

4-H Nova Scotia Leader Resource Guide

Junior Leader Project

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Through the motto "Learn to Do by Doing," the 4-H program in Canada aims to help young people:

- increase their knowledge and develop skills in subject matter areas which are of interest and value to the individual
- acquire a positive attitude towards learning
- build self-confidence
- develop a sense of responsibility
- develop the ability to make wise decisions
- learn how to work effectively in groups
- acquire leadership and communication skills
- enlarge their horizons by participating in new experiences

4-H Pledge

I Pledge
My Head to clearer thinking,
My Heart to greater loyalty,
My Hands to larger service,
My Health to better living,
For my club, my community,
my country and my world.

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Section 1 - For The Leader

"For the Leader" is written for the project leader and/or general leader. The remainder of this guide is written for the junior leaders themselves.

Congratulations on becoming a leader for the Junior Leader project!

The Junior Leader project is a chance for you to use your knowledge and experience to help youth develop skills and achieve their goals. The focus of this project is on the development of leadership skills such as working effectively with others, planning, teaching, and communicating, to mention a few. The ability to enjoy working with, inspiring, and motivating others are characteristics that, once acquired, will open up new opportunities and challenges for members. Members will carry these skills beyond their projects and be able to take on other leadership challenges in organizations, communities, and in their future careers. The time you spend helping with this project will be very valuable to everyone involved.

Your Role as a Leader

As a leader for the Junior Leader project you will:

- help members set and achieve goals
- give a second opinion on effectiveness of plans or activities
- encourage development of strong leadership skills
- provide ideas to help solve problems
- provide feedback to help members evaluate their project
- challenge members to be their best

What is a Junior Leader?

Junior Leaders are members who enjoy working with younger members and are motivated to meet the challenge of taking on a leadership role. Junior Leaders design a portion of some aspect(s) of the club. They are not expected to take on all leadership roles for a program area. They work *with* the club leaders to organize programs. Junior Leaders provide a valuable link between the younger members and leaders, enabling the club to generate new ideas and maximize involvement, interest and enjoyment in the club. The Junior Leader project provides a tremendous opportunity for members to develop their leadership skills and take on a challenging and rewarding role in their club.

Overview of Junior Leader Project

Junior Leaders must be 14 years of age as of January 1st and must have been a 4-H member for at least 2 years. This Junior Leadership project has been designed to provide members with the opportunity to lead any aspect of the club which interests them. This can include project meetings, recreation, communications, skills development, or 4-H and/or **agricultural awareness**. Members can choose to complete their project entirely within one of these areas or within a combination of areas. Members must become involved in planning and carrying out 6 meetings or events.

Complete descriptions of project requirements and program areas are provided in Section 2 of this guide.

Section 2 - The Sky's the Limit!

Welcome to the Junior Leader project! You have chosen a challenging and rewarding part of 4-H in which to become involved. The Junior Leader project is designed to develop leadership skills and provide you with the opportunity to participate in the organization of your club's programs.

Leadership is all about working with people, accepting a challenge, motivating a group and helping everyone achieve their goals.

What is a Junior Leader?

Becoming a Junior Leader gives you the opportunity to build your leadership skills by designing your own unique project. You can lead anything!

Junior Leaders plan at least 6 meetings or events in their club in any of the above areas. Try a combination of things! It is important to realize that working with a project group is just one possibility. For example, you could organize a section of a project group's meetings, help to plan a club field trip or give a demonstration on how to give a good demonstration.

Working with the younger members of your club and helping to organize club events gives you the chance to put your ideas into action! It is a challenging and rewarding experience that will enhance your involvement in 4-H. It will give you the chance to participate in the planning of the 4-H program in your club and at the county level too. You can lead any combination of meetings or events in your club. Choose the topics you're most interested in and most familiar with and go for it! Put your enthusiasm to work and design the Junior Leader Project of your choice!

Objectives of the Junior Leader Project

- To provide senior members with the opportunity to put their leadership skills into action.
- To offer senior members a challenging and rewarding experience in working with and inspiring the younger members.
- To develop communication skills.
- To develop organization and planning skills.
- To build self-confidence.
- To assist your 4-H club and fellow members in realizing the ideals of the 4-H program.

Project Completion Requirements

In this project, members choose a program area(s) in which to design their project. Project requirements are as follows:

- You must be 14 years of age as of January 1st and have been a 4-H member for at least 2 years.

- Choose a program area or combination of areas and become involved in the planning and follow-through of at least 6 meetings or events.
- Descriptions of program areas and suggested topics for junior leadership in each area are provided.
- Develop a plan of what you want to accomplish in your Junior Leader Project and submit it to your Regional Program Coordinator for approval by February 15th. A copy of this form is included with your record sheet.
- Keep a record of everything you do for your Junior Leader Project and complete the Junior Leader Project Record Sheet for Achievement Day.

"Try out your ideas by visualizing them in action!"

- David Seabury



The Role of a Junior Leader

Junior Leaders are part of the club's leadership team. They organize a section of the club's program, discuss these plans with the adult leaders and then carry them out. Junior Leaders are not expected to assume all responsibilities for a program, and the adult leaders are always there for help.

Junior Leaders have the ability to act as a strong connection between the younger members and the adult leaders. This is often a great chance to add new ideas to the club program and encourage and inspire both the younger members and the adult leaders. Junior Leaders have all the privileges of being a 4-H member, but get the additional benefit of being more involved in the planning and organization of the club. This is a unique project as it is centered around building leadership and communication skills rather than specific Achievement Day projects.

Being a Junior Leader is a rewarding experience! Go for it!

Achievement Day Scoring - Self-Evaluation

The Junior Leader project is based on leadership skills development rather than actual projects, so a self-evaluation checklist is used instead of a scoring system. The checklist is divided into two parts. The first section is for the Junior Leader to fill out for Achievement Day and is a list of project requirements. All categories in this section must be achieved in order to complete your Junior Leader project. The second section is for you to fill out at the end of the project year. It is a self-evaluation of your leadership skills and how they have improved through involvement in this project. Fill in the level of your skills when you started this project, and the level you feel you have achieved now. Below is a copy of the checklist that is found on your record sheet.

Junior Leader Achievement Day Self-Evaluation

Section 1 - Project Completion Requirements

(To be completed by the Junior Leader)

- Initial Project Plan (submit by February 15)
- Evaluation Form
- Record Sheet
- Completion of 6 project elements

Section 2 - Self-Evaluation

(To be completed by the Junior Leader)

Evaluate your achievement through the Junior Leader Project. How did you feel when you started this project? How do you feel you've improved your leadership skills through involvement in this project?

Rate yourself on the following characteristics using a scale of 1 to 5 (1 = low, 5 = high):

	Start of Project	Now
Self Confidence	_____	_____
Ability to plan activities/events	_____	_____
Organizational Skills	_____	_____
Communication Skills	_____	_____
Ability to work effectively with younger members	_____	_____
Knowledge of the meaning of leadership	_____	_____
Overall Leadership Skills	_____	_____

How to Use This Resource Guide

This guide contains six sections dealing with leadership topics. The first section, "For the Leader," is designed as a Leader's Guide to the Junior Leader project. All other sections are written for the Junior Leader members.

What are the "Junior Leader Steps?"

Throughout this manual, there are a series of numbered textboxes entitled "Junior Leader Steps." This is a guide to what needs to be done at different stages of your Junior Leader project. These steps will be particularly helpful to new Junior Leaders, as they outline all the things you need to do for your project.

The Steps contain activities, reminders for Achievement Day requirements, and helpful leadership hints. These steps are placed to correspond with the various sections of text and therefore show how each topic in the guide can help you with your project.

Other Resources

Project record sheets and 4-H Junior Leader Project Newsletter are extra supplements to this resource guide and are available from your Regional Program Coordinator. Your local 4-H office may be able to lend provincial resources for specific projects as well.

Program Areas for Your Junior Leadership Project – is this repetitive?

In this project, members are required to choose a program area (or combination of program areas) that they wish to become involved in. Members must become involved in planning and carrying out at least 6 meetings or events in their club or county. The program areas available are:

- Project Groups
- Recreation
- Communications
- Skills Development
- 4-H and/or Agricultural Awareness

In this section, each of these areas will be described in detail and examples given to show how you can be a Junior Leader in each of these areas. Remember that these examples are only suggestions.

Be creative and incorporate your own ideas into your Junior Leader project!

Junior Leader Step 1

Choose the program area(s) for your Junior Leader Project.

- Which topics are you most interested in?
- Which area will there be the most opportunities for you to get involved in your club? Which area would you enjoy the most?
- Which area could you help improve with your new ideas?

Pick the program area(s) best suited to you.

Project Groups

A Junior Leader can be a tremendous help to a project group. As a senior member you have a wealth of experience and lots of helpful hints for the younger members. Your knowledge can help them to make the most of their involvement in the project and to have fun with whatever they're doing.

As a Junior Leader in a project group, there are lots of ways to get involved:

- **Organize a meeting.** If the project you're working with is organized into lesson sections, you could organize a meeting(s) for a lesson(s). This would involve planning what topics and activities will be done at the meeting, preparing any necessary supplies, finding a location for the meeting, choosing a mixer game, etc.
- **Teach a specific project skill.** For some projects you may choose to teach a specific skill. For example, you could teach a floriculture project group how to make different types of flower arrangements or teach a sewing project group how to model their outfits. You may want to hold one meeting to teach a simple skill or schedule a series of meetings to help members as they develop their abilities. Some things to consider would include getting all necessary supplies, samples to work with, preparing posters or diagrams that may help demonstrate the skill, finding a location, etc.
- **Teach a component of a livestock project.** In a livestock project, you may choose to teach the members how to do specific components of their project, such as how to show a beef calf, how to judge poultry for conformation, or how to prepare their animal for show. This may involve planning a demonstration of proper techniques, organizing a mini judging or showmanship clinic, preparing diagrams to teach members conformation terms, etc.
- **Organize a trip or tour.** Many projects may involve trips or tours such as an outdoorsman hike, or a foods tour of a dairy farm. Things to consider when planning a trip would include organizing transportation, planning activity ideas, making up lists of things for each person to bring, etc.

Communications

Communication skills are very valuable in today's society. Well-developed communication skills will help make people more effective members of families, groups, clubs, and workplaces. Although the thought of speaking in front of a group is intimidating at first, it becomes an easy task with practice. As members become better communicators, their self-confidence will grow. As a Junior Leader, you can help the younger members learn effective communication skills. You can be a great role model in this subject in particular as you probably went through all the public speaking jitters that the younger members are going through now. Your encouragement will mean a lot to them.

As a Junior Leader in communications you can help the younger members with two main areas:

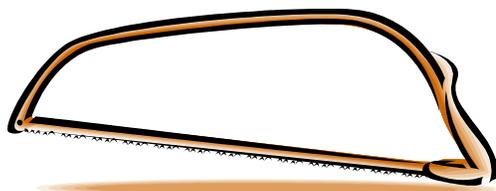
- **Public Speaking.** Perhaps you could present a talk to the members on how to give a speech. You could include how to choose your topic, how to organize your speech, proper posture, use of gestures, etc. You may want to make your presentation humorous. You could supplement your talk with a handout of suggestions that members could refer to when they write their own speeches.
- **Demonstrations.** For this section, you could give a demonstration to illustrate some tips on how to give demonstrations. Again you could prepare a handout to give to members, construct examples of good and poor posters or use any other ideas you can come up with.

Recreation

Recreation is a vital part of your club's program as it provides fun, social activities for the members. Your role as a junior leader in recreation can involve organizing special events, club functions, activities for meetings, or helping your club prepare a county event. When leading this section, it is especially important to consider the age of the members in your club and plan activities that they will enjoy. Talk to the members and discuss what they would like to do before anything is planned.

As a Junior Leader in recreation you can help the younger members with:

- **Organize a special event.** This could be any type of activity that your club chooses to do for recreation, such as a dance, skating trip, Christmas party, hike, etc.
- **Plan meeting activities.** As a Junior Leader in recreation, you could be responsible for planning fun activities for the general meetings. Consider having a warm-up mixer game, a mid-way break activity or a guest speaker. Use your imagination to come up with other ideas to liven up meetings.
- **Help plan your club's county responsibility.** Many counties delegate certain events to each club to organize (such as public speaking rallies, royalty nights, woodsman competition, etc.). As a junior leader you could take an active role in the planning of these events with the leaders in your club.



Skills Development

Judging and filling out record sheets are a part of almost every 4-H project. The Junior Leader can take an active part in teaching these valuable skills to younger members. Junior members usually have a lot of questions about these two activities and the Junior Leader can provide lots of help.

As a Junior Leader in skills development you can help the younger members with:

- **Record Keeping.** Junior Leaders can help younger members understand the importance of keeping good records, and help them with their project record sheets.
- **Judging.** To teach this topic to younger members you could conduct a mini judging clinic. This could include a demonstration on judging format, a discussion on the "finer points" such as confidence and poise, and practice classes. Judging classes for some specific projects are available from your Regional Program Coordinator or you could make your own. Just find 4 shoes, pencils, or anything you have around your house.

Junior Leader Step 2

Talk to the leader you will be working with. If you choose to work with a project group, contact that project's leader. If you choose communications, recreation, or skills, your general leader will be the leader for your project. Make sure your leader reads Section 1 of this manual (For the Leader) so they are familiar with their role in the project.

4-H or Agricultural Awareness

This program area is designed to promote 4-H or Agricultural Awareness. This can involve organizing an event, presentation, or display that is designed to promote the agricultural industry or the 4-H program. This is a great way to promote 4-H in your community or to provide the general public or school classes with information on agriculture in your area. Junior Leaders can organize an awareness program on their own or form a group of members to work together, as long as the junior leader is leading the group. This is a really fun topic to work in as it will involve other people in your community as well.

As a Junior Leader in 4-H or agricultural awareness you can help the younger members with:

- **Promote an event.** Think of ways that you could promote one of your club's events to other members of the community. For example, you could promote your Achievement Day, or a community project by using posters, advertisements, radio, or any other means.
- **Presentation to a school classes.** As a Junior Leader you could organize and give a presentation to a class at a local school to promote 4-H or agriculture. You could also get information leaflets, stickers, or some other small token that the students could have to take home with them. This would be an excellent way to recruit new members for your club too.

- **Prepare a display.** Prepare a display that could be exhibited at a local store, mall, or youth center to promote 4-H or agriculture. This will attract lots of interest in your group as it will be seen by many different people. Be creative and design a really interesting display that will make everyone want to stop and see what it's all about!

Junior Leader Step 3

Prepare your Initial Project Plan of what you want to accomplish in your Junior Leader project. Send this to your Regional Program Coordinator for approval by February 15th.

Initial Project Plan

(A copy of the complete form is included with your record sheet)

Element	Program Area	Specifics	Goals
1			
2			
3			
4			
5			
6			

Please return the Junior Leader Initial Project Plan form to your Regional Program Coordinator by February 15.

Section 3 - Lead the Way! - What is Leadership?

Leadership is inspiring and motivating a group to work together to achieve a common goal.

Leadership is taking the initiative to put new ideas into action for the benefit of the group.

Leadership is setting goals and providing the enthusiasm and direction to make things happen.

A leader isn't someone who wants to command other people, nor are they someone who wants to use the group for their own personal gains. A leader cares about the wants and needs of their group and takes action to help the group work together. They are conscious of group interactions, and of making everyone feel accepted. They provide encouragement and helpful suggestions. They spread enthusiasm and build confidence and friendship within the group.

Through this project you will derive your own personal definition of leadership, and realize qualities that make up "leadership skills." Leadership can mean different things to different people, and each individual will develop certain characteristic strengths.

Everyone has the potential to be a leader! Leaders are made, not born.

Junior Leader Step 4

What does the word, "LEADERSHIP", mean to you? Write down your answer and include it in your record sheet.

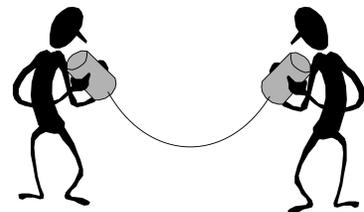
Keys to Successful Leadership

"Hmm....What does all this leadership stuff mean? What turns good leaders into great leaders??"

Most great leaders have a few characteristics in common; things that set them apart as a catalyst - someone who sees new ideas and opportunities, inspires the group, and helps the group work together towards their goals.

Three characteristics of successful leadership are:

- Communication
- Motivation
- Vision



Communication means more than just being able to speak to a group. Communication allows people to work together and provides tremendous potential for sharing ideas, helping each other, making decisions, completing a goal and providing friendship and encouragement.

Communication includes:

- listening sincerely to others' opinions
- understanding the needs of the group
- communicating ideas to the group

Motivation is the desire to work towards a goal. It's the fire and focus that allow people to work hard and get things done. Leaders are very motivated individuals and are able to inspire motivation in others. Motivated leaders are go-getters. They see a potential idea or solution, communicate with the group, and set the wheels in motion to achieve the goal.

Vision is the ability to look ahead and see the potential of what could happen in the future. Everyone has great new ideas, but often are afraid to share them with the group. The challenge in leadership is to build the confidence to share your ideas, influence the thoughts and actions of others and make your idea a reality in the best interest of the group.

A Good Leader:

- sets goals
- works with the group
- encourages new ideas
- gets things done
- rewards effort
- treats everyone equally
- is well organized
- optimistic attitude
- wants everyone to feel like part of the group.

A Poor Leader:

- doesn't set goals
- tells the group what to do
- puts down creativity
- doesn't follow through on ideas
- criticizes continuously
- chooses favorites
- is disorganized
- has a pessimistic attitude
- let's a few individuals dominate, leaving others feeling left out

Junior Leader Step 5

Think of a person whom you admire for their leadership qualities. What qualities do they possess that make them stand out?

Junior Leader Step 6

Contact your Regional Program Coordinator or General Leader for a calendar of county council meetings. Attend any of these if possible. Involvement in the council will provide you with the opportunity to see the planning that goes on to organize 4-H in your county and in all of Nova Scotia. It also gives you a chance to provide input and ideas for 4-H in your region!

Section 4 - On The Horizon - Ideas and Planning

Planning is a vital first step in working towards a goal. It is especially important to write your plan down on paper. Plans become much more concrete and are more likely to be carried out once they are in writing.

Good planning helps prevent problems or mistakes from popping up - it allows you to be ready ahead of time and be well-organized.

Importance of Planning

- establish goals to work towards
- set timelines for things to do to ensure they will be done on time
- provide a sense of accomplishment as your plan is being carried out
- helps provide a well-balanced, interesting program for your club
- provides self-confidence as you achieve your goals

Generating Ideas

WHY are new ideas important? HOW can we come up with new ideas?

New ideas create motivation, enthusiasm, hold a group's interest, and can make just about anything a lot of fun. People thrive on doing things that are interesting and creative. New ideas keep activities energized. Whenever you're organizing something, solving a problem, or making a decision, the more ideas you have the better. When you're planning your Junior Leader project, try to be as creative as possible.

Good ideas show up when you least expect them!

Here are some ideas to get your creative energy flowing:

- Brainstorming
- Idea Rays
- Idea Lookout
- Checklist



Brainstorming

Brainstorming is the process of generating ideas in a short period of time. All you need is several pieces of paper, a pen or pencil, and, of course, a topic. Brainstorming is a great way to come up with new ideas whether you're working on your own or as part of a group.

There are a few "guidelines" to follow to make this as successful as possible:

- Set a certain period of time (no longer than 20 minutes) to brainstorm.
- Write down all of your ideas on paper.
- Any idea is allowed no matter how crazy or unrealistic it may seem. The emphasis is on quantity. Keep the pace fast and the ideas flowing.
- No criticism is allowed. If people are encouraged rather than criticized they will be more willing to participate. Only after the brainstorming session is complete can ideas be assessed as to which is most practical.

After you have all your thoughts down on paper, then take a look back to which are realistic and which will work best toward your goal.

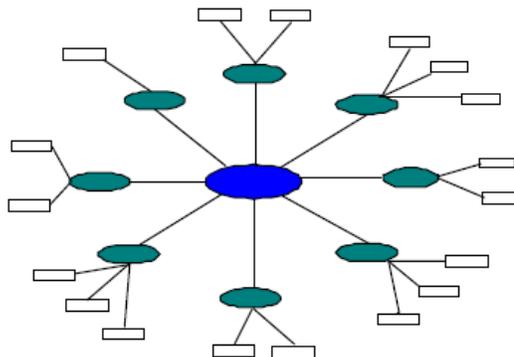
Junior Leader Step 7

Brainstorm ideas for your project. Let your imagination and creativity go to work!

Write down all the ideas you think of, then go back through your list later and choose the best ones. What new activities could you try? What can you do that will motivate your group? What will make your project fun and challenging for both you and the younger members?

Idea Rays

Idea Rays are especially great idea-generators when you're starting to organize a meeting, activity or event. Write down the name of what you are planning in the center of a piece of paper. Around that, write all the things you need to do to prepare for the event. Then, break each ray into specific things you need to do. For example, if you were organizing a dance, one of the rays could be decorations. This ray could then be broken down into checking with your General Leader to see if the club has any decorations already, exploring which store has the best price, and asking your club for volunteers to be on the decorating committee. Your "rays" will look something like this:



Idea Lookout

Be on the lookout for new ideas! There are lots of great ideas to be found if you focus on looking for them. There's a saying that "people only see what they want to see." For example, you may never have thought about why some meetings are more lively and interesting than others. If you go to a meeting because you want to know about the items on the agenda, that's what you are focusing on.

If you go to the same meetings thinking "why is this a good meeting?" or "Why are people interested?" you'll be focusing on things like the leader's enthusiasm and how that is encouraging the group to participate in discussions, or how a seemingly crazy opening activity increased the groups' spirit. These things were all occurring before - you just didn't notice them. When you start looking for new ideas, you'll find that they're all around you. Just pick your topic or question and happy hunting!

Checklists

Checklists are useful when you're looking for ideas to solve a problem or improve an existing method. Start by making a list of the "basic elements" (such as location, time, schedule, etc.) of the meeting or event as it is being done now. Then change one or two things on the list and consider how that will improve the situation. Small changes can lead to great improvements. For example, if younger members become restless on club public speaking night, perhaps changing the scheduling to allow for a half-time activity, moving to a new location, or having it at a different time of day may solve the problem.

Great ideas cause great things to happen!



Steps in Planning Your Junior Leader Project

- Decide on a program area for your project.
- Set specific goals.
- Develop activities that will help achieve these goals.
- Develop a work plan.
- Carry out your plan.
- Evaluate your project.

Decide on a program area(s) for your project. Junior leaders can participate in one or more program areas to complete this project. Look through the program area descriptions in Section 2 of this manual and choose which things you want to participate in. You may wish to talk to your general leader and other club members and see if there is a specific area they would like you to help with. Remember, the ideas listed in Section 2 are only suggestions. Be creative! Think of other ways you could be a junior leader in your club.

Set specific goals. What do you want to accomplish in your project? Goals must be specific. For example, a Junior Leader in 4-H Awareness may set a goal - "to promote 4-H." This is too broad and doesn't define exactly what you want to accomplish. A more specific goal would be, "to show the grade 4 class at Nearby Elementary School what 4-H means and what projects they can take." **Specific goals give your project direction.**

Junior Leader Step 8

Make a list of the goals you want to accomplish in your Junior Leader Project. What do you want to teach the younger members? What things do you want to demonstrate? Make sure your goals are specific!

Develop activities that will help achieve these goals.

An activity is anything you do to achieve your goals. For example, if your goal was to help younger members understand their project record sheets, your activity may be to hold a meeting where they can bring their records and record sheets and ask you questions. Consider the age of the members you'll be working with and their interests. Design your activities to be motivating, interesting, and to generate enthusiasm in your group. Choose a variety of activities so members can participate and learn in different ways.

Junior Leader Step 9

Choose activities that will help you reach your goals. Think of what you can do that would be most effective in teaching your group. Could you do a demonstration of a skill?

Can you create a game that will give the members a hands-on learning experience? Remember to organize activities and teaching methods so that all the members can participate. "Learn To Do By Doing" is usually the most effective way to learn.

Create a Work Plan.

Make a list (complete with target dates) of what you need to do to coordinate your activities. This will ensure that you are well prepared for your activities and that nothing has been forgotten.

Consider:

- How you will present your activity?
- Where it will be held?
- What equipment and supplies do you need?
- What do the other members and/or leaders have to bring?
- When it will be held?
- Who will be involved?

Junior Leader Step 10

Prepare a work plan. Brainstorm on all the little details you need to do to organize each of your meetings or events. Organize this list and plan when each thing needs to be done, how it will be done, etc. Plan ahead! For example, if you're organizing a movie night you will need to decide with the group what movies they want to see, call the store to reserve the videos, find a location, make a list of who can bring snacks, etc.

Action - Carry out your activities!

Junior Leader Step 11

Carry out your work plan. Do the background planning required then relax and enjoy the events or meetings you've organized. Remember - when you're working with younger members, enthusiasm is contagious. If you're having a great time, chances are they will too!

Evaluate Your Project

Evaluation is an important but often overlooked step in planning. Evaluating will allow you to think about what worked well (and why) and how you could improve your plan for next time. This will be discussed in more detail in Section 6 of this guide.



Junior Leader Step 12

Make a worksheet for each part of your Junior Leader project. At least one detailed plan must be included with your record sheet.

("Steps in Planning Your Junior Leader Project" was adapted from information in the Senior Opportunities Project, 1991, Home Economics and 4-H Branch; Alberta Agriculture, Food, and Rural Development).

Planning Worksheet

Element # _____

Program Area _____

Meeting / Event _____

Goals - What do I want to accomplish? What are my objectives?

Activities - What can I do to reach these goals?

Work Plan - What needs to be done to organize these activities?

Details:

Date to be held _____

Location _____

Members involved _____

Other _____

Section 5 - Dynamic Groups - Teaching Techniques

Variety is the Spice of Life

Different people learn in different ways. Whenever you're leading a group it is a good idea to vary the teaching techniques you use as often as possible. Learning is optimized if a variety of methods are used and this also allows different types of learners to succeed. For example, if all the group did was read their project guide at every meeting, the members who are particularly skilled at reading may remember a lot of information. There may, however, be a few individuals in your group who learn best if they see something or actually do something. These individuals will be at a disadvantage if the teaching technique is always the same.

Which teaching method is best?? What types of things will be most effective??

In general, people will learn:

- 10% of what they read,
- 20% of what they hear,
- 30% of what they see,
- 50% of what they hear and see,
- 70% of what they say,
- 90% of what they say and do.

The last category, "say and do" follows the 4-H motto of "Learn To Do By Doing." When planning club meetings or events, try to incorporate as much hands-on learning as possible. Not only is this the 4-H motto, but it's the most effective way for everyone to learn too!

Junior Leader Step 13

Audio Visuals are an excellent learning tool. Make a chart or poster. Borrow a video or film related to your project. Keep a topic interesting and fun and improve the amount of information learned. Which of your planned meetings or events could involve audio visuals?

Working with Different Age Groups

Each 4-H club is made up of a variety of individuals. Everyone moves at a different pace and is motivated in different ways. By recognizing these differences and special needs, it is possible to help young people develop further. The following descriptions of the four major age categories of 4-H members may help you to plan successful activities within your project.

4-H Members - Age 9-11

- friends and family are very important
- are physically active, with boundless energy
- want to belong; interested in group activities
- have a short attention span; interests change rapidly
- are curious and ask many questions
- need simple, short directions; usually do best when work is laid out in small pieces
- need to know what is expected of them
- admire and imitate older youth; want adult approval and understanding
- enthusiastic, easily motivated, and eager to try something new



Implications for 4-H

- use a variety of short activities to encourage learning
- team or group activities will give members a sense of belonging
- provide clear, simple directions; suggest small steps for doing tasks
- select activities which use tools and equipment that develop physical skills
- help members develop self-confidence
- offer members clear, well-defined choices
- talk about feelings and impressions

Pairing an older member with a younger member to clip a calf, make a birdhouse, or sew a project is a great way to help learning and it makes the younger member feel like part of the club. Take time to involve newer 4-H members to give them a sense of belonging. Support and include all members.

4-H Members - Age 12-14

- are struggling to understand and accept their changing bodies
- physical growth is uneven with some girls maturing physically 1.5-2 years before boys
- interest in personal appearance
- attention span is lengthening; minds are increasingly active
- depth and scope of interest are increasing
- have a wide range of abilities and interests
- vocal and like to talk
- becoming interested in community issues and world affairs
- need adult guidance, but reject domination and resent criticism
- status within peer group is important
- some need the challenge of individual projects and opportunity to use their creativity

Implications for 4-H

- accept each member as an individual for who they are
- help members recognize and appreciate their individual strong points
- provide situations where members will feel at ease and have a chance to show their skills
- help members set reasonable boundaries of behaviour; let them make decisions on rules and regulations applying to them
- encourage their involvement in the community
- channel their energy into verbal activities
- assure them that failure is not a disgrace

Asking a member in advance to thank a host or guest speaker will help to build their confidence. Include members in program and event planning. Provide opportunities for them to take more responsibility, but be there for support when needed.

4-H Members Age 15-17

- being part of an accepted group is important
- increasing awareness of their own appearance and personality
- better judges of own skills and abilities; self-confidence is increasing
- need and want guidance at an adult level but rarely ask for it
- accept guidance from a person or people with prestige
- increasing ability to see how things relate, use this in problem solving
- physical growth more stable in girls; boys catching up and passing
- often difficult to talk to, preoccupied with own thoughts and feelings
- want and need to be treated as individual adults
- less likely to volunteer spontaneously



Implications for 4-H

- use skills of members to carry out group projects
- provide career guidance
- encourage independent thinking and decision-making
- help members understand and appreciate family values and goals
- encourage the use of democratic decision making
- give them responsibility which will help to develop self-confidence and self-image
- encourage members to become involved

Challenge the members by asking their view on a particular topic. Encourage them to take on active leadership roles and provide them with opportunities to show initiative (i.e. lead members in activities, organize games, work with younger members).

Junior Leader Step 14

Get to know all the individual members in your group. A feeling of belonging and acceptance in a group is a huge motivator. Knowing each member will help you to acknowledge their strengths and encourage them to do their best.

4-H Members - Age 18-21

- need to be treated on same level as adult
- increased need to make their own choices
- developing more community consciousness
- concerned about their future; want and need a strong voice in planning their future
- want to make a difference and have their interests recognized
- concerned about the feelings of others
- developing confidence in their skills and abilities



Implications for 4-H

- encourage members to share their knowledge and skills by becoming Junior Leaders
- provide opportunities for increased independence and creativity
- provide direction and opportunity, but allow them to make their own choices and decisions
- treat members as adults
- help them understand the rules of society
- need to help members develop a sense of responsibility
- provide activities requiring patience and perseverance

("Working With Different Age Groups" was reprinted courtesy of Ontario Ministry of Agriculture, Food and Rural Affairs)

Problem Behavior and Difficult Situations

When you're working with a group of people, you will be dealing with a wide variety of personalities. Everyone joins groups for different reasons. In any given group, someone may have joined because they like the topic, their friends are members, to have fun, to feel accepted, to make new friends, or just for something to do. Each of these people will also bring different personalities; energetic, shy, mean, bossy, talkative, keen, positive, sarcastic, or kind, to name a few. As a Junior Leader, one of your challenges is to help the group work together and enjoy their involvement in the club. Difficult situations will arise on occasion and your ability to deal with these will help the group as a whole, as well as the particular member(s) causing the disturbance. There may also be times when a member is genuinely trying to help someone or is asking too many questions, etc. These aren't necessarily problem behaviors, but they are situations where the attitude of your response will be very important to the confidence of that individual.

Junior Leader Step 15

Observe the behaviors and attitudes of the individuals in your group. Incorporate the suggestions in this section to help overcome individual problems and to help all members to enjoy themselves and achieve as much as they can from involvement in the project.

The following chart will provide you with a quick reference to help handle problem behavior and difficult situations and to understand why they may be occurring.

How they act?	Why?	What to do?
Overly Talkative	They may be an "eager beaver" or a showoff. They may also be exceptionally well informed and anxious to show it or just naturally talkative.	Slow them down with some difficult questions. Interrupt with: "that's an interesting point - now let's see what the group thinks of it."
Quick to be Helpful	Really trying to help, but actually makes it difficult, leaves others out.	Cut across them tactfully by questioning others. Thank them, suggest "we put others to work." Use them for summarizing.
Highly argumentative	Two or more members clash.	Emphasize points of agreement, minimize points of disagreement (if possible). Cut across with a direct question on topic. Bring other members into the discussion. Frankly ask that personalities be omitted.
Obstinate	Stubborn. Prejudiced. Hasn't seen your point of view.	Throw their view to the group, have group members straighten them out. Tell them their time is short, you will be glad to discuss it later; ask them to accept the group viewpoint for the moment.
Criticizer	Has a pet peeve. Professional griper. Has a legitimate complaint.	Get the feeling of the group. Suggest separate discussion later.
Side conversations	May be related to the subject. May be personal. Distracts members and yourself.	Don't embarrass them, but call one by name, ask them an easy question. OR call one by name, and then restate last opinion expressed or last remark made by group member, and ask their opinion of it. If, during meeting, you are in the habit of moving around the room, saunter over and stand casually behind those talking. This should not be made obvious to the group.
Inarticulate	Lacks ability to put thoughts into proper words. They are getting an idea, but can't convey it. They need help.	Don't say, "What do you mean by this?" Say, "Let me repeat that" and then put it in better words. Twist their ideas as little as possible but have them make sense.

Definitely wrong	Member comes up with a comment that is obviously incorrect.	Say, "I can see how you feel" or "That's one way to look at it." Must be handled delicately. Do not discourage them.
Asks you for your opinion	Trying to put you on the spot. Trying to have you support one view. May simply be looking for your advice.	Generally, you should avoid solving their problems for them. Point out your view is relative, unimportant, compared to the view of the people at the meeting. There are times when you must and should give a direct answer. Before you do so, try to determine their reason for asking your view. Say, "First, let's get some other opinions, Joe, what do you think about this?"
Doesn't participate in discussions or activities	Bored, indifferent	Your action will depend on what is motivating them. Arouse their interest by asking for their opinion. Draw out the member next to them then ask the quiet one to tell what they think of the view expressed. If they are seated near you, ask their opinion so that they feel they are talking to you not the group.
	Feels superior	If they feel "superior" ask for their view after indicating the respect held for experience (don't overdo it here; group might resent it"). Irritate them for a moment by tossing a provocative query.
	Timid, insecure	If the sensitive person won't talk, compliment them the first time they do speak out. Be sincere: Say, "I think you have some good ideas on this, if you collect your thoughts, I'll ask you to give them in a few minutes."

Junior Leader Step 16

Make a point to celebrate the accomplishments of all members of the group. Positive reinforcement builds self-esteem and confidence. A positive attitude by the Junior Leader will help the members form positive attitudes as well.

Section 6 - A Look Back and Evaluating Your Project

Evaluating is the final critical step in planning. It provides you with a measure of your success, and most importantly, with a chance to revise your activities and work plans so they can be even more successful next time. Evaluation isn't criticizing; it's an opportunity for improvement. Developing leadership skills is an ongoing process. Each time you take on a leadership role you learn something new.



The Plan . . . The Result

Whenever a meeting, activity, or event is organized, you create the plan that you feel will work best. However, things will not always go as planned and unexpected events will often occur. After the event is over, you will know exactly what worked as expected and what needs to be improved. This "evaluation" ensures that your organization and leadership skills will continually improve as you learn the best techniques of planning, working with others and leadership that work for you.

Junior Leader Step 17

Evaluate the success of your actions. Did you achieve your goals? Answer the questions on this page. This will be included in your record sheet.

Evaluation

After you have completed each of the six elements of this project, think about what you had planned and how successful the events/meetings were.

Think about the following questions:

- What did you find worked best? (Plans, activities, teaching techniques) Why?
- What did you find worked poorly? Why?
- What would you do differently next time? What could be improved?

Junior Leader Step 18

Give yourself a pat on the back! Through this project you've improved your leadership skills, worked to achieve your goals and helped the younger members get the most from their 4-H experience. Being a Junior Leader is a rewarding challenge!