

***TAKE THE CHALLENGE...
BE A
JR./TEEN LEADER!***



***A GUIDE TO NAVIGATING YOUR YEAR OF
SERVICE AS A JUNIOR OR TEEN LEADER***

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Fresno County 4-H Youth Development Program
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*Adapted from the Oregon State University "Junior Leader Project Leaders Guide"
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JUNIOR/TEEN LEADER GUIDE

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***ARE YOU READY TO BEGIN
YOUR CHALLENGE?***

WHO CAN BE A JUNIOR OR TEEN LEADER?

The minimum age/grade requirement for a **Junior Leader** is 12 years old or 7th grade by December 31st of the program year. **Teen Leaders** must be in 10th grade or 15 years old by December 31st of the program year. Only the age criterion applies for home schooled members. 4-H Leaders are encouraged to carefully select their Junior and Teen Leaders. Selections should be made on factors such as skills, knowledge and experience in the project area and should not be based on family relationships. **Junior Leaders should act as assistant leaders**; they should help plan and run meetings and assist members in learning new skills. **Teen Leaders should serve as the primary leader for their project group**, with the assistance, guidance and supervision of their adult volunteer leader.

WHAT IS A JUNIOR/TEEN LEADER?

A youth who is under the direction of an adult leader. A youth who works with the adult leader in a leadership role to help oversee the activities of the 4-H project.



LET'S BEGIN PLANNING!

Activities around projects...

Guiding questions: how can we make project meetings more efficient? How can we make project meetings new, intriguing, and exciting?

Activities around programs...

Guiding questions: what programs can we see/hear/do that will benefit the members of our club? What skills should members gain from these programs?

Activities around recreation...

Guiding questions: what do members like to do for fun? How can we deliver entertainment and recreation to our members so that we form a close bond as a club?

LEADERSHIP IS FOR EVERYONE!

SHARING THE LEADERSHIP

Activities for sharing the leadership...

Guiding questions: how can I share the leadership with other members? How can I make members feel connected and valued as a leader? What makes me feel valued? How does delegating tasks and responsibility relate to “sharing the leadership?”

NEW MEMBER INVOLVEMENT

Activities for involving new members...

Guiding questions: what motivated me to become more involved as a new member? What older 4-H member inspired me? How can I inspire other new members? What unique perspectives do new members in 4-H possess?

ADULT VOLUNTEER ROLE

Responsibility to Junior Leader

- ✓ Share your skills, experience and knowledge
- ✓ Share your leadership skills, not dictate
- ✓ Share decision-making process
- ✓ Help junior leader achieve their goals



Role of Adult Volunteer

- ✓ Meet with junior leader. Talk about personal and club goals, their interests, what skills they want to develop, etc.
- ✓ Guide the selection of junior leader responsibility
- ✓ Check with junior leader periodically about their progress meeting their goals
- ✓ Check if the junior leader needs help getting phone numbers, equipment, supplies, etc.
- ✓ Provide advice when junior leader is ready to assume more responsibility; indicators:
 - willingness to do more
 - plan ahead, finished activities
 - is dependable
 - helpful attitude toward group
- ✓ Create comfortable atmosphere for junior leader
- ✓ Evaluate the progress after the junior leader has evaluated themselves
- ✓ Follow-up with words of encouragement
- ✓ Give the junior leader recognition in front of the club

DO YOU HAVE THE RIGHT STUFF TO BE A JUNIOR LEADER?

Discuss the questions below to help complete the picture of yourself.

- 1. How good is my knowledge?**
 - Do I recognize good standards of work?
 - Can I accept and use new ideas?
 - Do I plan and use my time well?
 - Do I complete or follow through on the project?

- 2. What skills do I have?**
 - Am I able to tell others about my ideas?
 - Can I do many tasks well or can I do one thing well?
 - Can I work with other people or do I work better alone?
 - Do I listen and learn from others?

- 3. Are my attitudes acceptable?**
 - Do I really care about the other members or do I use them to get ahead in the club?
 - Am I sensitive to other people's needs and abilities or do I want them to do just as I say and do?
 - Can I give responsibility to others instead of trying to do everything myself?
 - Can I find pride in helping others do things without being "out front and center" myself?
 - Can I accept suggestions from my leader gracefully or do I get upset because I think he/she is criticizing me?

EXPECTATIONS

The role of a volunteer adult 4-H leader and junior leader can be stimulating and rewarding, but it can also lead to many questions and possible unforeseen challenges.

Before starting this project, consider possible expectations for your project. This could be valuable “ground-work” for a positive 4-H leadership experience.

EXPECTATIONS BY ADULT VOLUNTEER FOR JUNIOR LEADER

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

EXPECTATIONS BY JUNIOR LEADER FOR ADULT VOLUNTEER

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

WHERE DO I START?

Complete the following sentences:

- I will assist my project leader by doing_____.
- I will organize a program entitled “_____” for a project meeting.
- I will present a demonstration entitled “_____” at a project meeting.
- I will supervise (a/the) _____for my project leader.
- I will help a new member in my project by

- I will plan a recreational event for my project group by doing

4-H JUNIOR/TEEN LEADER PROJECT EVALUATION SHEET

To be completed by the adult volunteer at the completion of the project year.

1. Were your expectations met by your leader/junior leader?
2. If your plans worked out differently than you expected, what do you see as the reason?
3. What would you do differently next time? What would you do the same?
4. What kind of support did you receive (from leaders, junior leaders, club officers, family members, outside resources, etc.)?

LEADERSHIP/CHARACTER QUALITIES

Some qualities/competencies demonstrated by leaders include:

- Communicates effectively
- Good listener
- Assumes responsibility
- Able to lead group problem-solving
- Accepts differences
- Facilitates
- Gives and receives feedback
- Self-motivated
- Has personal values
- Flexible
- Manages resources
- Able to help group set and reach goals
- Manages time
- Motivates others (inspires others to action)
- Tolerant of disagreements
- Has a vision
- Self-confident
- Trustworthy



WHAT MAKES PEOPLE TICK?

Keep these traits in mind when working with your project members throughout the year. As junior and teen leaders you have a responsibility to the members to teach them something new and lead by example!

- ▶ **People need to belong.**
Each person needs to feel accepted by you and others in the group.

- ▶ **People need to develop skills.**
Skills are exciting and all-important. They need a chance to learn how to do many things successfully.

- ▶ **People need responsibility.**
Members are able to make only a few choices and accept limited responsibility. Encourage older members to take on more responsibility and expand their project efforts.

- ▶ **People need to achieve.**
Members need a feeling of accomplishment. Each member is different and will develop a sense of accomplishment in different ways at different levels.

- ▶ **People want values.**
Values are important to members. They will look up to you as an example of the ideals of the 4-H pledge.
Remember to try to:
 - Set standards of good sportsmanship;
 - Always be willing to help out whether or not you are in charge or will get credit;
 - Set an example by your own attitude, good project work, full participation in the club program;
 - Speak well of others. Find good things to praise, not weaknesses to criticize.

HOW WE ABSORB INFORMATION...

The first questions that most leaders have when they think of working with youth is: “How can I plan an experience that is fun, exciting and educational for the members?” To answer that question, it is important to see how people learn, so you can understand what types of activities stimulate the brain. Research has concluded that people learn best by **doing**. **Active involvement of the learner is the key.** Learners were found to have the ability to retain:

- 10 percent of what they read.
- 20 percent of what they hear.
- 30 percent of what they see.
- 50 percent of what they see and hear.
- 70 percent of what they say as they talk.
- 90 percent of what they say as they do a thing.

The message is clear. **We learn by doing.** The youth leader must challenge themselves to plan activities that actively involve youth. Youth should be involved in every meeting from planning, decision-making, and project development to evaluation. This gives them ownership and a feeling of belonging: “our 4-H club,” not “your 4-H club!”

TEACHING A SKILL SUCCESSFULLY!

- ⇒ Break task into small steps
- ⇒ Explain/do at the same time
- ⇒ Let members try new skill
- ⇒ Use praise
- ⇒ If the person doesn't get it the first time, try again
- ⇒ Build on previous learned skills
- ⇒ Allow for questions

TEACHING TOOLS

Lecture

Videos

Workshops

Slides

Library

Club exchanges

Tours

Field Trips

Group Discussion

Charts

4-H project material

Posters

Games (bowl, relay, Pictionary)

Guest speakers

Puzzles

Fairs

Contests

4-H Record Books

Presentations

Parents

Judging

Club Officers

Show & Tell

Camp

Clinics

Movies

Handouts

Pictures

Quizes

Small groups

Role Playing

Skits

Section 4-B: Junior and Teen Leadership Development Report Instructions

The 4-H Junior and Teen Leadership experience is designed to provide members with the opportunity to learn about the qualities and competencies needed to be a leader. Leadership is not doing things for the group, it is helping the group decide what needs to be done and how. Junior Leaders provide assistance while Teen Leaders assume more challenging leadership roles. Junior and Teen Leaders may assist with specific projects or with other 4-H activities or events. A 4-H member may be a Junior or Teen Leader for one or more projects during the year. The major duties of a Junior or Teen Leader are (varies by age, experience, and other factors):

1. Work collaboratively with the adult leader to set goals, develop lesson plans, teach skills, and evaluate the activity.
2. Coordinate logistical details such as meeting times, locations, materials and supplies, and expenses with the adult leader.
3. Communicate with the adult leader and members about group expectations, responsibilities and expected outcomes.

At the beginning of the year, the 4-H member and the adult leader should meet to discuss the project and define each of their roles. The 4-H member should complete pages 1 & 2 of the form. At the end of the year, the 4-H member must complete pages 3 & 4 of the form and include the entire form in his/her Record Book to receive credit.

Junior Leaders (Intermediate Members): To become a junior leader, youth must be in grades 6-8, or if home-schooled, must be at least 11 and no more than 13 years old as of December 31 of the program year.

Teen Leaders (Senior Members): To become a teen leader, youth must be in the ninth grade or above, or if home-schooled, must be at least 14 years old as of December 31 of the program year.

Completing the Junior and Teen Leadership Development Report

Each Junior or Teen Leadership Development Report form completed and signed by the Project Leader (or team advisor) counts as a separate credit on the PDR (under #4 Leadership Development). County All Stars, 4-H State Ambassadors, those in a Leadership Development Project, and those involved in a domestic or international exchange project may record their participation as a project and fill out an Annual Project Report and/or a Junior or Teen Leadership Development Report signed by the team advisor.

The 4-H member may add two pages for a total maximum of six pages to answer the questions on the Junior and Teen Leadership Development Report.

Note: There may be cases where the 4-H member is a Junior or Teen Leader for a project but does not actively participate in the project. In this case, the 4-H member will fill out the Junior and Teen Leadership Development Report and not the Annual Project Report. A credit is given in the PDR for a Junior/Teen Leader and not for a project completed.

Junior and Teen Leadership Development Report (Continued)

2. Goals I. Record the goals you have for this project or activity. What do you hope this project or activity accomplishes? II. Record your personal goals for your own leadership development. At the end of the project or activity, what do you hope to have learned?

3. Project Plans: Explain your project plans and the actions you will take to complete this project or activity.

Approval of Plans	
I have personally prepared this report and believe it to be correct.	
4-H Member's Signature:	Date:
I have personally reviewed this report and believe it to be correct.	
4-H Project Leader's Signature:	Date:

Junior and Teen Leadership Development Report (Continued)

Complete questions 4 – 7 after the project or activity concludes:

4. What were your roles and responsibilities in this project or activity? What was your purpose, what did you do and learn?

5. What specific leadership skills did you develop?

Junior and Teen Leadership Development Report (Continued)

6. How will you use the skills you learned in future 4-H and other activities?

7. For the Project Leader: Please provide feedback and comments on the 4-H member's leadership role.

Approval of Report	
I have personally prepared this report and believe it to be correct.	
Member's Signature:	Date:
I have personally reviewed this report and believe it to be correct.	
4-H Project Leader's Signature:	Date: