club meeting.	_____	_____
7. Help plan and implement a project or 4-H Club program.	_____	_____
8. Describe various ways to fund a project and implement one of them.	_____	_____
9. Invite someone to a 4-H event: introduce them, be sure they are included in any activities, send them a thank you note, and evaluate the process. What could you do better next time?	_____	_____
10. Prepare and give a talk about a 4-H activity at a Club or Project meeting.	_____	_____
11. Create a poster that teaches something to someone else.	_____	_____
12. Describe a decision you have made and how you arrived at the answer.	_____	_____
13. Keep an ongoing notebook/record of what you are doing or learning in a project. Submit the notebook/record to your Project Leader for review.	_____	_____
14. Make a 'things to do' list and prioritize it. Select one item from the list and write a personal goal for it including what, how, when.	_____	_____
15. Describe the parts of a club meeting and the role/responsibilities of key officers.	_____	_____
16. Attend a County, Sectional, or State 4-H event.	_____	_____
17. Give a presentation on leadership at Presentation Day.	_____	_____

Project Leader's Signature of Completion: _____ Date: _____

Club Leader's Signature of Completion: _____ Date: _____

LEADERSHIP

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award
Intermediate

	<u>Date Completed</u>	<u>Leader's Initials</u>
1. Participate in the selection of a community service project for your Club/group.	_____	_____
2. Plan a project lesson. Include specifics on how you plan on addressing differences due to gender, age, language, and culture.	_____	_____
3. Promote 4-H by coordinating a Club/group display or by advertising in the media.	_____	_____
4. Help new members fill out enrollment forms and select projects.	_____	_____
5. Chair a 4-H Club/group committee or event.	_____	_____
6. Attend a leadership-training workshop or conference.	_____	_____
7. Complete an inventory of your own strengths and skills. Discuss it with your Project Leader.	_____	_____
8. Demonstrate the use of verbal and non-verbal communication to your project group.	_____	_____
9. Write a news article about your Leadership Project or something special you have done in the project. Submit the article for publication.	_____	_____
10. Interview an individual who is considered to be a leader in your community. Prepare for this interview by making an appointment, writing a list of questions to ask, and any other items you think are important.	_____	_____
11. Use 'brainstorming' to solve a problem or plan a project or activity.	_____	_____
12. Carry a notebook with you for one month and write down any good ideas that come up. Share these with the group.	_____	_____
13. Lead a group discussion talking about and then setting goals for your project. Show how you intend to meet the goals.	_____	_____
14. Observe a community leadership meeting, such as a school board, city council, etc., and list the actions that help meetings, and the actions that hurt meetings.	_____	_____
15. Describe a problem and how it can be solved. Use the decision making process to come up with realistic solutions.	_____	_____
16. Develop a list of resources in this project.	_____	_____
17. Give a presentation on leadership at Presentation Day.	_____	_____

Project Leader's Signature of Completion: _____ Date: _____

Club Leader's Signature of Completion: _____ Date: _____

LEADERSHIP

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award
Advanced

	<u>Date</u> <u>Completed</u>	<u>Leader's</u> <u>Initials</u>
1. Conduct a program in which you teach other members how to properly give a demonstration. Include parts of the demonstration. Follow through and hold a mock Presentation Day for the participants.	_____	_____
2. Participate on a County 4-H committee.	_____	_____
3. Identify and describe various leadership challenges when working with diverse groups. Include learning abilities, age, and cultural differences.	_____	_____
4. Participate in a judging activity.	_____	_____
5. Serve as a 4-H Club officer.	_____	_____
6. Help officers in your Project, Club, or County to understand and perform correct parliamentary procedure.	_____	_____
7. Work with leaders to plan and implement an officers training day/ workshop for Club or County.	_____	_____
8. Attend a Sectional or State leadership conference/workshop.	_____	_____
9. Contact local, state, or national organizations, e.g. service club, business, and professionals group, etc., related to your Leadership Project; then, explain to your group what this association has to offer its members and other interested individuals.	_____	_____
10. Identify five qualities that you believe make a leader; then, find examples in real life that illustrate each one.	_____	_____
11. Assist with a County event and keep records of what you did and what was accomplished.	_____	_____
12. Discuss and implement a workshop for other members and leaders on learning styles.	_____	_____
13. Learn about and practice conflict resolution and negotiation styles.	_____	_____
14. When is each one helpful?	_____	_____
15. Develop resources and begin a reference library for leadership.	_____	_____
16. Evaluate a year's project plan or event that you were responsible for by creating a survey for the members or hosting a post-project/ event meeting. What went well? What needs improvement?	_____	_____

Project Leader's Signature of Completion: _____ Date: _____

Club Leader's Signature of Completion: _____ Date: _____

I'm a 4-H Project Leader: Now What Do I Do?

How do I know who is in my project?

- Your club organizational leader will provide you with the names, addresses and phone numbers of the members enrolled in the project for which you are the leader.
- If you are working on the county level, contact the UCCE for the list of project members.
- The organizational leader may indicate to you if any of the youth have special needs. At your first project meeting, note any other youth that may have special needs.
- You may wish to consult with the parent or your 4-H Youth Development Agent as to how to work with a special needs child.

How often should I hold project meetings?

It is recommended you hold 4-6 meetings that each last 1½ to 2 hours in length. Some projects require more meetings or a longer meeting time to accomplish your goals. Some projects, such as leathercraft, may lend themselves to individual project work as members progress on their projects. In this case, you should hold several introductory meetings for all members and then set up a schedule of time for them to sign up for individual help.

When do I start?

Get started as soon as possible! Members' interest in a project is most keen when they are signing up for a project and when they get their project books.

How do I cover the cost of project meetings?

- There is a wide variety of means for covering the cost of project meetings. Some methods used include:
- Each member pays for their share of the expenses or provides a portion of the supplies.
- The club agrees to cover expenses using funds from their treasury. Approval in advance is needed for this.
- Members and leaders can solicit donations/supplies from area businesses.
- Sometimes funds from sources outside your club may be available to cover your project meeting costs.

How do I establish a project meeting schedule?

First, determine when you are available to work with project members. Then determine an initial project meeting date by consulting with your project members.

Publicize the date using one of the following means:

- County and/or club newsletter
- Club meeting or leader association meetings
- Postcards or phone calls to project members

You may not be able to schedule an initial meeting that everyone can attend. Establish a time to meet with those unable to attend before you hold your second project meeting.

Where do I hold project meetings?

Typically project meetings are held at project leader homes, schools, or community buildings. For more information on facility adaptability and liability concerns contact your 4-H Youth Development Agent.

What safety precautions do we need to consider?

Consider the type of safety issues your particular project involves. Request and secure necessary safety items such as ear protection, eye protection and head protection.

How do I let others in my club or other clubs know I am a project leader?

Prior to enrollment ask for time on your club's meeting agenda to let families in your club know you're a project leader and to share some things the kids could do in the project if they enrolled in it. When the project materials are handed out, take the opportunity to inform or remind members that you are their project leader and set an initial meeting date with the group. If no one in your club is in your project, you may wish to offer your services to a neighboring club. Talk to your club organizational leader or county 4-H Youth Development agent about this opportunity.

How do I prepare for the first meeting?

You may want to establish a 4-H resource box where you keep your project materials and any additional resources you will be using. Take time to become familiar with your project literature and talk to others who were project leaders for this project to find out what activities the members enjoyed.

What should I do at the initial project meeting?

- At the initial project meeting, here are some ideas of what you might want to cover:
- Find out what the members want to learn and accomplish in the project. The project literature is an excellent source of ideas.
- Review the safety practices that members will need to follow.

- Do an introductory activity related to the project so the members get to know one another
- Have a small project the members can complete and take home
- Talk about how the project meeting supplies will be paid for. Experienced leaders have found it easiest to charge a small fee to cover the cost of the expenses.
- Assess when members are available for additional meetings. You may wish to ask the parents or members to bring along their calendars of family activities.
- Encourage parents to participate in project meetings, especially the initial meeting.

What does a typical project meeting look like after the initial orientation?

Use the experiential learning model (found in the introductory pages of your Helper's Guide) to plan your project meeting. The project helper's guide will provide suggestions for designing a project meeting. Here are some suggestions for each section of the model:

Do

- Plan an activity to focus the project members on what they'll be doing today. Work on the project for that meeting.

Reflect

- Review the process completed
- Discuss what worked and didn't work.
- Talk about how any problems that arose were solved.
- Assist members in documenting their project work for inclusion in their record books/portfolios.

Apply

- Ask the project member the following questions:
- What else have you seen that is similar to this?
- How can you apply what you learned today to other situations?

What resources are available to help me?

- 4-H Project Literature – You will receive project literature through your 4-H club or the UW-Extension office. Typically there is a helper's guide and member literature for three to four levels.
- Other People in my Club & County – There are a number of people in your county who would be willing to share project ideas and tips with you.

These include:

- Project leaders in other clubs
 - County Staff
 - Older youth who have been involved in the project
-
- **Media Collection & Public Libraries** – Additional resources can be obtained from the Cooperative Extension Media Collection. They have videos, skillathons, displays and resource packages available to support a variety of projects. There is a user fee per item you or your club will be responsible for. You can view their catalog at their website <http://www.uwex.edu/ces/media/>. Check with your local public library to find out what resources they may have or that you can obtain through inter-library loan.
 - **4-H Website** – Wisconsin 4-H is continually adding more information and activities to their website. Visit this site at www.uwex.edu/ces/4h/onlinepro/. You may wish to check out websites from other state 4-H programs also.
 - **Volunteer Leaders Conferences** – Review each issue of your county's newsletter to learn about training sessions for project leaders offered by your county, district or at statewide events. Sessions focusing on new project literature are typically offered at the State 4-H Volunteer Leader Conference held every other year. Periodically statewide conferences focusing on specific project areas are offered in addition to sessions at the volunteer conferences. You can also exchange ideas with other leaders at statewide Field Day.
 - **Field Trips** – Youth always enjoy the opportunity to see firsthand how things are done and how they work. Consider taking your project group on a field trip or tour of a local business or company to enhance their project experience. An example would be taking your dairy members to a cheese factory or your foods group to a local bakery.
 - **Local Experts** – Bring in a local "expert" to share their ideas and experiences with your group. One example would be asking a Master Gardener to share information on choosing perennial or trimming shrubs at one of your project meetings.
 - **Magazines** – Many leaders have found creative ideas to supplement those in the project literature in magazines they have or those at the public library.

How can I incorporate activities not included in the project guide?

We encourage you to use the ideas in the project literature as they have been successfully used with youth. If you have some additional activities you would like to incorporate, consider the following criteria:

- Of interest to kids
- Developmentally appropriate
- Incorporate the experiential learning model
- Youth and adults are involved in determining what will be done
- Enhances the development of member life and project skills
- Research based source of content utilized

What is the relationship between project work and the county fair?

The County Fair is an opportunity for an independent evaluation of life and project skills a member learned through completing a project. County fair entries typically match the activities included in the project literature and may include other activities that are being emphasized in your county. One of your roles is to help maintain the focus of members and parents on the goal of 4-H, which is to develop blue ribbon kids. Talk with members about what they learned about each of their fair entries from the judging process. Help members celebrate their accomplishments regardless of the color of ribbon each project member received at the fair. This may be done through individual encouragement or at a meeting following the fair. While entering and displaying a project at the County Fair is the traditional method of public affirmation, there may be other means of exhibition such as a club tour, open house, community celebrations or others.

Who can I go to if I need someone to help me during the project meetings?

If you are leading beginning level project meetings, ask older members in the project to help you. This is a great leadership experience for them! Parents are another excellent source of help. Don't hesitate to ask them to stay for the meeting and be actively involved in their child's project work.