

EXPLORE



Texas 4-H Leadership *Personal Leadership Development*



texas4-h.tamu.edu

The members of Texas A&M AgriLife will provide equal opportunities in programs and activities, education, and employment to all persons regardless of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity and will strive to achieve full and equal employment opportunity throughout Texas A&M AgriLife.



EXPLORE

TEXAS 4-H LEADERSHIP



meetings.

Description

The Texas 4-H Explore series allows 4-H volunteers, educators, members, and youth who may be interested in learning more about 4-H to try some fun and hands-on learning experiences in a particular project or activity area. Each guide features information about important aspects of the 4-H program, and its goal of teaching young people life skills through hands-on experiences. Additionally, each guide contains at least six learning experiences, which can be used as a project guide, or as activities for six different 4-H

neighborhoods to suburban schoolyards to rural farming communities. With a network of more than 6 million youth, 600,000 volunteers, 3,500 professionals, and more than 25 million alumni, 4-H helps shape youth to move our country and the world forward in ways that no other youth organization can.

Texas 4-H

Texas 4-H is like a club for kids and teens ages 5-18, and it's BIG! It's the largest youth development program in Texas with more than 550,000 youth involved each year. No matter where you live or what you like to do, Texas 4-H has something that lets you be a better you!

You may think 4-H is only for your friends with animals, but it's so much more! You can do activities like shooting sports, food science, healthy living, robotics, fashion, and photography.

Look for 4-H clubs at your school, an after-school program, a community center, or even on a military base or through the reserves for military families.

Texas 4-H is part of the Texas A&M AgriLife Extension Service and the Texas A&M System. Founded in 1908, 4-H is the largest youth development program in Texas, reaching more than 550,000 youth each year.

The 4-H Motto and Pledge

"To Make the Best Better!"

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, my Country, and my world.

Participating in 4-H

4-H is a great program because it provides options for young people to participate. From a 4-H club located in your community, a SPIN club that focuses on one particular project area, or participating in 4-H through your classroom at school, 4-H allows youth to learn in many different environments. If you are interested in joining 4-H, contact your County Extension Office and ask for a list of the 4-H clubs in your area. If you are a school teacher/educator and would like to use 4-H curriculum or these project guides in your classroom, contact your Extension Office as well for assistance.

Purpose

Texas 4-H is designed to develop the youth of our state into productive adult citizens. The 4-H Program uses a non-formal educational process of engaging youth in a "learning by doing" process. This includes hands-on opportunities, participation in workshops and clinics conducted by volunteer leaders or professionals, as well as competitive experiences which allow 4-H members to demonstrate the knowledge they have gained. Through this entire process, the youth are learning key life skills such as working with others, teamwork, cooperation, and goal setting. Through all experiences, youth get to interact with adult volunteers and county Extension agents.

What is 4-H?

4-H members across the nation are responding to challenges every day in their communities and their world.

As the youth development program of the Cooperative Extension System of land-grant universities, 4-H is the nation's largest youth development organization, empowering six million young people throughout the United States. Cooperative Extension of 1862 and 1890 land-grant universities provide leadership to engage young people in 4-H in all 3,007 counties of the United States. The impact of the Cooperative Extension partnership is profound, bringing together National Institute of Food and Agriculture of USDA, land grant universities and county government to resource learning opportunities for youth.

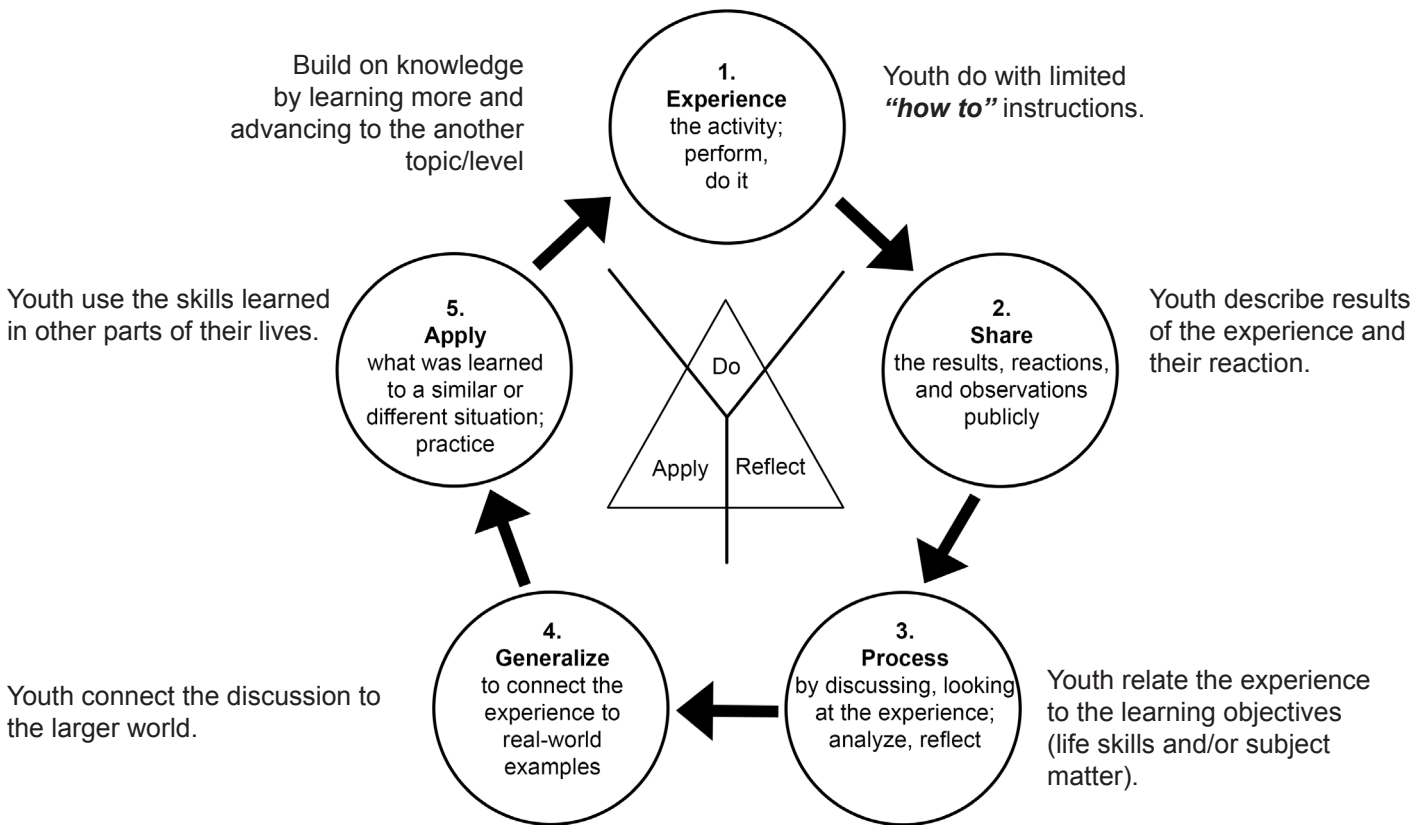
Through America's 110 land-grant universities and its Cooperative Extension System, 4-H reaches every corner of our nation—from urban



4-H “Learning by Doing” Learning Approach

The Do, Reflect, Apply learning approach allows youth to experience the learning process with minimal guidance from adults. This allows for discovery by youth that may not take place with exact instructions.

EXPLORE THE CONTENT Introduction of the topic, overview and exploration of content, and review of objectives





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Defining Leadership



EXPLORE THE CONTENT:

Leadership is a process by which one group member exerts positive influence over other members; it is the ability to help oneself and others achieve goals through guidance and influence.

Although the term “leadership” has been in use since the 1800s, leadership has been studied for thousands of years. In earlier times, it was believed that a person had to be “born” a leader. Later, people came to believe that a person needed to possess certain traits to be a productive leader. However, research has established that the skills and traits necessary for effective leadership change from situation to situation, depending on the needs of the group. Studies examining traits of “great leaders” found that although some traits can affect one’s ability to lead, there was no definite set of skills that each leader possessed.

Leadership authorities believe that a person is not necessarily a leader all the time. Rather, leadership should change as situations and followers change. The best leaders are those who have good “people skills.” They are good at sensing needs and deciding how to bring others along with them as they work toward a goal.

Some important behaviors of good leaders include: encouraging others (being friendly and responsive to others, giving recognition); expressing group feelings (being aware of moods and relationships, sharing feelings with other members); harmonizing (managing conflict, reducing group tension); compromising (admitting error, being open-minded to ideas and solutions); facilitating (keeping communication channels open, involving others’ in participation); and setting standards (establishing working standards for the group, evaluating the group’s progress).

Skills and qualities associated with effective leadership can be learned. Evaluating other leaders helps us observe the traits needed by leaders for different situations. Knowing the positive traits associated with productive leadership helps us focus on building those qualities within ourselves. Knowing our personal leadership styles can help us strengthen those areas which we need to improve. By practicing leadership skills, we can improve our effectiveness in working with groups to achieve goals.

Leaders lead in different ways. Some leaders feel driven to accomplish immediate tasks. Others are more concerned with relationships within their groups or organizations. Some leaders involve group members at all stages of a task, while others decide everything themselves. And some leaders rarely change their leadership styles, while others freely adapt to changing situations.

TIME:

45-60 minutes

MATERIALS NEEDED:

Activity 1: Name Game

- Large posters/sticky notes (or large paper and masking tape)
- Markers

Activity 2: Building Towers

- Materials for building towers (examples include: brown paper, newspaper, masking tape, balloons, straws, markers, paper, cardstock/cardboard, ribbon, string, cling wrap, etc.)

Activity 3: What Kind of Shoe are You?

- Large sticky notes or papers posted around the room listing each shoe style such as tennis shoe, cowboy boot, and so forth.

OBJECTIVES:

4-H members will be able to:

- Identify basic leadership styles
- Begin to understand which leadership styles they use
- Recognize leadership styles that can be used in different situations





People have searched in vain to identify one “best” leadership style, in the erroneous belief that a single style can fit every occasion. To the contrary, leadership should be situational, varying with circumstances, people involved and time. For example, leadership styles used in an emergency would be different from those used for circumstances in which one group member has more knowledge than the leader about a task.

As you develop as a leader, you will undoubtedly learn:

- How you communicate with others
- How you react in different situations
- How much you value completing tasks
- How you deal with difficult situations
- How you use others’ help to get things accomplished

All of these activities will help you to define your own personal leadership style and to develop the understanding that leadership is situational.

DO:

Activity 1 - The Name Game *(This foundational activity should be completed first. If limited on time, the leader can choose to conduct either Activity 2 or Activity 3.)*

Activity 1: Name Game

This activity identifies words that describe leaders.

- Have each member of the group write his/her name vertically on paper provided.
- Stick each piece of paper onto the wall.
- Have the group move from paper to paper, writing down leadership traits and styles that go along with the letters to each person’s name. These words are to be general leadership traits; not necessarily specific to that individual.
- For example:
 - C – caring, creativity
 - O – open to new ideas, optimistic
 - D – determined, dynamic
 - Y – young at heart

OR

- S – sensitive, smart
- A – active, approachable
- R – relatable, responsible
- A – attentive
- H – humble, honest

Remember, these are general leadership traits/styles, not necessarily characteristics of the person on whose card they are written.

When time is up, have everybody come together and one at a time introduce themselves and read his/her name and the leadership traits listed.

REFLECT:

- How did you feel when you read your paper
 - Of the descriptors listed for your name, which do you feel you possess?
 - Which ones do you not possess?
- Why did you write some of the things that you wrote by others names?



- Why did you pick a particular trait?
- Why is that trait important to you?
- Why should leaders have these traits?

APPLY:

- What do these traits tell us about our own styles of leadership?
- How do these styles affect how we lead?
- Give an example of a situation where a certain trait is needed.
- How can we enhance these styles to serve the individuals and groups with which we work?

DO:

Activity 2: Building Towers

This is a group activity to demonstrate the different styles of leaders and how they affect teams.

- Divide the group into teams (ideally, teams of four to six individuals). You can have as many or as few teams as you have materials.
- Instruct the teams that they will build the tallest, strongest, most beautiful tower possible. Specify the time limit.
- Ask one member of each group to come forward.
 - Provide each team with an equal amount of resources.
 - Assign each volunteer one of the following leadership styles and ask the volunteer to act that part within the group. (These volunteers do not need to tell their group these specific instructions. They will only act them out as the activity is completed.)
 - **Style One – Autocratic:** Concerned only with getting tasks done. Tells the group what to do and how to do it. Determines all policies and does not accept the ideas of others.
 - **Style Two – Democratic:** Concerned with both tasks and relationships within the group. Shares ideas and discusses them with the group. All group members have an equal say in making decisions. The leader gives directions and sees that activities are completed, but is not overbearing or demanding.
 - **Style Three – Relationship:** Concerned only with relationships. Leadership is shared. Inclusion, not task completion, is most important. The leader often distracts the group from its task to engage in unrelated conversations/tasks.
 - **Style Four – Unconcerned:** Allows the group to do whatever it wants; sets no guidelines or policies. The leader doesn't lead.
 - Send the leaders back to their groups with the materials. Announce that the volunteers will serve as leaders for their groups.
- Ask one other member from each group volunteer to “observe” while the rest of the group continues to work. Have each observer write down everything that he/she sees in the group. Send them back to their groups.
 - For example, for the group leaders, write down how they are leading.
- Tell the groups to begin.
- When the time is up, ask the each group to explain their towers.
- Judge the towers (or have someone else judge them) on the three criteria – Strongest, Tallest, Most Beautiful.

REFLECT:

- For leaders:
 - Was it easy/hard for you to act your part? Why/why not?
 - How did your group respond to your style?
 - Was your style effective?
 - How did your group’s response make you feel?
- For the observers (have each of them talk about his/her group):



- What did you see and hear as you observed your group?
- For the groups:
- What was it like when your leaders came back and began to act differently?
- How did your leader's behavior make you feel?
- Did you think that your leader's style was effective?
- How did your group work together?
- Do you think there is a relationship between people stepping forward to lead and the team's success in building the tower?

APPLY:

- How does this activity relate to groups or organizations with which you are involved?
- What can we do to be better leaders within our groups?
- How can we change our styles to be more successful and to make our groups more successful?
- Do different situations call for different styles? Explain. Provide specific examples of when leaders could use each of these styles.

DO:

Activity 3: What Kind of Shoe are You?

Youth will identify their personal leadership traits and styles.

- Post a picture of each shoe style around the room
- Ask each youth to think about what kind of shoe he/she would use to describe his/her leadership style.
- Once youths have formed their opinions, give them the following choices (without the descriptions) that are posted around the room:
 - Tennis Shoe/Athletic Shoe
 - Work Boot
 - Dress Shoe
 - Sandal
 - Loafer
 - Earth/Nature Shoe
 - Cowboy Boot
 - Bare Feet
- Ask each youth to stand by the shoe of his/her choice.
- Read the descriptions.
 - Tennis Shoe/Athletic Shoe – comfortable, practical person who gets things done – versatile, fits in most places, likes sports, usually has an active hobby, flexible and adaptable, helps out when needed, friendly, likes people
 - Work Boot – hard worker, can tolerate getting dirty, likes to be challenged, ready to get going, sometimes impatient, doesn't like to sit around in meetings, will do necessary but unpleasant jobs, usually can do many things
 - Dress Shoe – can rise to a special occasion and be a leader, will step out in front but knows when to be a follower, careful, good manager, dependable, gets the job done in a quiet manner, may speak out if disagrees
 - Sandal – carefree, fun, friendly, may be late but makes up by being enthusiastic, likes nature, knows how and when to relax, hurries to get the job done in order to do other things, calls on tennis shoe or work boot for help, has a good time, open to new ideas
 - Loafer – cool, calm, comfortable, does the job and then pursues own interests, enjoys the opposite sex
 - Earth/Nature Shoe – a little different, creative and artsy, doesn't always know what day it is, tries out new ideas, has special talents but at times may not relate to others, likes funky things, can really produce when motivated



- Cowboy Boot — has special talents or abilities, resourceful, energetic, doesn't worry about what others think, creative, stands up for beliefs
- Bare Feet — nature person, enjoys physical aspects of life
- Ask anyone who would like to move to do so now.
- Bring youth back together for reflection.

REFLECT:

- Why did you pick the shoe that you picked?
- For those of you who changed choices after the descriptions were read, why did you change?
- Did your shoe's description fit you? Why/why not?
- Is it possible that you would want to change styles depending on the situation?

APPLY:

- How does this relate to groups with which you have worked?
- How can we improve our own skills and those of others?
- Why is it important to know your own leadership style and those of people with whom your work?
- Why is it important to nurture and appreciate our differences?

REFERENCES:

Putting the Pieces Together, Texas A&M AgriLife Extension Service, Texas A&M University, 4-H 11-1, 10-04 (p.5 and pages 91-97)

What Kind of Shoe are You?



Tennis Shoe / Athletic Shoe

What Kind of Shoe are You?



Work Boot

What Kind of Shoe are You?



Dress Shoe

What Kind of Shoe are You?



Sandal

What Kind of Shoe are You?



Loafer

What Kind of Shoe are You?



Earth / Nature Shoe

What Kind of Shoe are You?



Cowboy Boot

What Kind of Shoe are You?



Barefeet

Setting Goals



EXPLORE THE CONTENT:

Are you waiting for your dreams to come true? Are you dreaming of being a famous country singer? Or maybe you dream of being a professional baseball player? Are you dreaming of being a world famous barrel racer? Maybe your dream is to serve on Texas 4-H Council. The sad fact is, dreams don't often come true. They might, however, IF that dream is coupled with goals. Dreams by themselves are just dreams. If you're just dreaming, you might as well be daydreaming. For your dreams to come true, you have to set goals. Goals provide the pathway to achieving those dreams. Goals have deadlines, require hard work, and have an endpoint. Dreams can go on forever, only require your imagination and are free! Dreams inspire you, but they don't change anything.

Goal setting identifies a desired result, giving a person or a group something to work toward. Goals help groups set priorities, make decisions and motivate their members. A leader is responsible for making sure the group achieves its goals, no matter what those goals are.

- Good leaders set goals and keep their goals in mind by writing them down and continually reviewing.
- Groups must set goals together so that each member feels ownership for the goals.
- Group members must work together to achieve the stated goals.

Setting goals and achieving those goals is a step by step matter. It can be broken down into five steps:

1. Identify the purpose or the intended result. That is your goal.
2. Write down the objectives. Objectives are the individual steps toward the goal.
3. Make an action plan – what needs to be done for each objective in order to reach the goal?
4. Act on the plan. Do it.
5. Reach goal.

SMART is a five-letter mnemonic designed to help write goals that are achievable.

- S – Specific; be specific in describing the goal you want to reach, having a clear and well defined goal provides the best pathway for getting where you want to go.
- M – Measurable; the goal must be measurable in order to know that you've reached the goal; be precise about amounts, dates or numbers in order to know that you've really met the goal.

TIME:

30-45 minutes

MATERIALS NEEDED:

- Paper and pencil for each participant

OBJECTIVES:

4-H members will be able to:

- Learn the difference between goals and dreams
- Learn the importance of setting goals
- Learn how to write a SMART goal



- A – Attainable; be realistic and set goals that are possible to achieve, not too high and lofty but also not so easy that you are not challenged.
- R – Relevant; set goals that align with the overall direction you or the group are going, stay on track.
- T – Time based; goals have an end, set a deadline.

Setting goals is a powerful process that allows you to think about your future and what you must do to get to that future. Setting goals provides the pathway to make the dream a reality.

DO:

What are My Goals?

Provide each participant with a pencil and piece of paper. Instruct them to write the word “WANTS” at the top of the paper. Give them 1 minute to write down things they want to accomplish in their lives.

Share these examples:

- Make better grades in school.
- Make my parents proud of me.
- Graduate from high school.
- Go to college and graduate.
- Learn to play a musical instrument.
- Get along with my brother(s) and sister(s).

After 1 minute, ask participants to put their pencils down. Instruct them to circle the top five “wants” they would like to accomplish in one year. After 1 additional minute, instruct participants to select the number one thing they would like to accomplish. For this one item, the participant will write a SMART goal.

Use the SMART mnemonic to prepare a goal statement.

REFLECT:

- Describe each part and the steps to accomplish in that part of the SMART plan.
- Why is each important?
- How did it feel to go through this process?

APPLY:

- How does setting goals and the steps to reach them help individuals or groups to accomplish things they want to do?
- What are some examples of goals that could take years to complete?

REFERENCES:

Putting the Pieces Together. Texas A&M AgriLife Extension. 4-H 11-1, 10-04

SMART Goals

S

Specific; be specific in describing the goal you want to reach, having a clear and well defined goal provides the best pathway for getting where you want to go.

- Not Specific – I want to make good grades.
- Specific – I want to make all A's during the third semester.

M

Measurable; the goal must measurable in order to know that you've reached the goal, be precise about amounts, dates or numbers in order to know that you've really met the goal

- Not Measurable – I want to help families in my neighborhood.
- Measurable – I want to collect ten pounds of non-perishable food items each month and give to our food bank.

A

Attainable; be realistic and set goals that are possible to achieve, not too high and lofty but also not so easy that you are not challenged.

- Simple – I want to eliminate sugary drinks from my diet.
- SMART – I will gradually decrease my consumption of soft drinks to one per day.

R

Relevant; set goals that align with the overall direction you or the group are going, stay on track.

- Simple – I want to be better at speaking in public.
- SMART – I will practice speaking in front of others at the 4-H club meeting each month and volunteer at other opportunities.

T

Time based; goals have an end, set a deadline.

- Not time based – I want to be club president.
- Time based – I will be club president before my sophomore year in high school.

Accepting Self



EXPLORE THE CONTENT:

Share some quotes (provided at end of activity or choose your favorites) and discuss the meaning.

Our development as leaders demands that we know our strengths and weaknesses. Knowing our strengths helps us apply them where they most benefit ourselves and others. Knowing our weaknesses allows us the opportunity to make improvements. Understanding who we are and that we are different from others helps us to accept and appreciate our differences and relate to others.

Self-confidence grows from how we feel about ourselves. Recognizing positive character traits and qualities helps to make one stronger. Knowing our weaknesses allows us to make changes by working on those areas that need to be strengthened or by making effort to change those traits/qualities/attitudes that need to be different. Confidence to lead grows from a positive self-esteem and confidence in oneself. Self-esteem is the feeling of satisfaction that a person holds about himself or herself, the confidence in one's own worth or abilities. What others believe about us – and the importance we place on those thoughts – also affects our self-esteem.

When treated as if we are intelligent, talented and attractive, we come to believe that we possess these attributes; if we act as if we have these traits, others will treat us as if we do. Unfortunately, the opposite is also true. If others actions send a message that we are stupid or worthless, we will come to believe it about ourselves, and if we believe it about ourselves, others will believe it too. We become what we believe ourselves to be. Therefore, it is important to build up our own self-esteem and help others improve theirs.

10 Characteristics of People with High Self-Esteem
People with a strong sense of self-worth exhibit a number of characteristics. When you see these characteristics reflected in yourself and your actions, you'll know you've developed a strong, healthy personal identity.

- They appreciate themselves and other people.
- They enjoy growing as a person and finding fulfillment and meaning in their lives.
- They are able to dig deep within themselves and be creative.
- They make their own decisions and conform to what others tell them to be and do only when they agree.
- They see the world in realistic terms, accepting other people

TIME:

30 – 45 minutes

MATERIALS NEEDED:

- Paper and pen/pencils
- Newsprint and markers
- Craft supplies
- Old magazines
- Scissors and glue
- Magnets
- Paper with personal crest (appendix)
- Personal inventory page (appendix)

OBJECTIVES:

The 4-H member will be able to:

- Explore the concept of self-esteem and self-confidence
- Analyze personal strengths and weaknesses
- Accept ownership for self-described attributes
- Compare self-description with how others describe you



the way they are, while pushing themselves to change in a more positive and confident direction.

- They can easily concentrate on solving problems in their lives.
- Their relationships are loving and respectful.
- They have thought about what their values are, identified them, and live every day according to these values.
- They speak up, calmly and kindly telling others their opinions and what their own wants and needs are.
- They endeavor to make a constructive difference in other people’s lives.

DO:

ME Magnets

In this activity, the 4-H member asks friends to describe him or her using positive words, such as “kind,” “loyal,” “creative,” etc. Using a weighted paper and other craft supplies, the word is artistically written and decorated and glued to a magnet. This activity encourages self-acceptance by showing children how they are viewed by others. The magnets become a daily reminder of the 4-H member’s best qualities.

My Personal Crest (see appendix)

Draw a symbol in each area of the shield to correspond with the topics listed.

- | | |
|---------------------------------|--|
| -Something I do well | -The best compliment I have received |
| -Something I would like to do | -Something I would change about myself |
| -My greatest character strength | -My favorite place |
| -My favorite hobby | |

Paper People

Have a partner trace your silhouette on a piece of newsprint. On the inside of the silhouette, write or draw everything that you think about yourself – everything that helps describe you. On the outside of the silhouette, write or draw everything that others have said about you. Compare the things you think about yourself and what others think about you.

Personal Inventory

Complete the Personal Inventory handout (see appendix). Discuss these answers as members want to share. Not only is this activity a good self-learning exercise but members can share information and is a good way for others to learn about each member.

REFLECT:

- What do you believe are the most important factors that contribute to a healthy self-image? Why?
- Why did you choose the specific things that you listed about yourself?
- Were you surprised by any of the attributes that others applied to you?
- Did you think of positive traits about yourself that you had not recognized before?
- If you find yourself comparing yourself with others, why do you think you do it? What are the results of comparing yourself with others?
- Do you ever compare yourself with other people? Is that a good idea? Why or why not?
- Can it hurt you to compare yourself with others? How can it help you?
- What makes a person feel good about himself/herself?

APPLY:

- What does owning personal qualities/attributes mean to you?
- If you determine that you need to make a change, how could you be successful?
- Help build someone else’s confidence; give three sincere compliments each day.
- Describe an individual you admire and his/her personal qualities and attributes.



REFERENCES:

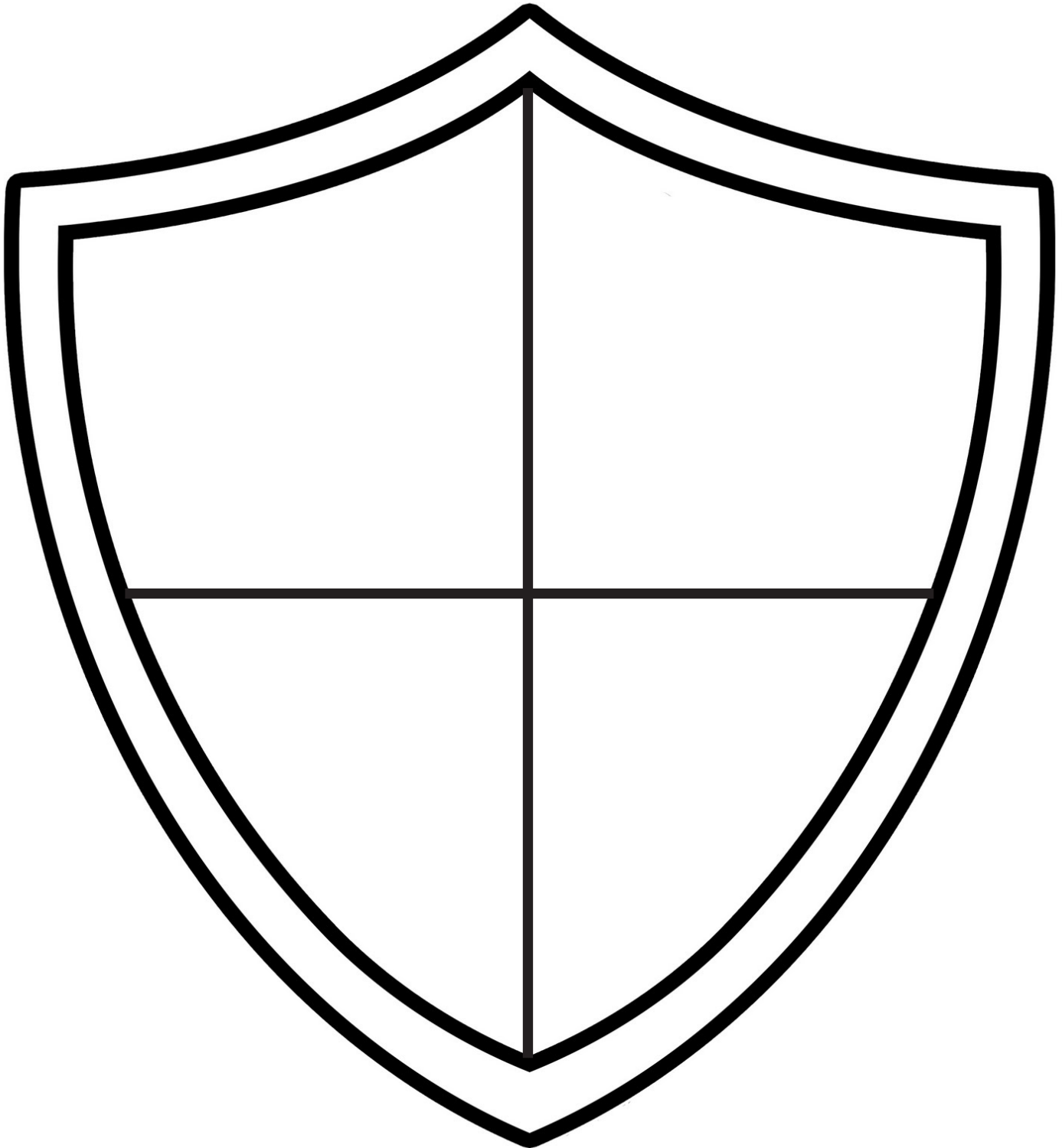
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My Personal Crest

Draw a symbol in each area of the shield to correspond with the topics listed.

- Something I do well
- Something I would like to do
- My greatest character strength
- My favorite hobby
- The best compliment I have received
- Something I would change about myself
- My favorite place





10 Characteristics of People with High Self-Esteem

People with a strong sense of self-worth exhibit a number of characteristics. When you see these characteristics reflected in yourself and your actions, you'll know you've developed a strong, healthy personal identity.

- They appreciate themselves and other people.
- They enjoy growing as a person and finding fulfillment and meaning in their lives.
- They are able to dig deep within themselves and be creative.
- They make their own decisions and conform to what others tell them to be and do only when they agree.
- They see the world in realistic terms, accepting other people the way they are, while pushing themselves to change in a more positive and confident direction.
- They can easily concentrate on solving problems in their lives.
- Their relationships are loving and respectful.
- They have thought about what their values are, identified them, and live every day according to these values.
- They speak up, calmly and kindly telling others their opinions and what their own wants and needs are.
- They endeavor to make a constructive difference in other people's lives.

Personal Inventory



4-H Experiences

1. My favorite project is _____.
2. My most challenging project is _____.
3. My most memorable experience is _____.
4. I enjoy _____ do not enjoy _____ being involved in service projects. (Check one.)
5. I enjoy _____ do not enjoy _____ sharing my experience with others. (Check one.)

School Subjects

1. I like _____.
2. I do not like _____.
3. I am good at _____.
4. I am not good at _____.
5. I am good at this subject, but I do not like it: _____.
6. I am not good at this subject, but I like it: _____.

Activities

1. I like _____.
2. I do not like _____.
3. I am good at _____.
4. I am not good at _____.
5. I am good at this activity, but I do not like it: _____.
6. I am not good at this activity, but I like it: _____.
7. I prefer being involved in individual activities _____ or group activities _____. (Check one.)

Relationships with Friends and Adults (Check the statements that apply to you.)

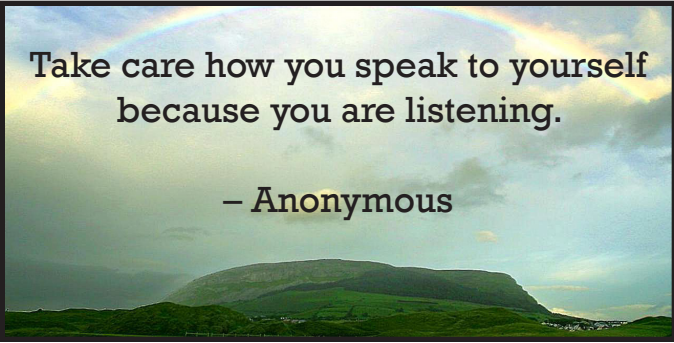
1. I am generally well liked: _____.
2. I am generally not well liked: _____.
3. I have a group of friends: _____.
4. I prefer having one or two friends: _____.
5. I am a leader: _____.
6. I am a follower: _____.
7. I prefer people who like the same things I like: _____.
8. I prefer people who like different things: _____.
9. I have the support of significant adults in my life: _____.
10. I have the support of a group of peers: _____.

Food Preferences

1. I like to eat _____.
2. I do not like to eat _____.
3. I do _____ do not _____ eat a balanced diet. (Check one.)

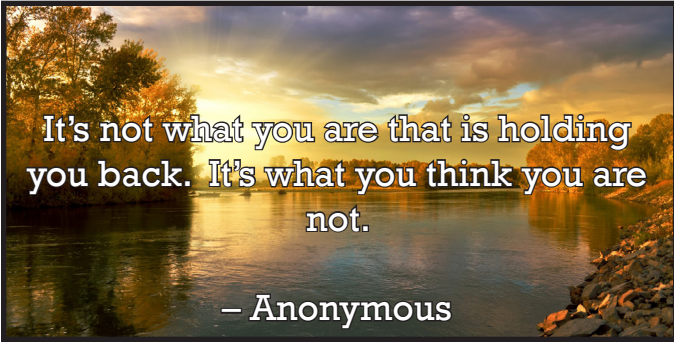
Relaxing

1. I relax by _____.
2. I like relaxing alone _____ or with other people _____. (Check one.)



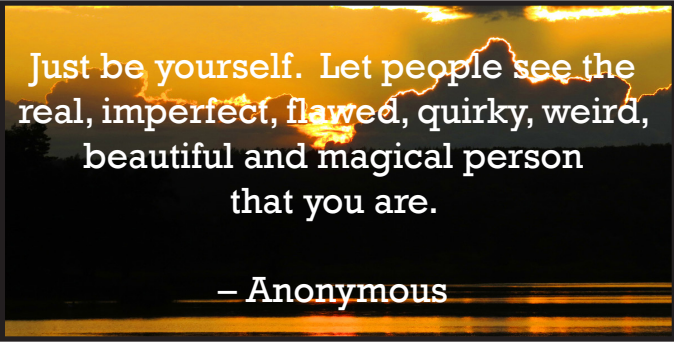
Take care how you speak to yourself
because you are listening.

– Anonymous



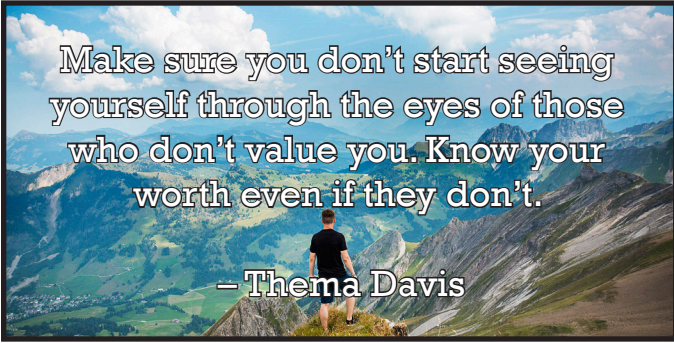
It's not what you are that is holding
you back. It's what you think you are
not.

– Anonymous



Just be yourself. Let people see the
real, imperfect, flawed, quirky, weird,
beautiful and magical person
that you are.

– Anonymous




Make sure you don't start seeing
yourself through the eyes of those
who don't value you. Know your
worth even if they don't.

– Thema Davis




No one can make you feel inferior
without your consent.

– Eleanor Roosevelt



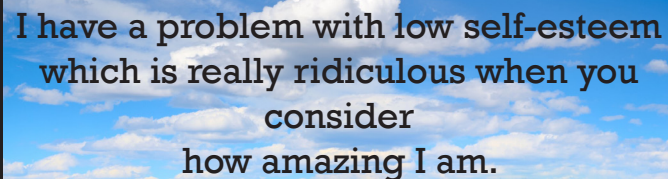
Never say anything about yourself
you do not want to come true.

– Brian Tracy



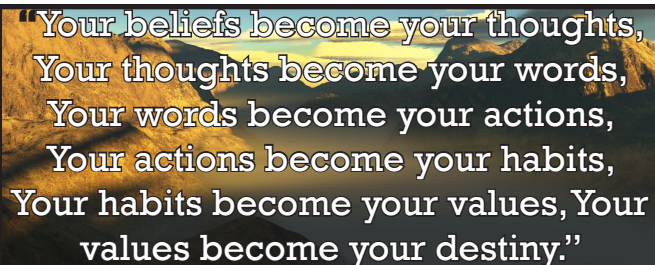
I may not be perfect but parts of me
are pretty awesome.

– Anonymous



I have a problem with low self-esteem
which is really ridiculous when you
consider
how amazing I am.

– Anonymous



“Your beliefs become your thoughts,
Your thoughts become your words,
Your words become your actions,
Your actions become your habits,
Your habits become your values, Your
values become your destiny.”

– Mahatma Gandhi



Once we accept our limits, we go
beyond them.

– Albert Einstein

Learning to Learn



EXPLORE THE CONTENT:

Leadership is all about learning to learn. Leadership is not a goal in itself, but rather it is a series or continuum of learning and teaching experiences. These experiences help develop one's skills in leadership. As a leader one must have knowledge of the group, know the group purpose, be familiar with group goals, identify the skills the group has, etc. To be effective, a leader must also be able to teach skills to others and understand how those individuals learn and how they respond.

Everyone does not learn in the same way. Some of us like to see new things, others like to hear about new things and others might want to experience new things. Commonly referred to as VAK, Visual, Auditory and Kinesthetic, these are the three main sensory receivers' humans use to process information. A fourth sensory element Tactile could also factor into the learning process. Each individual has a preference for the way they would like to receive information. In most cases, all three or four of the sensory elements are used, but one may prefer or lean towards one more than the others.

Think about how you have navigated the learning process. As a small child in kindergarten through third grade you learned through kinesthetic or active means. You likely had some tactile learning experiences as well. As you moved into middle school, new information was delivered on a more visual level with demonstrations and exhibits. As you enter high school and advance to college you can expect the information to be delivered in a more auditory fashion where your primary role is to listen, as in lectures. Which of those was the easiest for you? Which was more difficult?

As a teacher or a leader, it is important to understand which manner of learning best suits you. But, you also need to know that each individual favors one learning style over another and not everyone favors the same. Therefore, your leading and teaching must incorporate some of all three (or four) in order that everyone has an opportunity to be engaged on some level.

To illustrate how we learn or retain information, think of the shape of a pyramid with the smallest section or apex at the top. The apex is the 5-15% that is retained from lecture and reading. Audiovisual or combining hearing and seeing, leads to 20% retention rates. When there is demonstration, the retention rate increases to 30%. Discussion leads to 50% retention and practicing or doing the activity results in a 75% retention rate. But

TIME:

30-45 minutes

MATERIALS NEEDED:

Activity 1 – paper bag or box containing several items such as egg beater, potato masher, hammer and nails, needle and thread, notebook paper and notebook, paper and pencils, hole puncher and paper, stapler and two or more pieces of paper, other items for which youth could demonstrate the use.

Activity 2 – copies of the 'VAK Learning Styles Survey' questionnaire (1 per youth)

OBJECTIVES:

Youth will be able to:

- Ask questions to gain more information
- Use brainstorming techniques
- Learn and analyze different learning styles



by far, the most effective means of retaining knowledge is through teaching others. There are several models that convey this same message, the actual percentages for each section may vary, but the idea is the same. Knowledge gained and knowledge retained is significantly increased when auditory, visual, kinesthetic and tactile experiences are all incorporated.

Applying this information to 4-H projects and activities reinforces the concepts. At club meetings we take written notes about what we hear and see enabling us to share that information with others. We listen to speakers and interview others. Through our skills of listening we are able to ask relevant questions about the topics being discussed. Those same listening skills allow us to analyze others' speeches to improve our own communication techniques and improve our own skills. Through demonstrations we teach others, combining the art of giving instructions and showing how something is done. Through judging activities we learn to evaluate and analyze items based on a standard. We also learn to identify positive and negative attributes of each item and compare and contrast them. As you present demonstrations or speaking activities you are judged or critiqued by others. The constructive criticism you receive helps improve your skills as a communicator.

DO:

Activity 1:

Youth will be able to understand the three parts of a demonstration and demonstrate an activity to an audience. The audience will critique the presentations.

Each member reaches into a bag and selects an item or group of items packaged together.

Members have 10 minutes to prepare their presentation. During this time provide paper for them to write down their ideas.

Each participant will have 5 minutes for their presentation where they will show and tell the group the items they have selected.

Audience participants provide constructive feedback on the presentation.

Activity 2: Complete the 'VAK Learning Styles Survey' to assess your visual, auditory and kinesthetic tendencies when processing information.

REFLECT:

- How did it feel to share with others your knowledge of the particular item(s) you selected from the bag?
- Were the comments from the audience helpful and did they help you to see things you did well or areas that need improvement?
- What does your learning style say about how you prefer to receive information?
- Is this the same as other members of your group?

APPLY:

- Are providing instructions and explanations a part of everyday life?
- What can you do to become more confident when speaking in front of others?
- When preparing a presentation or demonstration what are some of the skills, beyond speaking, that are necessary?
- Are there 4-H competitions where you can demonstrate your speaking and organizational skills?
- How does knowing different learning styles help you or others be a more effective communicator?

REFERENCES:

- Putting the Pieces Together, Texas A&M Agricultural Extension Service, Texas A&M University, 4-H 11-1, 10-04.
- Clark, D.R. (2013). *VAK Learning Styles Survey*. Retrieved from <http://www.nwlink.com/~donclark/hrd/styles/vak.html>.

VAK LEARNING STYLES SURVEY

Read each statement carefully. To the left of each statement, write the number that best describes how each statement applies to you by using the following guide:

1	2	3	4	5
Almost Never Applies	Applies Once in a While	Sometimes Applies	Often Applies	Almost Always Applies

Once you have completed all 36 statements (12 statements in three sections), total your score in the spaces provided below.

Section 1 – Visual	
Score	Statement
	I take written notes and/or draw mind maps.
	When talking to someone else I have a difficult time understanding those who do not maintain good eye contact with me.
	I make lists and notes because I remember things better if I write them down.
	When reading a novel, I pay a lot of attention to passages that help me to picture the clothing, description, scenery, setting, etc.
	I need to write down directions so that I can remember them.
	I need to see the person I am talking to in order in order to keep my attention focused on the subject.
	When meeting a person for the first time, I notice the style of dress, visual characteristics, and neatness first.
	When I am at a party, one of the things I love to do is stand back and observe the people.
	When recalling information I can see it in my mind and remember where I saw it.
	If I had to explain a new procedure or technique, I would prefer to write it out.
	In my free time I am most likely to watch television or read.
	If my boss has a message for me, I am most comfortable when she sends a memo.
	Total for Visual (note: the minimum is 12 and the maximum is 60)

Section 2 – Auditory	
Score	Statement
	I read out loud or move my lips to hear the words in my head.
	When talking to someone, I have a difficult time understanding those who do not talk or respond with me.
	I do not take a lot of notes, but I still remember what was said. Taking notes often distracts me from the speaker.
	When reading a novel, I pay a lot of attention to passages involving conversations, talking, speaking, dialogues, etc.
	I like to talk to myself when solving a problem or writing.
	I can understand what a speaker says, even if I am not focused on the speaker.
	I remember things easier by repeating them over and over.
	When I am at a party, one of the things I love to do is talk in-depth about a subject that is important to me with a good conversationalist.

	I prefer to receive information from the radio, rather than read a newspaper.
	If I had to explain a new procedure or technique, I would prefer talking about it.
	With my free time I am most likely to listen to music.
	If my boss has a message for me, I am most comfortable when he or she calls me on the phone.
	Total for Auditory (note: the minimum is 12 and the maximum is 60)

Section 3 – Kinesthetic

	I am not good at reading or listening to directions. I would rather just start working on the task or project at hand.
	When talking to someone, I have a difficult time understanding those who do not show any kind of emotional or physical support.
	I take notes, doodle, and/or make mind-maps, but I rarely go back and look at them.
	When reading a novel, I pay a lot of attention to passages revealing feelings, moods, action, drama, etc.
	When I am reading, I move my lips.
	I often exchange words, such as places or things, and use my hands a lot when I can't remember the right thing to say.
	My desk appears disorganized.
	When I am at a party, one of the things I love to do is enjoy the activities such as dancing, games, and totally losing myself in the action.
	I like to move around. I feel trapped when seated at a meeting or a desk.
	If I had to explain a new procedure or technique, I would prefer actually demonstrating it.
	With my free time I am most likely to exercise.
	If my boss has a message for me, I am most comfortable when she talks to me in person.
	Total for Kinesthetic (note: the minimum is 12 and the maximum is 60)

Scoring Procedures

Place the total of each section in the chart below:

Visual	Auditory	Kinesthetic

While you prefer to learn by using the method with the highest score, you will normally learn best by using all three styles, rather than just your preferred learning style.

Reliability and Validity

This survey was designed as a learning tool for use in training programs, such as leadership development and learning-to-learn (metalearning), rather than a research tool, thus it has not been formally checked for reliability or validity. However, in order to be of any use to the learners, it has to be fairly accurate.

Decision Making



EXPLORE THE CONTENT:

A decision is a choice between two or more things or actions. Leaders must be able to make good decisions for themselves and with groups to which they belong. The ability to make wise decisions and take positive action is an important part of growing up. It is important for each person to make his or her own decisions and solve his or her own problems. Some decisions are easy and making them makes us feel good about ourselves. There are other decisions and choices that are difficult to make. Decision-making skills can be learned and practiced.

Making sound decisions is a key to effective leadership. Leaders must understand and use effective decision-making methods. In *Crucial Conversations: Tools for Talking When Stakes are High* the authors identify four of the most common decision making methods:

- Command – decisions made with no involvement
- Consult – others invited to give input
- Vote – options discussed and a vote is taken
- Consensus – discussion until an agreed upon decision is made

Leaders must understand when to use the appropriate method.

- The command method is used when outside forces make demands and leave no options.
- Consult is used when information is needed before final decisions are made.
- When everyone agrees to support the outcome of a vote and efficiency is needed, voting takes place.
- Consensus is used when buy-in and everyone's support is needed.

Decisions fall into two categories: personal/individual decisions and group decisions. The decisions we make are affected by a variety of factors – our upbringing, values and outside influences such as our peers, family, church, schools, the media, etc. These influences may be either negative or positive. For example, peer pressure often exerts a negative influence. Being aware of our personal value systems helps us make decisions that do not conflict with these values.

Some of the more difficult decisions we make involve ethical dilemmas. Sometimes a problem has more than one correct solution, while sometimes all possible choices seem wrong. Examining our values and anticipating the consequences of solutions can make difficult decisions easier.

TIME:

30 – 45 minutes

MATERIALS NEEDED:

- Postcards
- Maps

OBJECTIVES:

The 4-H member will be able to:

- Practice making decisions
- Identify alternative solutions
- Work cooperatively to make a decision
- Effectively communicate in a team

**DO:**

Complete the following activities.

Activity 1 – Postcard Pick

Provide enough picture postcards for each member of the group. Arrange the postcards on a table or surface where the cards are visible. Have each member select one card. After each member has selected the card, have each one tell why they selected the particular card.

Activity 2 – Get Out the Map

- Divide the group into teams of four to six people.
- Provide each team with a map.
- Instruct each team to choose and find a location to call home.
- Have each team select one location that they would like to visit while on vacation.
- Instruct teams to “map out” several different routes from their team’s hometown to the team’s vacation destination. Examples could be provided, such as most direct, most scenic, using interstates, back roads, etc.
- Have the teams keep track of the number of alternate routes.
- Ask the teams to discuss the advantages and disadvantages of each route.
- Instruct teams to choose the “best” route.

REFLECT:

A decision like those made in the postcard pick activity is an example of small decision. Did these small decisions affect you or other people very much?

After the Get Out the Map activity, encourage teams to share with the rest of the group the discussion and how they made the necessary decisions to meet the objectives.

- Was it easier to make individual or group decisions?
- How did you go about making your decisions – in the Pick a Postcard and/or Get Out the Map activity?
- Did your group have disagreements? If yes, how did the team handle the situation?
- How were decisions made in your group?
- Is everyone happy with what was decided? Why or why not?
- What things are important to remember when making group decisions?
- What role do you usually take when making decisions with others?
- How can you tell if a group has been successful when making a decision?
- Why is it important to be able to make decisions as a member of a group?

APPLY:

- Describe a situation in which you had to make a decision and later learned how that decision impacted others in a positive or negative way.
- How does the opinion of others influence your personal decision-making process?
- From a leadership perspective, how do these activities relate to making decisions in real life?

REFERENCES:

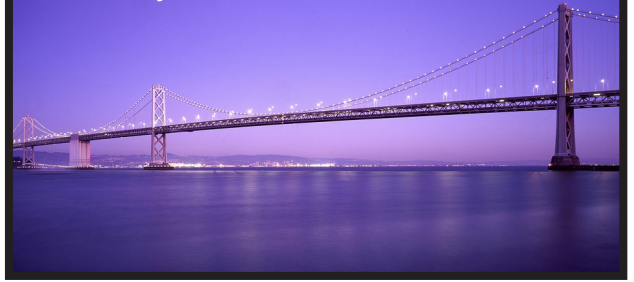
- A Winning Hand in Leadership, Texas A&M Agrilife Extension Service, Texas A&M University.
- Putting the Pieces Together, Texas A&M Agrilife Extension Service, Texas A&M University. - 4H 11-1, 10-04.
- Patterson, K., Grenny, J., McMillan, R. Switzler, A. Crucial Conversations: Tools for Talking When Stakes are High. <http://sourcesofinsight.com/4-decision-making-methods/>



Unsuccessful people make decisions based on their current situation; successful people make decisions based on where they want to be. – Unknown



Unsuccessful people make decisions based on their current situation; successful people make decisions based on where they want to be. – Unknown



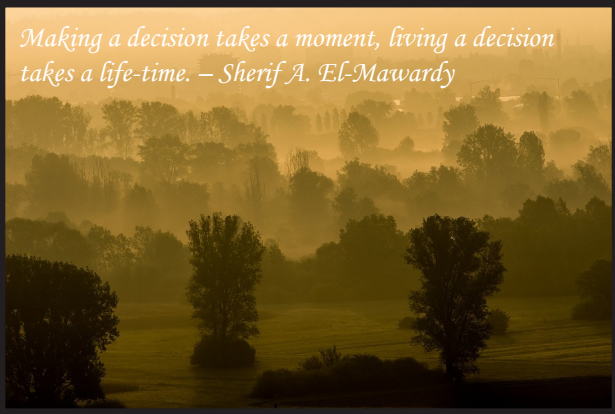
Sometimes it's the smallest decisions that can change your life forever. – Keri Russell



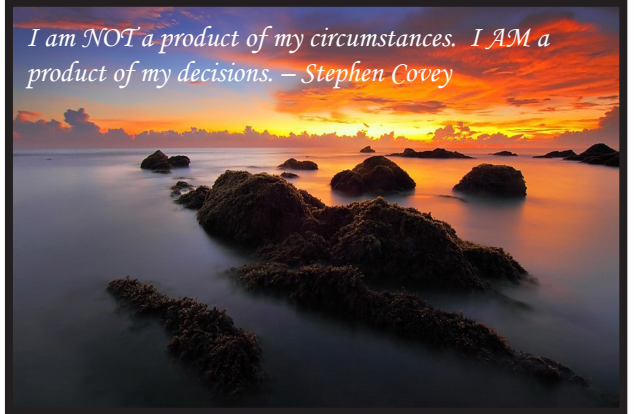
Never make permanent decisions on temporary feelings. – Anonymous



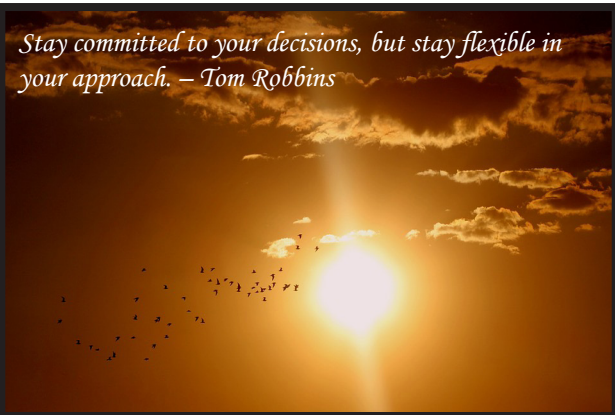
Making a decision takes a moment, living a decision takes a life-time. – Sherif A. El-Mawardy



I am NOT a product of my circumstances. I AM a product of my decisions. – Stephen Covey



Stay committed to your decisions, but stay flexible in your approach. – Tom Robbins



May your choices reflect your hopes, not your fears. – Nelson Mandela



Resiliency

**TIME:**

30 minutes

MATERIALS NEEDED:

- Sheets of blank paper

OBJECTIVES:

4-H members will be able to:

- Identify change in their lives
- Identify strategies to help them manage change
- Manage their reactions to change

EXPLORE THE CONTENT:

Resiliency is being able to bounce back after a setback. It is the ability to keep working hard at something even when it's difficult. It's dealing with adversity through creativity and constructive thoughts. Working to solve the problem or situation instead of giving up or walking away demonstrates resiliency. It's the response of jumping back up when faced with stress, threat or trauma. Resiliency is strongly connected to one's self-identity and view on the world. When one has a low level of resiliency he/she may also have poor self-control and may give up easily on difficult tasks.

Success in life is achieved by people who make small continual efforts daily toward their ultimate goal. Putting forth good and genuine effort leads to success and also leads to good feelings about yourself and a sense of accomplishment. Are you that person? Or, do you have a "Give Up" part of yourself that convinces you to stop working when there is a challenge or an adversity? Or, do you have resiliency and drive?

Actor Will Smith attributes his success to work ethic and going the extra mile. He even says he may not be the most talented, but he will be the one that works the hardest. Watch his interviews with several different hosts and see how this talented actor and rap artist, with an estimated net worth of \$240 million, demonstrates resiliency and grit. <https://www.youtube.com/watch?v=24A0sgniY1o>

Throughout life there will be many distractions to lure you away from your goal. There will be opportunities to engage in risky behaviors. There may be challenges due to family situations, financial hardships or other issues out of your control. But your resiliency, your ability to deal with change and your ability to stay the course is what will make you able to reach those goals.

View this 8-minute video <https://www.youtube.com/watch?v=MYKsbld6LII> and discuss how goal setting and resiliency are demonstrated.

A resilient person has one or more of these characteristics:

- Flexibility – the ability to get back up and try again after falling down or failing.
- Varied interests – having multiple options and being willing to try new things, a resilient person can be successful with at least one of their interests.
- Problem-solving ability – systematically working through



identifying the problem and the possible solutions followed by weighing the pros and cons of each, a resilient person stays the course rather than turning their back on a problem.

- Setting goals for themselves – a resilient person sets goals and shares those goals with others while also providing the action necessary to reach those goals.
- Optimism – a resilient person is optimistic and sees the opportunity or potential in all situations, they keep a positive attitude.

DO:

Activity 1: Who Is In Your Circle?

On a blank sheet of paper, draw a small circle in the middle. Write your name in the circle. Draw a circle around that one and write in the names of your family, those that live with you. Continue drawing larger circles and within each one write the names of the following:

- Family members such as grandparents, aunts, uncles, or cousins that live nearby
- People in your neighborhood that you know and who you can call upon for help if needed
- Close friends
- People in your school – teachers, students, coaches, school nurses, people who are supportive
- People you see in the larger community – businessmen, youth workers, restaurants you go to, movie theatre, retail stores
- People who have moved away from your hometown but that you are still friends with, family that live outside of your hometown
- People that live outside of Texas, but that you have come to know through family, school, 4-H or other activities

Activity 2: Resilience quotes

Give each participant one of the quotes on resilience and success and have him/her explain it to the rest of the group (see quotes at end of lesson).

REFLECT:

- Think about the people in your circles and the relationships you have with them.
- How important is it to have these circles of friends and family, especially when you face adversity?
- What role do individuals in the various circles have in your life?
- How can these circles of people help you cope?

APPLY:

- Are there some issues you discuss with your first circle – family; and others that you jump over to circle five – close friends to discuss?
- Would you change the order of the circles? Has the order changed over your life span from childhood to teen years?
- How can you maintain relationships in all of the circles?
- How might the circles of others be different from yours?

REFERENCES:

- Putting the Pieces Together, Texas A&M Agrilife Extension Service, Texas A&M University 4-H 11-01, 10-04.



Life is as much about failure as it is about success. When you make a mistake, keep your self-esteem and admit you goofed up. "It's failure that gives you the proper perspective on success."
–Ellen DeGeneres



The more you succeed and praise yourself for your effort, the easier it becomes. "Success is stumbling from failure to failure with no loss of enthusiasm."
–Winston Churchill



"You build on failure. You use it as a stepping stone. Close the door on the past. You don't try to forget the mistakes, but you don't dwell on it. You don't let it have any of your energy, or any of your time, or any of your space."
–Johnny Cash



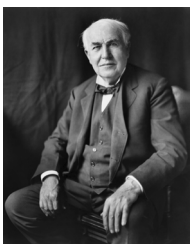
"I've failed over and over and over again in my life... and that is why I succeed."
–Michael Jordan



"It's fine to celebrate success but it is more important to heed the lessons of failure."
– Bill Gates



"Failure is the opportunity to begin again more intelligently."
– Henry Ford



When you work hard and succeed, give yourself a big Attaboy or Attagirl! Remember to praise yourself when you do something really big, not for the small stuff. "I have not failed. I've just found 10,000 ways that won't work."
–Thomas Edison



4-H Explore
Project Book Evaluation - Personal Leadership Development

1. Please read the statement in the left column of the table below. For each item listed below, mark the number in the left column for your level of understandg BEFORE the program; then mark the number in the right column for your level of understanding AFTER the program.

LEVEL OF UNDERSTANDING: 1 = Poor, 2 = Average, 3 = Good, 4 = Excellent	BEFORE				AFTER			
As a result of participating in the Personal Leadership Development Project lessons and activities...	1	2	3	4	1	2	3	4
I understand there are different leadership styles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the importance of setting goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the connection between self-esteem and self-confidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that everyone learns differently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that there are different decision-making methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand resiliency and working toward a goal, even when it may be difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. For each statement below, fill in the bubble that best describes you.

INTENTIONS TO ADOPT: As a result of participating in the Personal Leadership Development Project lessons and activities...	Yes	No	Unsure
I can recognize leadership styles that should be used in certain situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will write SMART goals in an effort to work toward a dream of mine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will work toward building up my own self-esteem and help others improve theirs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to use the VAK learning styles tools I learned to become a more effective communicator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can work cooperatively in a team to make a decision by using the appropriate decision making method.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can recognize change in my life and identify strategies to manage the change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. For each statement below, fill in the bubble that best describes your level of agreement with the following statements.

BEHAVIOR CHANGES: As a result of participating in the Personal Leadership Development Project lessons and activities...	Strongly Disagree	Disagree	Agree	Strongly Agree
I am more comfortable working in a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more willing to listen to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more comfortable speaking with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more confident in my abilities as a leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



MARKING INSTRUCTIONS

CORRECT: ● INCORRECT: ✗ ⊗ ☐ ○

3. What is the most significant thing you learned in the Personal Leadership Development project?

Please tell us about yourself.

Gender: Female Male

I consider myself to be: African American White
 Asian American Other
 Native American

I consider myself to be: Hispanic Non-Hispanic

Grade: 3rd 5th 7th 9th 11th
 4th 6th 8th 10th 12th

Most of the time, you live . . .

<input type="radio"/> Farm or ranch	<input type="radio"/> Suburb of city between 50,000
<input type="radio"/> Town less than 10,000	<input type="radio"/> Central city/urban center with more than 50,000
<input type="radio"/> City between 10,000 - 50,000	

Please provide any additional comments below.

