

***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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*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 7<sup>th</sup> grade by December 31<sup>st</sup> of the program year. **Teen Leaders** must be in 9<sup>th</sup> grade or 14 years old by December 31<sup>st</sup> 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/Teen 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/teen 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/TEEN LEADER**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## **EXPECTATIONS BY JUNIOR/TEEN 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

Quizzes

Small groups

Role Playing

Skits

# Section 6: Leadership Development Report

## Part 1 (Beginning of Year)

*Completed by intermediate and senior members only*

Name						
Club and Project (if applicable)				Program Year		
<input type="checkbox"/>	Leadership Development Project	<input type="checkbox"/>	Junior Leader	<input type="checkbox"/>	Teen Leader	
<input type="checkbox"/>	County Ambassador	<input type="checkbox"/>	Club Officer	<input type="checkbox"/>	State Committee	
<input type="checkbox"/>	State Ambassador	<input type="checkbox"/>	Camp Counselor	<input type="checkbox"/>	Other	

Complete this page at the beginning of the program year.

<p><b>Briefly describe your leadership roles marked above. Discuss ALL of your roles and how they work together to develop your leadership skills. Why are they important to you? (target word count: 300)</b></p>

<p><b>I. Record the goals you have for your leadership development. Think about all of your leadership roles as a whole and develop your goals with all of them in mind.</b></p> <p><b>II. At the end of the program year, which of the 6 Cs (confidence, competence, character, caring, connection, contribution) do you plan to have developed? (target word count: 250)</b></p>

# Section 6: Leadership Development Report

## Part 1 (End of Year)

Complete this page at the end of the program year.

Through your leadership activities, what spark(s) did you identify? What did you do or practice to improve your leadership skills? What did you learn about leadership? (target word count: 400)

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Discuss the 6 Cs (confidence, competence, character, caring, connection, contribution) that you developed this year. Which C(s) did you develop? How do you know that you grew in that C? If you developed a C that you did not plan to, (Part 1) discuss that C as well. (target word count: 400)

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**Final Signature**

I have personally prepared this report and believe it to be correct.

Member's Signature:

Date:



# Section 6: Leadership Development Report

## Part 2 (Beginning of Year)

At the beginning of the program year, complete one form, Part 2 (Pre) per project or activity where you fill a significant 4-H leadership role. You must complete this form for each significant 4-H leadership credit on your PDR. Significant leadership roles require a minimum of 20 hours of effort.

Project/Activity		Years in Project/Activity	
Adult Volunteer Leader		Number of other members	

List at least 3-5 goals, explain the strategies and shifting gears that apply to this project or activity.

Select Goals
<p>Record the goals you have for this project or activity. Think of each goal as a destination. What leadership skills do you want to learn or improve? How would you do that? Complete this sentence (or something like it) for each goal.</p> <p>1. At the end of the 4-H program year, I will improve my &lt;fill in the blank&gt; leadership skill by &lt;accomplishing what?&gt;</p> <p>2. At the end of the 4-H program year, I will improve my &lt;fill in the blank&gt; leadership skill by &lt;accomplishing what?&gt;</p> <p>3. At the end of the 4-H program year, I will improve my &lt;fill in the blank&gt; leadership skill by &lt;accomplishing what?&gt;</p>
Pursue Strategies
<p>What are the steps you will take to reach your goals? Include by when, by whom, and the specific actions you will take.</p> <p>Goal #1</p> <p>1a. By when?</p> <p>1b. Who will be involved?</p> <p>1c. For items 1c through 1g, what are the steps it will take to reach your goal. List at least 5 steps and include more if more steps are needed. Expand this box as necessary.</p> <p>1d.</p> <p>1e.</p> <p>1f.</p> <p>1g.</p> <p>Goal #2</p> <p>2a. By when?</p> <p>2b. Who will be involved?</p> <p>2c. For items 1c through 1g, what are the steps it will take to reach your goal. List at least 5 steps and include more if more steps are needed. Expand this box as necessary.</p> <p>2d.</p> <p>2e.</p>

2f.  
 2g.  
 Goal #3  
 3a. By when?  
 3b. Who will be involved?  
 3c. For items 1c through 1g, what are the steps it will take to reach your goal. List at least 5 steps and include more if more steps are needed. Expand this box as necessary.  
 3d.  
 3e.  
 3f.  
 3g.

**Shift Gears**

What are some things that may get in the way of achieving your goals? What can you do to overcome those challenges or obstacles? (target word count per goal: 100)  
 Goal #1:  
 Goal #2:  
 Goal #3:

**Reviewed and Discussed**

I have personally prepared this report and believe it to be correct.

4-H Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have personally reviewed and discussed this report with the member.

4-H Adult Volunteer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Section 6: Leadership Development Report

## Part 2 (End of Year)

At the end of the 4-H program year. Reflect on the goals and strategies you set in Part 2 (Beginning of Year) for each project or activity where you fill a significant 4-H leadership role. Talk about what you did and what you learned to reach your goals. You must complete this form as a companion to Part 2 (Beginning of Year) for each significant 4-H leadership credit on your PDR.

<b>Specific Goals (restate your goals from Part 2 (Beginning of Year))</b>
Goal #1: Goal #2: Goal #3:
<b>Discuss how you did or did not reach your goals for this project/ program/ experience.            (target word count per goal: 100)</b>
Goal #1: Goal #2: Goal #3:
<b>What did you do to reach your goals? What strategies worked?            (target word count per goal: 100)</b>
Goal #1: Goal #2: Goal #3:
<b>Give examples of when you had to shift gears toward reaching your goals.            (target word count per goal: 100)</b>
Goal #1: Goal #2: Goal #3:

<i>For the 4-H Adult Volunteer.</i> Please provide feedback and comments on the 4-H member's leadership role.
Empty space for feedback and comments

<b>Reviewed and Discussed</b>	
<b>I have personally prepared this report and believe it to be correct.</b>	
4-H Member's Signature:	Date:
<b>I have personally reviewed and discussed this report with the member.</b>	
4-H Adult Volunteer's Signature:	Date: