

TEEN LEADERSHIP

A MEMBER'S MANUAL

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

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Teen Leadership Member's Manual

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

Criteria for enrollment:

In order to enroll in this project, you should:

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

Here's what to do:

Sign up for the Teen Leadership project on your 4-H enrollment (sh)4(pmn)le 792 re455*

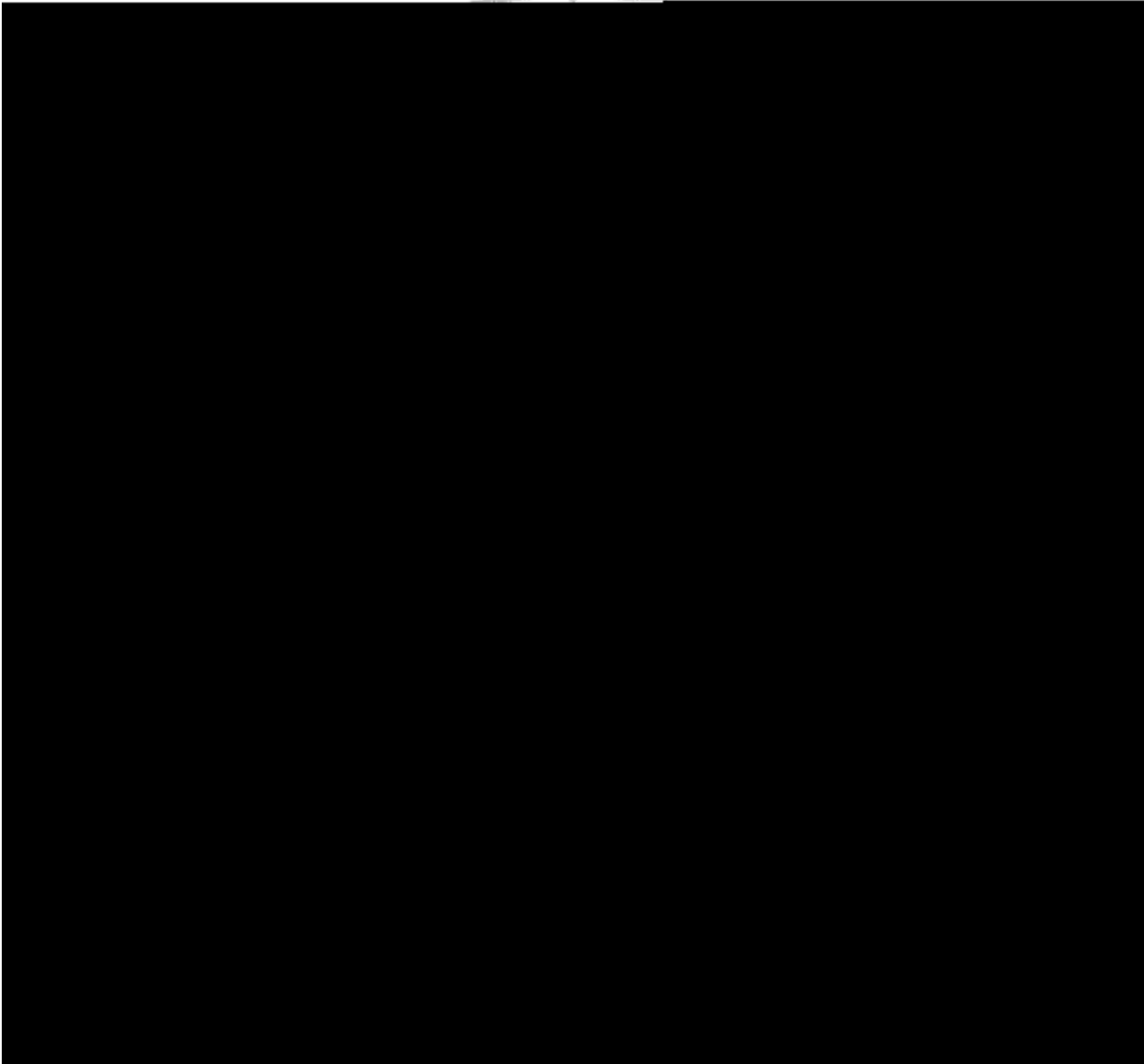
Project goals:

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

Suggested Activities:

Vermont 4-H Life Skills:

**Independence through Learning
Decision-Making and Responsibility for
Choices**



Personal Development:

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

Attitudes: Learn the value of	Knowledge: Learn	Skills: Develop skills in
Being a good follower	When and how to accept leadership of others	Cooperating with others
Good work habits	To work effectively	Working at various tasks
Striving to improve	To recognize high standards	Applying standards to tasks
Competing with others	To recognize one's own ability	Using knowledge and ability to the fullest
Being a good leader	The techniques of leadership	Working with individuals and groups
Being considerate of others	To be tolerant of others' opinions	Listening and observing
Accepting responsibility	What responsibility is, and what	Completing tasks begun

Working with Young People – Youth Learning Characteristics

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

9 to 11 Age Group

Characteristics of Age Group	Implications for Learning
Are quite active, with boundless energy.	Allow members to participate in activities where they can use physical energy. Center activities around active participation.
Are easily motivated, eager to try something new.	Use encouragement to keep them motivated. Provide a

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

15 to 18 Age Group

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

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

Working with Adults

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

As you plan you leadership activities, be sure to keep adult leaders informed. Take time to communicate clearly the details of your plans, and don't be afraid

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

Teen Leadership Project Plan - Example

Name _____ Club _____

County _____ Years in 4-H _____ Years in Teen Leadership _____ Age _____

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

Leader Signature _____

Date Approved _____

County Office _____

Date Approved _____

Teen Leadership Record

Name _____ Club _____	
County _____	Years in 4-H _____ Years in teen Leadership _____ Age _____

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

DATE	DESCRIPTION

Teen Leadership Summary

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

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