



4-H Ontario

www.4-hontario.ca

4-H ONTARIO PROJECT



Youth Leader Project

PROJECT MANUAL

The 4-H Pledge

I pledge my Head to clearer thinking,
 my Heart to greater loyalty,
 my Hands to larger service and
 my Health to better living
 for my club, my community and my country.

The 4-H Motto

Learn To Do By Doing

4-H Grace

We thank Thee Lord for blessings great
 On this our own fair land
 Teach us to serve Thee joyfully
 With Head, Heart, Health and Hands

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Date: March 2013



4-H Ontario

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The development, production and distribution of this 4-H Ontario project resource has been supported by proceeds of the 4-H Ontario Dream Dinner Lottery.

Welcome to 4-H Ontario's 'Youth Leader Project!'

Congratulations on choosing to become a Youth Leader! This is an exciting experience and leaders believe you are a valued resource for this project. You are now a role model to younger 4-H Members.

The Youth Leader Project offers senior 4-H Members an opportunity to develop skills through the practice of leadership with the guidance of 4-H Leaders. This experience is designed to provide Members with the opportunity to learn about the qualities and abilities needed to be a leader. Members who complete the project requirements to the satisfaction of the leaders will receive a 4-H Youth Leader credit.

Objectives

The objectives of the 4-H Youth Leader Project are to give senior 4-H Members an opportunity to:

1. Put leadership into action at the club level.
2. Further develop communication, interpersonal and organizational skills.
3. Prepare to take on other leadership roles.
4. Work collaboratively with 4-H Leaders to set goals, develop meeting material, teach skills and evaluate activities.
5. Communicate with 4-H Leaders and Members about group expectations, responsibilities and expected outcomes.
6. Be a valuable resource to the 4-H program.

Requirements

In order to complete the 4-H Youth Leader Project the following requirements must be met:

1. Be at least 15 years old and no more than 21 years old prior to January 1st of the current calendar year.
2. Participate in a New Volunteer Orientation Training session, a Volunteer Symposium, both offered by 4-H Ontario Volunteer Support Coordinators or

participate in Provincial Leadership Camp (PLC), Future Leaders' In Action (FLIA) or Ignite Leadership. This training must be renewed every two years.

3. Participate in at least 2/3 of your own club meeting time.
4. Complete the project requirements to satisfaction of the club leaders.
5. Lead a number of club activities at club meetings within a project.
6. Complete the Activity Record Sheets in this Project Book. This section has been designed to record your progress. This must be handed in to your Club Leaders who will, in turn, hand it in to your local 4-H Association in order for you to receive completion for this project.
7. Take part in an Achievement Program.
8. Take a leadership role in the club, county, district or region by completing one of the following:
 - a. Take an active part in the planning of the Achievement Program and participate by chairing, leading activities, introducing or thanking speakers, etc.
 - b. Take an active part in the planning of an event such as a Judging Competition, New Member/Membership Drive Event, Field Trip, Fundraisers (eg. Car Wash) and participate by chairing, getting supplies, emceeing, leading activities, thanking volunteers, etc.
 - c. Prepare an exhibit for the Achievement Program, a local fair or event or an organization's meeting.
 - d. A project approved by the club leaders. Project should be related to either the 4-H club or the community.

How to Use This Manual

This Reference is presented in two sections:

Section 1 – Information, Tips and Hints for Planning Activities

This section needs to only be printed once and kept as a resource guide.

This section provides the background information needed to be able to present the Project material in the best possible manner. Information for planning activities, different styles of presentations and social activities, resources and hints for getting the most out of your experience as a Youth Leader all appear in this section.

Section 2 – Activity Record Sheets

This section is to be printed and completed for each club a 4-H Member participates in as a Youth Leader. These record sheets need to be signed by the Club Leaders and then submitted to the local Association for the 4-H Member to receive credit for a Youth Leader Project.

The Activity Record Sheets provide Youth Leaders with a permanent record of learning opportunities, activities completed, challenges and accomplishments. As well, this section features a Youth Leadership Resume Template to record accomplishments not only from this Youth Leader Project, but from all Youth Leadership opportunities. This Activity Records Book will be a valuable source of feedback for youth as they go forward with further Leadership opportunities.

Introduction

The most effective way of learning for a Youth Leader and 4-H Members is to **“LEARN TO DO BY DOING.”**

To complete a Youth Leader Project, you are required to lead a number of activities. The number of activities you decide to lead will depend on the type of activity, preparation involved, nature of your club, decisions you and your leaders make together and the amount of time you have to spend working with the Club Members. Possibilities include:

- Four 15 minute presentations of project related material
- Six 10 minute activities or presentations
- Taking responsibility for some ongoing club activities such as judging activities at each meeting, social recreation at each meeting or working with the younger Members in the club regularly
- A combination of the above

Your activities can take many forms. Vary your styles and activity choices throughout the project. This will give you a chance to try different styles and your club Members a chance to learn and participate in different ways.

Possible activities include:

- Presenting project material using an array of styles such as demonstration, role play, skit, discussion group, panel question and answer session. Video/ powerpoint presentation, displays and tours are all examples of effective ways of presenting material.
- A social activity/game – getting acquainted, ice breaker or stretcher exercises

Planning Guidelines

1. GETTING STARTED WITH THE PROJECT

- **Meet with your club leaders to discuss your involvement as a Youth Leader.** Keep in mind that your leaders are busy people so make the

most of the time you meet with them. As well, phone calls and e-mails are effective ways of communication.

- Share your ideas on how you would like to be involved
- Listen to your leader's ideas on how he/she would like you to be involved
- Make a decision about what type of involvement will suit you and your club leaders and will benefit your Club Members
- Communicate regularly with your club leaders so they know what you are doing and vice versa

2. BEFORE EACH MEETING ASK YOURSELF THE FOLLOWING QUESTIONS:

- How will you present your activity?
- How much time do you have on the agenda?
- When is the optimal spot on the agenda for your activity? (e.g. getting the members to run around is not the best way to start a meeting as they may not settle down and focus)
- What supplies or equipment will you need?
- Does the activity involve all club members?
- Do you need to take into account any special needs any of the club Members may have? (e.g. Does someone have food allergies? Is there a club Member who may not be able to physically participate in the activity?)

Practice your activity so you are ready to deal with any difficulties you might encounter and brainstorm variations in the case that the activity does not proceed as initially planned.

Talk to your club leaders if you have any questions while planning.

3. DURING THE MEETING

- Make sure all Members are involved
- Stay within the allotted time so the meeting will stay on schedule

4. AFTER THE MEETING

Using the Activity Record Sheets found in this manual, evaluate your activity by asking the following questions:

- Was the activity a success?
- What do you think you did well?
- What changes would you make for next time?
- Did Members like or dislike the activity?
- Did the members learn the necessary knowledge from the activity?

Ask your leaders for their comments about your activity. Use the comments as positive feedback to help you with your next activity.



Selecting Activities

The type of activity and the method you select is important because it will affect the interest of your audience. As a result, this will impact how much the Members will learn and retain. Remember that one type of presentation will not work all the time. Using a variety of methods is very important in maintaining interest. Types of presentations and activities appear on pages 12 to 22. Consider these general points when deciding what types of activities to use.

1. OBJECTIVE

What do you want your audience to learn and gain as a result of participating in your activity?

2. MATERIAL YOU WILL BE PRESENTING

Some methods will work better with certain types of subjects than with others. Ask yourself:

- Are facts being presented?
- Are skills to be shown or practiced?
- Are different points of view to be presented?
- Will your activity generate discussion?

3. AUDIENCE

The people in your audience will determine the most effective type of activity to choose. Ask yourself:

- Will there be club Members only? Will there be parents in attendance? Will the public be there?
- What age group are they?
- How large is the group?

- What are their interests?
- How much does your audience already know about the subject?
- What has already been covered in your 4-H club and what is to come later in the club?
- What are the talents and abilities of the Members and Leaders?

4. RESOURCES

- Use some of the resources listed on page ##. Don't be afraid to try new ideas and activities with your Members.
- You can use Leaders, Members, parents or people outside of the club with special talents for certain types of presentations.

5. FACILITIES OR ENVIRONMENT

Before you decide upon the type of activity, consider the facilities or environment where your event will be held. Ask yourself:

- Will your audience be sitting or standing?
- Is there room to move around and be active if needed?
- Can the activity be conducted safely so nobody is injured?
- Can everyone see and hear the speaker?
- Can everyone hear who are participating in the activity?
- Can discussion be easily held?
- Is the equipment you need available? (laptop, projector, blackboard, etc.)

6. RETENTION

How much the Members remember (retain) depends on how they receive the material. From the following chart you can see how much more information members will retain if they have a chance to “do and say” rather than just “hear.”

| METHOD | RETENTION | EXAMPLES |
|--------------------|---|---|
| Reading | Members will retain 10% of what they read. | Members' manual, fact sheets, handouts. |
| Hearing | Members will retain 20% of what they hear. | Lectures, speakers, having someone read information out loud. |
| Hearing | Members will retain 30% of what they see. | Exhibits, posters, illustrations. |
| Hearing and Seeing | Members will retain 50% of what they see and hear. | Watching videos, demonstrations, powerpoint, tours. |
| Saying | Members will retain 70% of what they personally explain. | Discussion groups, judging, presenting or expressing ideas. |
| Saying and Doing | Members will retain 90% of what they are personally involved in saying and doing. | Practice, explore, demonstrate, build. |

Different Types of Activities to Present Project Information

1. HANDS-ON ACTIVITIES

Hands-on activities allow the members to actually practice the skills they are learning. This is often the most effective way for members to learn and retain information.

Examples:

- Using a computer
- Clipping a beef or dairy animal
- Sewing on a button
- Using a camera
- Making pudding, bread or a cake
- Building a campfire

| PROS | CONS | HOW-TO-DO |
|--|---|---|
| <ul style="list-style-type: none"> • Actively involves members • Members put learned information into practice right away • Members can ask questions and you can guide them to answers | <ul style="list-style-type: none"> • May require special facilities and/or equipment • Information needs to be learned in small, manageable chunks • Can be difficult with a large group | <ul style="list-style-type: none"> • DISCUSS what members will do • SHOW them how to do it • LET MEMBERS DO IT! • ENCOURAGE them to ask questions and succeed |

2. ROLE-PLAY

In a role-play, three to six members act out a situation in front of the group. There is often no script; members make up their parts as they go.

Examples:

- Chairing an effective meeting
- Planning the Achievement Program
- Being a wise consumer
- Saying no to drugs
- Being bullied at school
- Planning for a camping trip

| PROS | CONS | HOW-TO-DO |
|--|---|---|
| <ul style="list-style-type: none"> • Actively involves members • Freedom for members to think and act like another person • Can be a dramatic way to present a problem for discussion • Allows Members to be creative • Useful for showing how to and how not to deal with certain situations | <ul style="list-style-type: none"> • Some people may be too self-conscious to participate as actors • May be less effective before larger audiences • Needs to be fairly fast-paced to keep interest of Members • Situation must be controlled to make sure key messages are being conveyed | <ul style="list-style-type: none"> • DEFINE the situation clearly • SELECT players and give them a minute to prepare • STOP once key points are demonstrated • DISCUSS key points |

3. SKIT

A skit is a short rehearsed presentation involving two or more people. Skits can be used to present information about the 4-H Project or Program to the public, or to review information learned.

Examples:

- Our experiences at Provincial Leadership Camp
- What happens at a 4-H meeting
- “Before” and “After” skits to illustrate what members learned in their club
- “Right” or “Wrong” skits to present information on how to bake a cake
- How to judge a goat, dairy heifer, quilts, cheese, etc.

| PROS | CONS | HOW-TO-DO |
|--|--|--|
| <ul style="list-style-type: none"> • Actively involves members • Encourages creativity • Brings situations to life • Stimulates discussion • Increases interest | <ul style="list-style-type: none"> • Some may over-act or not take the activity seriously • Takes time to create a skit and rehearse it • Humour and actions need to be relevant to the topic | <ul style="list-style-type: none"> • INTRODUCE the skit • SUMMARIZE the key points • FOLLOW-UP with a discussion; such as a buzz session |

4. BUZZ SESSION

A buzz session can involve every member of a large group in the discussion by dividing the members into smaller groups. Each group will have a chairperson and someone recording a list of ideas and thoughts (“buzz list”) from the group. Then as a larger group, have everyone look over the lists and invite opinions from the other groups until a point is well covered. Ensure everyone has the chance to explain something.

A discussion group is similar, except that the Buzz Session group continues for a longer period of time.

Examples:

- Evaluating a meeting or event
- Developing a list of questions for a guest speaker
- Finding out what club members would like to do in the project or for the Achievement Program

| PROS | CONS | HOW-TO-DO |
|--|--|--|
| <ul style="list-style-type: none"> • Gives everyone a chance to contribute • Allows shy members a chance to speak up in a smaller group • Many heads contributing thoughts can help the success of the group • Can provide a source of fresh ideas | <ul style="list-style-type: none"> • Groups must not be too large – seven is the maximum size • Groups need to focus on the overall goal, not the goals of individuals • Groups may get off topic • Some individuals may dominate discussion | <ul style="list-style-type: none"> • ORGANIZE into groups • GIVE clear direction and state the goal • INSTRUCT each group to select a chairperson and recorder • MONITOR time • DISCUSS and RECORD feedback from groups |

5. DEMONSTRATION

A demonstration can be used to teach a skill which cannot be taught by words alone. Following it with a hands-on activity is an excellent way to reinforce the learning.

Examples:

- How to juggle
- Putting an ear tag in a dairy heifer
- Laying out a pattern for sewing
- Making pastry for a pie
- Harnessing a horse
- How to square dance

| PROS | CONS | HOW-TO-DO |
|--|--|--|
| <ul style="list-style-type: none"> • Members see and hear how to perform a task • Questions can be encouraged and answered | <ul style="list-style-type: none"> • Make sure everyone can SEE your materials and what you are doing and HEAR what you are saying • Can be difficult with a large group | <ul style="list-style-type: none"> • PLAN ahead what you will say and do • ORGANIZE your materials in advance • PRACTICE |

6. TOUR

Taking a tour allows members to see things which have been discussed or are related to the project.

Examples:

- Nature walk
- Photographer's studio
- Grocery store
- Craft supply store
- Veterinarian's office and surgery room
- Crop tour of various crops
- Farm Machinery dealers' shop

| PROS | CONS | HOW-TO-DO |
|--|--|--|
| <ul style="list-style-type: none"> • Can see things unable to be seen elsewhere • Shows members examples • Adds interest to the project | <ul style="list-style-type: none"> • May be dependent on weather, availability of hosts, flexibility • Time consuming • Special transportation arrangements may be needed | <ul style="list-style-type: none"> • ARRANGE with the site managers well in advance • PREPARE an agenda • BRIEF members before the tour, i.e. purpose, what to look for • FOLLOW-UP with discussion, questions or short reports |

7. VIDEOS/POWERPOINT PRESENTATIONS

Videos and powerpoint presentations can present information in a creative, informative and entertaining format using a combination of pictures and sound. Sources of videos can include OMAFRA, industry organizations and YouTube. Depending on the topic, powerpoint presentations can be created by a Youth Leader using a variety of pictures, graphs, charts, graphics, etc. Talk to your 4-H Leaders before presenting this material to make sure it's appropriate for the age of the Members in the club and that it fits well with the meeting content.

| PROS | CONS | HOW-TO-DO |
|--|---|--|
| <ul style="list-style-type: none"> • Allows members to see items which you may not have available • Works well for visual learners • Can lend another point of view or information to a subject | <ul style="list-style-type: none"> • Needs to be previewed to ensure it is current, suitable for the age group (terminology and length) and covers the desired information • Requires equipment | <ul style="list-style-type: none"> • SELECT and PREVIEW • INTRODUCE to explain the purpose and points to note • SHOW in a comfortable, ventilated area • FOLLOW-UP with a discussion session to review key points |

8. LECTURE

A lecture is a prepared talk on a subject. An illustrated talk is a lecture in which visual aids are used.

Examples:

- Talk on travel or personal experience
- My experiences at Provincial Leadership Camp
- Why I want to be a dairy farmer
- Humorous talk to entertain guests at a banquet
- The benefits of being a 4-H Member

| PROS | CONS | HOW-TO-DO |
|--|---|--|
| <ul style="list-style-type: none"> • Suitable for large or small audiences • Easy to organize • Can present new ideas and information | <ul style="list-style-type: none"> • Difficult to hold the interest of members, especially young ones • Need to follow with a discussion exercise so members can take part • Limit the length to suit the audience • Ensure visual aids and interesting points are used to keep Members' attention. | <ul style="list-style-type: none"> • PLAN well in advance • ORGANIZE your talk with an introduction, body and conclusion • INTRODUCE speaker to the audience • THANK speaker (ask another member to do this) |

Social Activities

For ideas about social activities and how they can be used in your club, consult the 4-H Ontario Social Recreation Project, available in the Resources section (listed under Sports, Drama and Dance) on the 4-H Ontario website, as well as the document titled Group Games and Social Recreation, available in the Additional Resources section of the 4-H Ontario website; 4-hontario.ca You will need your username and password to access these resources.

1. GAMES

We are most familiar with games as they are used in social recreation, but games can also be a very effective teaching resource.

Games can be used to:

- Introduce new project material
- Encourage members to share their ideas
- Review project material
- Make material and meetings more interesting and fun
- Increase the involvement of members
- Promote cooperation
- Find out what members have learned (game show format is popular)

2. GET ACQUAINTED

Throughout your project, everyone involved will get to know each other. It is important for you to provide opportunities for members to get acquainted right from the beginning of the project. Examples of Get Acquainted Games can include:

- **Lucky Handshakes** – Several pennies are distributed throughout the crowd. The people with the pennies are told to give them away to the 10th person they shake hands with. This encourages mass hand shaking.

- **Who Can You Find?** – Have a worksheet prepared ahead of time with a list of attributes, interests, etc. in people that each Member must find. Examples include:
 - Someone who drank milk today
 - Someone who has 4 brothers
 - Someone who likes to go swimming
- **Name Numbers** – have everyone count the number of letters in their name. Then have Members find someone in the group with the same number of letters in their name. Names can be shortened if this helps to find someone easier (eg. Christopher could also use Chris). This works well if the group needs to be divided into pairs for an activity.

3. ICE-BREAKERS

Members may find the beginning of meetings awkward, especially if parents or guests are present. You can make this easier by leading a short ice-breaker exercise which will help to relax everyone. Ice-Breaker activities can include:

- **Two Truths and A Lie** - Give members two minutes to write down two things that are true about themselves, and one thing that is a lie. Then, members, one by one (or two groups if the club is very large) should introduce themselves and state their three 'facts'. The rest of the club members should try to guess which statement is a lie and which are the truths.
- **Who Am I?** – Pin the name of someone famous on the back of each person. Have them ask the others in the group questions about themselves in order for them to be able to gather clues as to who they are. Once they have figured out who they are, have them sit down.
- **Snowball Fight** – Have each person write down 3 things about themselves (without stating their name) and then crumple up the paper into a "snowball." Have everyone stand in a circle and at the word go, everyone can start throwing their snowballs, being careful not to throw them at anyone's face. When the leader announces stop, everyone is to pick up a snowball and figure out who it belongs to.

4. STRETCHERS/ENERGIZERS

Stretchers/energizers are short activities which you can use to give members a break in the middle of a long presentation, tour or meeting. These could be anything from actual stretch breaks, to short demonstrations, to moving to a different location in the room. It's important to remember that youth often have short attention spans. Stretchers give them a chance to move around, relieve tension and start all over again. Try some of the examples of Stretchers for starters:

- **Stand A Minute** – Ask the group to stand up, and after they think a minute has elapsed, to sit down. See who the closest is to 60 seconds.
- **Count Three** – Tell the group “When I count to three, everyone stand.” (Count, but count unevenly so that they can't do it together).
- **Pencil in Belly Button** – Take your imaginary pencil and stick it in your belly button with the point facing outward. Now write the numbers from 1 to 10. Next write your first name. Finally, write your first and last name as fast as you can and then sit down.

Sources of Information & Ideas

There are many sources of information and ideas which can be helpful to you as a 4-H Youth Leader. Here are some of them:

4-H RESOURCES

The following can be found in the Additional Resources section of the 4-H Ontario website: 4-hontario.ca

- 4-H Fun Pack
- 4-H Song Book
- 4-H Youth Leader Manual (this manual)
- Group Games and Social Recreation
- Judging Toolkit
- Quality Equation Club Pack
- Step Into Our World

ADDITIONAL 4-H RESOURCES

- 4-H Ontario Social Recreation Project is available in the Resources Section (under Sports, Drama and Dance) on the 4-H Ontario website.
- 4-H Volunteers Handbook. You will receive this when you attend the New Volunteer Orientation session in your area.

LEADERSHIP FACT SHEETS

The following fact sheets are available through the **Ontario Ministry of Agriculture, Food and Rural Affairs** website at: www.omafra.gov.on.ca/english/rural/facts/factshts.htm or by contacting **OMAFRA** at: **Toll Free: 1-877-424-1300; Local: (519) 826-4047; E-mail: ag.info.omafra@ontario.ca**

- A Quick Reference Guide for Facilitators (Order No. 95-073)
- Clear Writing (Order No. 07-049)

- Communications Planning for Organizations (Order No. 03-033)
- Conducting Elections (Order No. 96-015)
- Coping With Problem Behavior (Order No. 96-003)
- Creating Effective Agendas (Order No. 05-037)
- Effective Committees (Order No. 08-061)
- Effective Community Decision Making (Order No. 93-043)
- How You Can Be An Effective Leader (Order No. 94-081)
- Managing Issues: A Guide for Leaders of Rural Organizations (Order No. 93-019)
- Problem Solving (Order No. 94-079)
- Procedures For Meetings (Order No. 96-009)
- Recruiting Volunteers (Order No. 96-005)
- Resolving Conflicts (Order No. 06-067)
- So You've Been Asked to Speak... (Order No. 87-009)
- Successful Meetings (Order No. 05-035)
- Tips for Workshop Leaders (Order No. 94-007)
- Understanding Change (Order No. 91-014)
- Volunteers: The Heart of Community Organizations (Order No. 96-017)
- Working With Volunteers (Order No. 87-012)

ADDITIONAL RESOURCES

- You, your imagination and creativity!
- 4-H Club Leaders, Youth Leaders and Volunteers
- Parents and friends
- 4-H Leadership Camp delegates

- Local 4-H Association
- Websites for other 4-H organizations in Canada
- Volunteers and Members of other youth organizations
- Workshops
- School
- Local Library
- Internet

Additional References and Resources

4-H Canada **4-h-canada.ca**

Michigan State 4-H **4h.msue.msu.edu/**

Minnesota 4-H **1.extension.umn.edu/youth/mn4-H/**

University of California 4-H Youth Development Program **ca4h.org/**



Hints for Youth Leaders

(From other Youth Leaders)

- Remember the purpose of the 4-H program
- Don't forget to "Learn To Do By Doing" (you and other Members)
- Involve everyone, especially new and shy Members
- Make sure you have time available to meet requirements before becoming a Youth Leader
- Be creative; use your imagination!
- Be patient
- Make things fun and have fun yourself!
- Don't show favouritism
- Get involved
- Be enthusiastic!
- Make your presentations and activities interactive
- Remember – you are a role model
- Keep a positive attitude
- Watch your audience for their responses and listen to the messages they are sending
- Learn the strengths and weaknesses of your Members and build on them
- Take the time to prepare
- Be organized
- Be yourself
- Don't be nervous
- Don't pretend to be an expert
- Everyone learns – you, Members, Leaders too!
- Expect the unexpected
- Don't be hard on yourself
- Don't rely too much on your Leaders
- Have fun – it's your time to play too!
- If you need help, ask for it
- Use your common sense and good judgement
- Think of each person in terms of their interests and maturity
- Provide new experiences for members
- Keep on the lookout for new ideas
- **Go for it!**

Getting Along...

...With Your Members

Many of your Club Members will be younger than you are. Your success in working with other Members will depend largely on how well you meet their needs. You should, therefore, know something about them and how they act.

Every person is an individual, no matter his/her age. Not all persons of the same age group will be alike. Some characteristics common to younger members are as follows:

- Boys and girls of this age tend to belong to a “group.” They usually prefer boys’ or girls’ groups rather than mixed groups.
- This age group wants and needs guidance.
- Work should be laid out in small amounts and be ready to help. Their interest span is short, therefore constant motivation is necessary.
- Younger 4-H members can be easily motivated and are eager and enthusiastic
- Recognition is very important to the younger 4-H Member. He/she needs constant encouragement if his/her interest is to be maintained. Praise is very important.
- Younger Members tend to “idolize” you as an older Member and as a Youth Leader. They tend to follow your example. Thus, it is very important to show enthusiasm, good sportsmanship and a good attitude towards work.
- In working with younger Members, some of the following points may be helpful:
- Provide an opportunity for everyone to participate. No one likes to be left out.
- Think of each person in terms of interest and maturity. What did you like to do at that age?

- Avoid giving too much recognition to a few individuals when others in the club have made accomplishments that deserve credit as well.
- Study the reaction of members. Long, poorly planned activities may cause a lack of interest.
- Provide new experiences for the Members. Constantly be on the lookout for ideas – use your imagination!

Because someone in your 4-H club may be the same age as you, or older, this may present a bit of a challenge in doing activities as a Youth Leader within a club. Be sure to respect this person's knowledge and abilities and encourage them to take on a Youth Leader position in a future 4-H Club. If a problem arises with an older member, discuss this issue with the Leaders of your club to come up with a possible solution.

For more information on the different age groups of Members, their characteristics and some ideas on how to work together with them, have a look at the 4-H Volunteers' Handbook – The 4-H Member section.

...With Your Leaders

For many of you, this may be your first opportunity to work together on a team with adults. You will find it is a great chance for you to learn new skills.

Leaders may not have the opportunity to look at this Youth Leader manual and see the information and ideas which you have available. If your Leader has not had this opportunity, it would be a good idea to sit down with him/her before the first meeting and go over the manual together or outline key points in the manual for your Leader. Make sure the leader is aware of the requirements for you to obtain your Youth Leader Credit. Also make sure you are aware of the Leader's expectations for your role in the club. Communication is key!

The atmosphere of your club will excel when Members feel that the Leaders, and that includes you, are truly working together. Treat each other with respect and professionalism. Avoid criticizing and gossiping about Leaders or Members.

Adults are sometimes a bit slower to accept change. It may frustrate you that they don't show your youthful enthusiasm towards all suggestions. Offer your ideas, but listen to and consider their opinions and input.

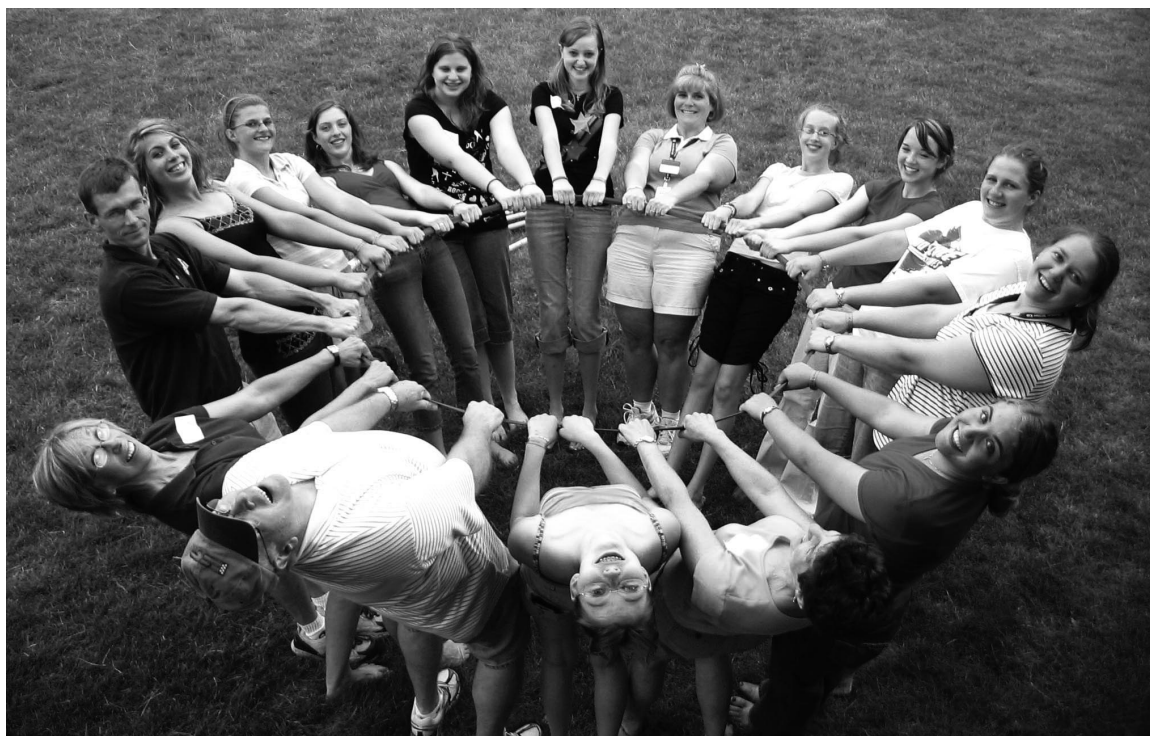
Learn to accept help. If you want help and advice, accept it graciously and with appreciation. One of the best ways to develop a good relationship with your adult teammates is to ask them for their advice and then use that advice. You will find that they like to be helpful. Give them this chance.

Where Do I Stand?

The chart on the following page will help you to find out where you stand in your skills and abilities as a Youth Leader. It is for your information only.

Complete the chart at the beginning of your Youth Leader Project. For each question, ask yourself: “Are my skills in this area excellent, good, fair or poor?” Answering honestly will give you an idea of the areas you might want to practice and strengthen in your project activities.

At the end of the project, complete the chart again. You can then see which areas you have developed or strengthened in your project work.



| MY SKILLS | BEGINNING (Excellent, Good, Fair or Poor) | END (Excellent, Good, Fair or Poor) |
|--|--|--|
| 1. I am patient and understanding with 4-H Members. | | |
| 2. I listen to others and try to understand their message. | | |
| 3. I consider the needs of Members when planning. | | |
| 4. I show enthusiasm and creativity. | | |
| 5. I work together with my Club Leaders. | | |
| 6. I show initiative in carrying out responsibilities. | | |
| 7. I demonstrate my ability to teach and train others. | | |
| 8. I use my ability to plan and organize. | | |
| 9. I learn from my past experiences. | | |
| 10. I graciously accept criticism and use it positively. | | |

ACTIVITY RECORD SHEETS

(To be handed in to your Club Leaders upon completion)

Activity Record Book Instructions:

The Activity Book is a way to keep track of all the work you completed as a Youth Leader for this project. As you complete the following pages keep the following thoughts in mind:

- Complete each step of this Record Book and meet with your 4-H Leaders to have each of the steps signed after completion. Meeting with your 4-H Leaders is an opportunity to get feedback about your work so you can make adjustments and improvements as you proceed through this project.
- Be sure to include photos, newspaper articles and other personalized information about this project in your Activity Record Book. Use this Book as a reminder of what you have accomplished with your Youth Leader Project.
- Every time you are a Youth Leader for a project, you will need to complete the Cover Page, Reflection Guide and Activity Records. Keep these together with your materials from previous Youth Leader Projects.
- This Activity Book contains a Youth Leadership Resume outline. This is an optional tool that you may wish to use to keep track of all of your Leadership experiences not only with the 4-H program but with all youth Leadership opportunities you participate in. As you complete each Youth Leader Project, update your Youth Leadership Resume that compiles information from all of your years that you've completed as a Youth Leader. As a result, when you graduate from the 4-H Ontario program, you will have a history and description of all of the work and hours you have accumulated through your time in the 4-H program.

You should be proud of your Activity Record Book. It's a wonderful reflection on what you have accomplished and a unique way to demonstrate your commitment to 4-H!

COVER PAGE

Record Book for 20 _____

Name: _____

Club Name: _____ Association: _____

Address: _____

E-mail: _____

Name of Parent or Guardian: _____

Age as of January 1: _____ Number of Years in 4-H: _____

List the other 4-H projects you are currently involved in:

4-H Club Leaders who helped me with my Leadership Development in this Project:

Youth Leader Reflection Guide

Step 1: My 4-H Youth Leader Plan

Why do I want to be a Youth Leader for this Project?

What would I like to accomplish in this Project as a Youth Leader?

What preparation will I need to do to reach my goals?

What specific skills do I already have that will help me with my leadership development?

How much time per week can I give to meet my goals?

What is my view of leadership?

Who is someone I know who is a leader and why are they are a leader?

Why is leadership important to a community?

Why is completing this reflection an important part of developing my leadership goals?

Youth Leader Signature

Date

Leaders' Signature

Date

Leaders' Signature

Date

Step 2: Youth Leader Activity Record

(Print a copy for each activity you do in this Project, approximately 4 to 6 for each project)

Place: _____

Date: _____

Topic: _____

Type of Activity(s) (demonstration, hands-on activity, video, etc.):

Objectives (What will members gain or learn from this activity?):

What preparation was needed for this activity?

Describe how the activity was carried out:

How did it go (success, improvements, pitfalls, etc.)? What would I do differently next time?

Leader's Comments:

Leaders' Signature

Date

Step 3: My 4-H Youth Leader Progress

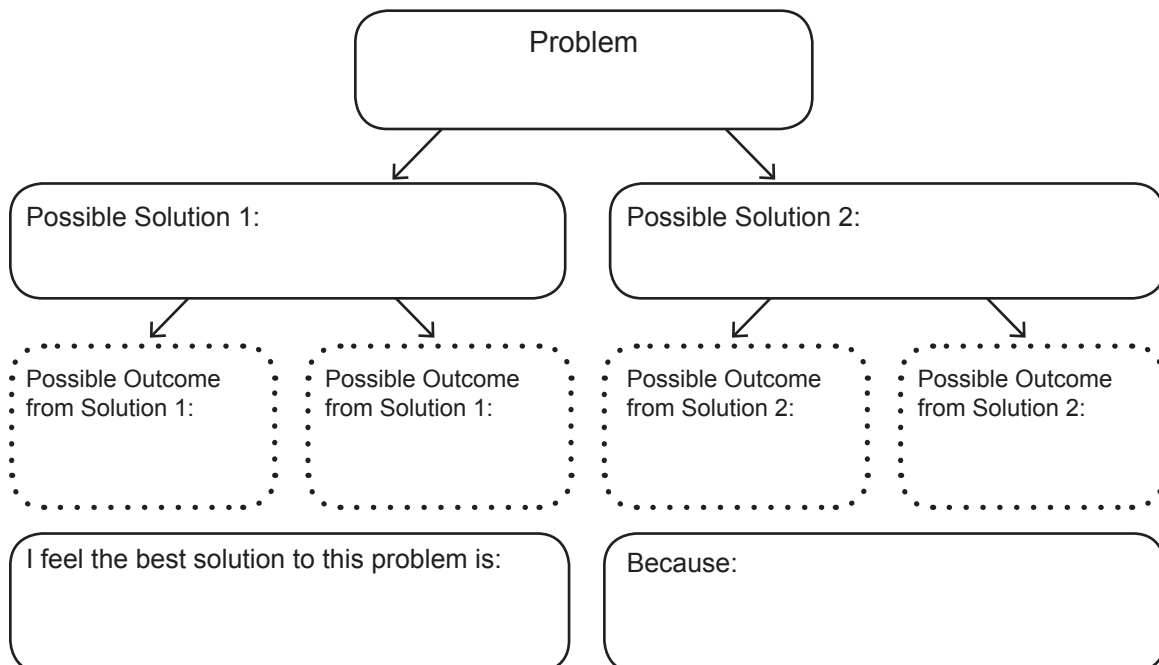
(To be completed mid-way through the project after a minimum of two activities have been done)

What are my responsibilities as a 4-H Youth Leader?

What are some of the goals I have reached so far?

What challenges have I experienced as a Youth Leader?

What are some of the mistakes or problems that I have been having? How might some of these be resolved? If you run into problems, try this to help you map out a solution:



Source: Michigan State 4-H

What are some of the skills I have gained so far and how will I use these skills in the future?

Write a brief report about your experiences as a Youth Leader. Include the following in your report:

- Have I made a positive impact on the experience of a 4-H Member(s)?
- What has been an example of a time when I really handled something well?
- What have I learned so far about being a good leader and volunteer in an organization?

The length of the report is up to you. Be sure though to capture your experiences so you can reflect back on what you learned in this project.

If you are comfortable sharing your report, submit it to your local Association for their newsletter or to 4-H Ontario for a possible magazine story or blog post.

Youth Leader Signature

Date

Leaders' Signature

Date

Step 4: Celebration

Now that you have finished your Youth Leader Project, it is important for you to look back and reflect on your accomplishments no matter how big or small they are. It's important to recognize these accomplishments, your growth as a leader, what you have learned and who helped you to get to where you are.

Ask the people you worked with throughout the project to write down some comments for you. Read and keep those comments as a record of your project.

Step 5: My 4-H Youth Leader Evaluation

The highlight of my Youth Leader experience for this Project was....

What did I learn from my experience as a Youth Leader? What went well? What didn't go as planned?

What did I learn about myself?

How have you/can you use what you've learned as a Youth Leader in doing youth activities outside of your 4-H Club?

Do you have any recommendations, suggestions or comments regarding this project or the 4-H Program in general?

Leader's Comments:

Youth Leader Signature

Date

Leaders' Signature

Date

Leaders' Signature

Date

Youth Leadership Resume Template

My Name

My Address

My Telephone Number

My E-mail Address/My Website Address

4-H Youth Leadership Objectives

Tell about your goals in a few short sentences. What are the reasons you are interested in 4-H Youth Leadership?

My 4-H Club Experiences

List any of the most important experiences you've had with 4-H Clubs and put down the dates of those experiences. Make a list using bullet points that tells more about the experience if needed.

Example:

4-H Community Club – Relay for Life

March 2012 - June 2012

- Mentored younger 4-H Members on the importance of helping within the Community
- Committed 12 hours of walking to raise money for cancer research

My Youth Leadership Experiences

List important leadership roles you have taken in your senior 4-H years. Did you serve on any 4-H committees? Did you help to plan an event? Did you take on any extra responsibilities within your 4-H Clubs? List any important leadership roles, both in and outside of 4-H if applicable.

Example:

4-H Dairy Club President

March 2012 - September 2012

High School Student Council President

September 2012 - June 2013

4-H Ontario Ambassador

February 2013 - February 2014

My Youth Leader Activities

List the specific activities you carried out for your 4-H Youth Leader Project or for any other Leadership activities you have completed while a 4-H Member. Provide bullet points stating the skills you learned from those activities.

Example:

4-H Youth Leader – Chocolate Project

January 2013 - March 2013

- Taught 4-H Members how to make Chocolate Turtles and other chocolate items.
- Introduced and thanked guest speakers
- Mentored younger 4-H Members through various experiential activities
- Developed and carried out lesson plans

My Honours and Awards

List any honours or awards you may have received through school, 4-H or others and their dates.

Example:

4-H Association Top Member Award

November 2012

MVP, High School Senior Girls Basketball Team

June 2013

Reference Contacts

List names and contact information of people who helped you with developing your leadership skills and who would be willing to give a positive report of your work if needed. Think of people who have known you for a while that have witnessed your growth and know your strengths as a leader.

Be sure to look at other general resumes for ideas about formatting and other topics you may want to include.