



# TEEN LEADERSHIP

## A MEMBER'S MANUAL

Adapted from Montana State University, Teen Leadership Leader's Manual, July 1996

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# Teen Leadership Member's Manual

*Leadership is the giving of yourself in helping others reach a common goal. It is not a mystical trait that one individual has and another does not have. It is learned behavior that you can improve by study and application. Leaders are not born; they are developed, almost completely by their own effort. That's what this Teen Leadership project is all about: developing your leadership potential!*

## Criteria for enrollment:

In order to enroll in this project, you should:

- Be thirteen years of age by January 1 of the current project year
- Have successfully completed at least one previous year of 4-H experience
- Be enrolled in at least one other 4-H project

## Project goals:

- Learn and practice 4-H life skills
- Learn the skills necessary to be an effective resource to your club, county, community and beyond
- Learn to apply leadership techniques in different situations
- Enjoy planning and working with others
- Inspire the interest of younger 4-H members, especially 11- and 12-year-olds and encourage continued participation of older members. Be a positive role model for others.
- Practice and learn skills that will prepare you for future careers
- Set your own goals and pursue individual interests
- Work with a mentor, teacher or advisor

## Here's what to do:

- Sign up for the Teen Leadership project on your 4-H enrollment form
- Cooperatively decide on areas of leadership focus with your leaders and/or county Educator.
- Complete the Teen leadership Plan and turn it in to your leader and Extension Office by the designated date
- Organize necessary resources and perform the planned leadership roles
- Be flexible; understand that some of the plans you made may not be able to be accomplished for one reason or another and new plans may need to be added throughout the year to accommodate unexpected needs

## Items to consider in developing your plan:

- What do **you** wish to learn?
- Why do **you** want to accomplish it?
- **Who** are the participants and audience?
- How will **you** accomplish the program?
- **When** will the activities take place?
- **Where** will the activities take place?
- What are the names of individuals responsible for various tasks?
- How are you going to evaluate the program?

### **Suggested Activities:**

- Recruit new members and help them become established in a 4-H club.
- Assist younger 4-H members individually or in small groups with a 4-H project.
- Assist younger members in selecting and preparing for 4-H activities and events (demonstration, judging, etc.)
- Help members learn parliamentary procedure and how to effectively conduct and participate in meetings.
- Assist individuals or groups plan and conduct community service activities.
- Assist members in completing project reports and journal.
- Serve on county or state committee (teen council, teen board, etc..)
- Teach a workshop (project, team building, motivation, trust, etc.)
- Arrange educational tours or guest speakers for your club.
- Assist in planning and carrying out club activities such as health, safety, recreation, citizenship and conservation.
- Be responsible for organizing a fundraising activity.

### **General Time Line**

Creating a plan of action and following a schedule for the project can be very fulfilling and rewarding. The following is a general time line for leaders and teen leaders to follow throughout the 4-H year so you can keep on schedule. Naturally, what you choose to do in the leadership project will be unique, so this time line will vary. It is important for you to complete a written plan of action and give copies both to your leader and county Extension office. Your leader and county Extension Educator may help you find literature, information or materials that pertain to the project. Also, the Extension Service may have activities or events that coincide with your plan, so they may call on you to be a part of the activity. If you have some general guides to follow, they will help you create a fulfilling, organized project, and could open many doors of opportunity for you.

By dividing the 4-H year into three parts, you may be better able to complete your Plan of Action. Your leader's assistance while planning activities is very important. You may be able to begin your plans sooner than what is shown below.

### **Suggested Timeline for Your Plan of Action**

These guidelines are suggestions, and may vary from county to county. You may want to use the sample Teen Leadership Project Plan (p.13) or you can design your own.

**Submit plan to leader ..... by December 1**

**Plan to county Extension office ..... December 15**

**Leader reviews progress with teen  
First third of the plan ..... February 15**

**Leader reviews progress with teen  
Second third of the plan..... May 15**

**Leader reviews progress with teen..... August 15  
Last third of the plan..... Records should be compiled**

*For this project, you will need to fill out a teen leadership project plan. A sample plan is on p.13.*

## Vermont 4-H Life Skills:

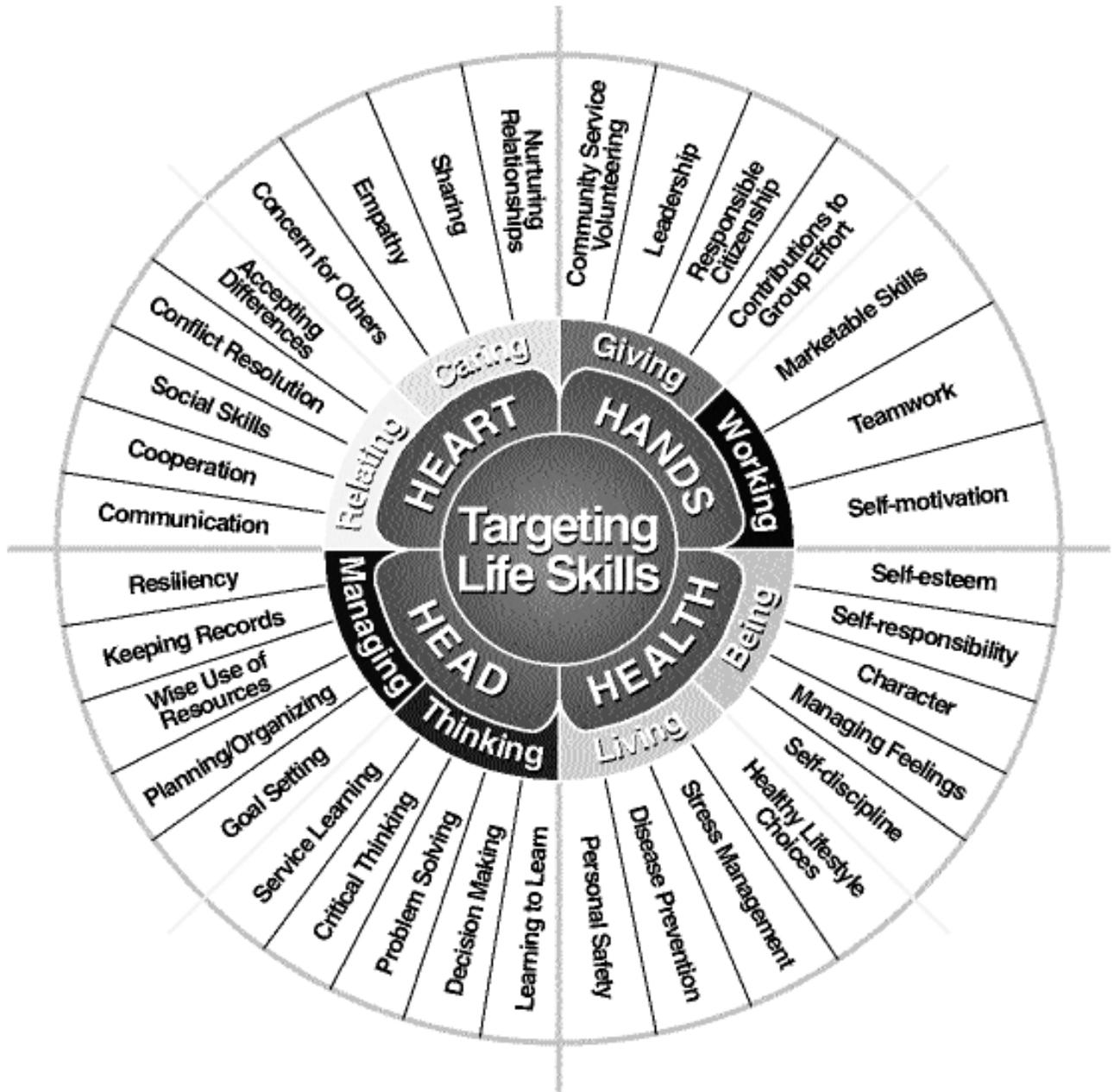
- **Independence through Learning Decision-Making and Responsibility for Choices** through the use of knowledge, skills and values in identifying, defining, and analyzing problems and then selecting from alternative solutions, and knowing that they must accept responsibility for the choices they make.
- **Mastery by Developing an Inquiring Mind** through mental stimulation, curiosity, and enthusiasm for finding out about the world and its people.
- **Belonging by Relating to Self and Others** through exploring one's values and attitudes, communicating information and feelings, respecting differences among others, dealing with conflict, and applying democratic practices in problem solving.
- **Generosity by Fostering Positive Self-Concept and Acquiring a Concern for Communities- Local and Global** through the development of perceptions by young people that they are capable, significant and influential in relationships with others, be it local or global, and can learn to respect differences, and assume a responsibility to help improve quality of life in your community.

## Developing Life Skills:

Life skills are abilities that are useful for living everyday life. Life skills include thinking, doing and feeling skills. A complete list of lifeskills typically learned in the 4-H program is included on page 5. The purpose of developing life skills in leadership is the development of skills necessary to perform leadership functions in real life. Through this project you will find that:

- Similar roles exist in other life situations. Leadership roles such as president, member, committee chairperson, resource teacher are also found in other organizations and situations throughout life.

- Each role has duties that must be completed. There are certain tasks which must be completed in order to be successful in any leadership role. The responsibility you accept to complete these tasks will be a guide-post for your future.
- These duties require performance of certain life skills. Skills needed include communications, decision making, working in groups, understanding yourself, getting along with others, and management skills.
- Life skills can be learned. The two factors most important in learning basic leadership skills are a desire to learn and knowledge of what is expected.
- Learning experiences can be developed to teach life skills. Both individual and group learning experiences can be used to teach life skills.
- Skills must be practiced before they become part of your performance. Developing a skill involves both learning information about the skill and practicing the skill. 4-H provides an opportunity to practice new skills with support and guidance. Apprenticing to an adult or older 4-Her in the leadership role is an excellent way to practice new leadership skills.
- When a life skill is learned in one setting, it will be of use in performing similar leadership roles whenever they occur. Life skills learned to perform as a 4-H president will also be used when serving as president of other groups.
- Different levels of a life skill may be required in different roles. The communication skills necessary to arrange a tour are different than the communication skills necessary to teach a class on giving livestock judging reasons.



## **Personal Development:**

Through this leadership project, you can help yourself and others develop the following attitudes, knowledge and skills.

<b>Attitudes: Learn the value of</b>	<b>Knowledge: Learn</b>	<b>Skills: Develop skills in</b>
Being a good follower	When and how to accept leadership of others	Cooperating with others
Good work habits	To work effectively	Working at various tasks
Striving to improve	To recognize high standards	Applying standards to tasks
Competing with others	To recognize one's own ability	Using knowledge and ability to the fullest
Being a good leader	The techniques of leadership	Working with individuals and groups
Being considerate of others	To be tolerant of others' opinions	Listening and observing
Accepting responsibility	What responsibility is, and what it means	Completing tasks begun
Planning	How to plan	Effective use of time
Using logic, facts, and values	The basic steps in decision-making	Solving practical problems
Using money wisely	The value of money	Securing maximum usefulness from available funds
Originality	To recognize and develop new Ideas	Applying new ideas and concepts
Teaching others	How to teach	Self-expression

## Working with Young People – Youth Learning Characteristics

To have a successful leadership experience you must know what makes your audience tick. The level of interest and understanding will be different for an 8 year old than a 12 year old. It is important that you know something about each age group as you plan and prepare your leadership experiences.

### 9 to 11 Age Group

Characteristics of Age Group	Implications for Learning
Are quite active, with boundless energy.	Allow members to participate in activities where they can use physical energy. Center activities around active participation.
Are easily motivated, eager to try something new.	Use encouragement to keep them motivated. Provide a variety of learning experiences.
Need guidance from adults to stay at a task and to achieve their best performance.	Use varied and interesting activities. Change types of activities.
Do not like to keep records and so not see the value in them; need assistance and close supervision.	Work closely with them in completing records.
Admire and imitate older youth.	Have members choose an older youth to work with and serve as a role model.
Attention span is about 30 minutes.	Change activities often. Use varied and interesting activities.
Acceptance by peer group is an important reward.	Use peer group to give recognition for good work. Have group give applause for completed activities. Avoid putdowns.
Like to be with members of own sex.	Let members choose helpers and partners for activities. This will let them begin in a comfortable environment, without hostility. Do not force them to have partners of the opposite sex.
Enjoy both cooperation and competition.	Plan activities so that at times members work together and at other times groups compete with one another.
Are still fairly concrete thinkers.	Use hands-on involvement. Will give more attention if they are both seeing and doing things. They need many opportunities to share their thoughts and reactions.

<p>Have a strong need to be accepted. Youngsters need to know how much they have improved and what they should do to be better next time. Satisfaction of completing a project often comes from pleasing an adult.</p>	<p>Individual evaluation and encouragement from an adult can have remarkable results.</p>
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### 12 14 Age Group

Characteristics of Age Group	Implications for Learning
Can take responsibility in planning and evaluating their own work.	Allow member to plan activities. Expect follow through. Assist them with evaluating the outcome. Let members have responsibility for group activity.
Are ready for in-depth, longer learning. Avoid tasks that are too difficult.	Encourage deeper exploration of leadership role; encourage more detailed record- keeping. Help members choose tasks in which they can succeed. Encourage members to participate in all tasks. Help them to succeed in solving and participating in difficult tasks.
Can plan their own social and recreational activity.	Form planning committees to plan parties and other social activities. Give experience in working in groups.
Ready made solutions are often rejected.	Assist members in making realistic choices. Question their plans, show alternatives, and help them weigh aspects before making decisions. Leaders who provide supervision without interference will do well with this group.
Desire a sense of independence, yet they want and need their parents' help.	Establish guidelines for group. Give parameters for youth to follow. Involve members in deciding on own group rules. Opinions of peers become more important than those of parents or other adults.
Begin to test values and seek adults who are accepting and willing to talk about values and morals.	Provide self- discovery activities leading young teens to self- knowledge. Justice and equality become important issues.
	Allow for interaction of sexes. Let individuals decide

Infatuation is common. Interest in opposite sex is often shown in contrary behavior- pushing, hair pulling, etc.	on which partner they would like to be with. Avoid comparing young people with each other, and be careful not to embarrass them.
Peer pressure mounts, first from same sex, then from opposite sex.	Use peer pressure as a positive influence. Use group to influence nonparticipation. Have group give encouragement to others.

**15 to 18 Age Group**

<b>Characteristics of Age</b>	<b>Group Implications for Learning</b>
Have high social needs and desires.	Make sure members are encouraged by peers. Assist in making a climate which is conducive to encouragement. Acceptance by members of the opposite sex is of high importance. Some may tend to be wrapped up in themselves and their peer group rather than family, teachers and other adults.
Want and need a strong voice in planning their own program.	Allow youth to plan leadership development programs with guidance and support of adults. They can generally initiate and carry out their own tasks without supervision. They can help younger members plan and complete their projects.
Begin to think about the future and make realistic plans.	Emphasize application of leadership life skills to begin on your own. Their vocational goals influence the activities they select. Teens set goals based on their own personal needs and priorities. As they master abstract thinking, they can imagine new things in ways that sometimes challenge adults. Adults need to be open to their ideas.
Abstract thinking and problem solving reaches a high level. Can choose purposes, make plans, carry them out and evaluate the results.	Put members into real life problems solving situations. Allow them to discover fully the ideas, make decisions and evaluate the outcome.
Personal philosophy begins to emerge.	Allow time for members to explore and express their own philosophies. Use activities which have members search for experiences which will allow them to identify their philosophies.
Widespread feeling of inferiority and inadequacy.	Counter the feelings of inferiority and inadequacy, be encouraging, and help members to see their positive worth.

Are developing community consciousness.	Encourage learning activities involving the community.

## Working with Adults

Adults enjoy watching young people grow and accept responsibility. Adults appreciate the wide variety of knowledge and skills contributed by youth, and most of all, cherish the energy and enthusiasm with which youth become involved. Yet, on occasion, it is difficult for adults to relinquish as much responsibility as young people in the teen leadership project, you will not only be developing skill to work with younger 4-H members, but you will also be developing skills to work with adults.

As you plan your leadership activities, be sure to keep adult leaders informed. Take time to communicate clearly the details of your plans, and don't be afraid to ask the adults for suggestions and assistance. The best approach to "Teen Leadership" is "Team Leadership". By working cooperatively with an adult, you will learn from each other.

Be a good listener as well as a good contributor. Adults have a wealth of experience on which to base their opinions and decision-making. They

also may have a tendency to become complacent and comfortable just doing "what has always been done," and they will benefit from considering new methods and activities you may suggest.

Adults may have difficulty accepting youth as legitimate leaders because they have not observed them in action. Make an effort to involve the adult in your activities. Let them observe you in action, so they can build confidence in your ability.

Most of all, remember that adults are involved to help you succeed. Sometimes they may step in when you do not feel a need for their assistance. They are probably doing so to prevent seeing you fail in any area. Let them know how much you appreciate their assistance, and how much you have learned by working with them. Adults need to be appreciated, too!

Keep in mind through this whole partnership process that everyone has both rights and responsibilities as they work together learning leadership. Consider the following as you partner with adults in this "team leadership" process.

Youth Rights	Youth Responsibilities
<p><i>Youth should be able to expect:</i></p> <ol style="list-style-type: none"> <li>1. Adults to work <b>with</b> them and give them a voice.</li> <li>2. To be treated with respect</li> <li>3. To be appreciated when they do a good job.</li> <li>4. To be working with others who are genuinely interested in them.</li> <li>5. To be taught by example.</li> </ol>	<p><i>Youth responsibilities to the adult are:</i></p> <ol style="list-style-type: none"> <li>1. Appreciating the efforts of the adults with whom they are working.</li> <li>2. Allowing an adult to discontinue at any time.</li> <li>3. Saying "Thanks" to adults for a job well done. (A thank-you note, a candy bar, etc. occasionally,</li> </ol>

6. To receive as well as give friendship. 7. That they will lead their own lives, not that of others (parent, sister).	would mean a lot.) 4. Sharing friendship with their adult mentors. 5. Treating adults with whom they work with respect.
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## Keys to Dynamic Leadership

Paul H. Dunn states, “Some people are ‘self starters,’ those who get moving on their own power; some have to be ‘cranked up’ to get going; and then there are people who ‘make it happen’; ‘people who watch it happen’; and finally, there those who ‘wonder what happened.’

**Which class are you in?**

*“A leader is a person with a magnet in his heart and a compass in his head.”  
 (author unknown) This definition tells us that leader is going in the right direction and taking people with him.*

*“A leader is a person who dreams and has visions, and can communicate those dreams and visions to others in such a way that they say ‘yes’” (Robert Greenleaf)*

*“Leadership is what you do with your chewing gum when no one is looking.”  
 (Dr. Hope S. Daugherty)*

**Be a Real Person.** This means exactly what it says. There is no place in leadership for a phony, for one who is insincere, or for one who is egocentric, selfish, or disinterested. A real person has a genuine sincerity and a positive outlook.

*“What you are to an individual is far more important than what you say to him or even what you do to him. What you are will probably determine how much he hears of what you say and how much he does of what you suggest.” (Howard Hendricks)*

*“You will make a lousy anybody else, but you are the best you in existence.”  
 (Zig Ziglar)*

*“No one on the face of this earth can make you feel inferior without your permission.” (Zig Ziglar)*

**Like People.** Most people admit to liking others. They do not always realize what this means. Often, when people say they like other people, they inadvertently think of people who are like themselves or like their friends. A leader must like all people-young, old, obese, undernourished, handsome, unattractive, noisy, quiet, happy, discouraged, affluent, destitute, bright, dull, good-natured, polished, uncouth, and more. The leader must like people for what they are as individuals and for what they may become as individuals. A leader should not like people as they relate to him or her and his or her standards, but should like them as they relate to their potentials.

*“To lead a symphony, one must sometimes turn his back on the crowd.”* (Dr. Earl Reum)

*“I have never met an ugly person.”* (Tom Sullivan, blind person)

## **Guideposts to Success**

### **First, Understand Yourself-**

Realize your limitations and be willing to make improvements.

### **Recognize and Improve Others-**

Words of praise and encouragement are basic human needs.

### **Grow and Develop with Your**

**Job-** Learning is a continuous process.

**Individuals are Different-** People do not think and act in the same ways.

**Guide, Not Drive-** A leader is not a boss.

### **Cooperation is Essential-**

Cooperation as a way of learning is more effective than trying to beat others.

### **Be a Member of the Team-**

Cooperation between parents and adult leaders is essential.

## **Suggested State Day or Fair Entries:**

You may want to exhibit something from this project at your county fair or at Regional/State Day. Here are some ideas for possible exhibits:

- A notebook including your plan and reports of accomplishments with supporting materials for any of the activities carried out
- A poster or display highlighting an area of your leadership
- Video or slide presentation of something pertaining to leadership project

You may think of other creative exhibit ideas or other ways to let the public know about your leadership activities

## **Acknowledgement of Resources**

Portions of this project were adapted from:

- Keys to Dynamic Leadership, John Paul Murphy, Assistant 4-H Leader, Utah State University
- Montana 4-H Junior Leadership Project
- California 4-H Club Record
- 4-H Junior Leader’s Handbook, Oklahoma Extension Service
- Teen Leadership, Minnesota

**Congratulations on choosing to be a Teen  
Leader!**

## Teen Leadership Project Plan - Example

Name \_\_\_\_\_ Club \_\_\_\_\_

County \_\_\_\_\_ Years in 4-H \_\_\_\_\_ Years in Teen Leadership \_\_\_\_\_ Age \_\_\_\_\_

GOAL	DATES/PROGRAM PLANS What you plan to do	RESOURCES People and Materials	RESULTS
Assist three members with demonstrations	<p>Oct. - Select three members in agreement with organizational leader.</p> <p>Oct. - Schedule a time for each member to give a demonstration at a club meeting.</p> <p>Jan. - Help members select topics for demonstrations.</p> <p>Feb. - Individually help each member develop demonstration. Practice.</p> <p>Mar. - Be present when member gives demonstration at county contest.</p>	<p>Me/Organizational Leader</p> <p>“Demonstrations and Illustrated Talks” bulletin</p> <p>Poster Pointers handout</p>	<p>Made arrangements to work with Tina, Jill, and Tyler.</p> <p>Tina - Nov. 10 Jill - Nov. 24 Tyler - Dec.8</p> <p>Tina - Care of a Guinea Pig Jill - Silly Salads Tyler - Kinds of Sandpaper</p>

Leader Signature \_\_\_\_\_

Date Approved \_\_\_\_\_

County Office \_\_\_\_\_

Date Approved \_\_\_\_\_

## Teen Leadership Project Plan

Name \_\_\_\_\_ Club \_\_\_\_\_

County \_\_\_\_\_ Years in 4-H \_\_\_\_\_ Years in Teen Leadership \_\_\_\_\_ Age \_\_\_\_\_

<b>GOAL</b>	<b>DATES/PROGRAM PLANS</b> What you plan to do	<b>RESOURCES</b> People and Materials	<b>RESULTS</b>

Leader Signature \_\_\_\_\_

Date Approved \_\_\_\_\_

County Office \_\_\_\_\_

Date Approved \_\_\_\_\_



## Teen Leadership Record - Example

Name_____	Club_____		
County_____	Years in 4-H_____	Years in teen Leadership_____	Age_____

Throughout the year, you will be involved in other areas of leadership in your club, county, community and state, that are not a part of your Teen Leadership Project. You will want to keep a record of these activities. You may record these additional leadership responsibilities in your Vermont 4-H Member Record, or on the form below. All of your records may be done in hand-writing, typed or set up on a computer, whichever is easiest for you.

<b>DATE</b>	<b>DESCRIPTION</b>
<b>Dec. 10</b>	<b>Made arrangements for club to do holiday decorating caroling nursing home.</b>
<b>Feb. 6</b>	<b>Served as junior judge for speech contest</b>
<b>April 16</b>	<b>Assisted one member in constructing garment for fashion revue</b>

## Teen Leadership Record

Name_____	Club_____		
County_____	Years in 4-H_____	Years in teen Leadership_____	Age_____

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DATE	DESCRIPTION

## Teen Leadership Summary

Name_____ Club_____
County_____ Years in 4-H_____ Years in teen Leadership_____ Age_____

You already have a record of accomplishments in your Teen Leadership Project. Now it is time to summarize the learning experience. In the space below, write a summary addressing what you feel participants gained from your leadership, problems you encountered, and how you solved them; new skills you gained; changes you would make.