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# Leadership Advancement Program

4-H 6510R  
July 1994

Name \_\_\_\_\_ Date of birth \_\_\_\_\_

Address \_\_\_\_\_

City/Town \_\_\_\_\_ Zip \_\_\_\_\_ County \_\_\_\_\_ State \_\_\_\_\_



OREGON STATE UNIVERSITY EXTENSION SERVICE

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# Oregon 4-H Leadership Advancement Program

## ***Why Leadership?***

Happy and contributing people in our society need to be able to help themselves—and others—achieve their goals. The skills needed to achieve goals, take responsibility for personal action, and work with other people are what we call **leadership skills**.

## ***Leadership is Learned!***

How do we develop our leadership skills? We learn them by observing and listening to others and by experimenting and practicing **leadership behaviors**. Leadership behaviors are the actions used by leaders.

## ***The Leadership Project***

The learning experiences in the *Leadership Skills You Never Outgrow* project books will provide you with opportunities to observe and practice leadership behaviors. First you will concentrate on gaining individuals skills (Books 1 & 2), followed by skills working within groups (Book 3), and finally, skills leading groups (Book 4). You will gain skills in seven leadership areas:

- Understanding Self
- Getting Along with Others
- Communicating
- Learning to Learn
- Making Decisions
- Managing
- Working with Groups



## ***The Leadership Advancement Program***

This guide is an important part of your 4-H Leadership Project. It should be included as part of your 4-H project records. The activities outlined in each level in this advancement guide are found in the *Leadership Skills You Never Outgrow* Project Books. For more information, you can get other leadership publications from your library or bookstore.

The *4-H Leadership Advancement Program* is valuable in the following ways:

- You make choices, which helps you develop decision-making skills as you take responsibility for your learning.
- You select learning activities in all seven areas to expand your interests and develop a more inquiring mind.
- You, your parents, and your leaders know what is involved in the project and can assess your learning and progress through leadership skill levels.
- You complete activities to enrich your learning and give you a feeling of accomplishment.

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## ***Directions for All Levels***

At the beginning of the year, choose several activities that you would like to do. Be sure to choose activities from each of the seven leadership areas. Write that date when you choose them on the "Plan to do" line. When you finish each activity, note the date on the "Comp" (Completed) line and ask your parent/leader to initial the "Ldr" (Leader) line following your activity.

When you have completed all the activities you planned to do, you may receive recognition for your work. You may receive recognition each year you are in the leadership project.

The materials are set up in a particular order—learning first about yourself in

levels 1 and 2, then working with groups in level 3, and finally, leading groups in level 4. We hope you will want to spend at least 2-3 years in levels 1 or 2, so that you really know yourself well before you go on to the next level. You must receive at least one certificate in level 1 or level 2 before receiving a level 3 certificate.

Levels 3 and 4 are especially for older youth in grades 7 through 12 who are working within groups and leading groups. You must receive one level 3 certificate before receiving a level 4 certificate, but feel free to work back and forth in these levels, as all of us are continually working within groups and leading other groups to achieve goals.

Happy learning and happy leading!



# Level 1

This is the first step in the 4-H Leadership Project. It is especially designed for elementary school young people and those who are junior 4-H members. You will be involved in this level for 1-3 years, depending on when you start it and at what pace you work through the activities. When you have completed **two** of the activities in each leadership skill area, plus **two** of the Personal Development and/or Citizenship Options (found in the back of this book), you may receive recognition for your work. You may receive recognition for each year you are taking this Leadership Project. Congratulations! You're on your way to understanding yourself as a leader in your school and community!

|                           | Plan to do | Comp  | Ldr   |
|---------------------------|------------|-------|-------|
| <b>Understanding Self</b> |            |       |       |
| All about Me              | _____      | _____ | _____ |
| Your Coat of Arms         | _____      | _____ | _____ |
| Family Tree               | _____      | _____ | _____ |
| My Important People       | _____      | _____ | _____ |
| Being Friends             | _____      | _____ | _____ |
| Who Are You               | _____      | _____ | _____ |
| I Feel                    | _____      | _____ | _____ |

|                        |       |       |       |
|------------------------|-------|-------|-------|
| <b>Communicating</b>   |       |       |       |
| The Echo Game          | _____ | _____ | _____ |
| When Do You Listen?    | _____ | _____ | _____ |
| The Whisper Game       | _____ | _____ | _____ |
| Silent Television      | _____ | _____ | _____ |
| Back-to-Back           | _____ | _____ | _____ |
| Expressing Feelings    | _____ | _____ | _____ |
| Giving Directions      | _____ | _____ | _____ |
| Why I Like 4-H         | _____ | _____ | _____ |
| Project Talk           | _____ | _____ | _____ |
| Roll Call Topics       | _____ | _____ | _____ |
| Committee Report       | _____ | _____ | _____ |
| Be a Reporter          | _____ | _____ | _____ |
| Finding the News       | _____ | _____ | _____ |
| What Comes Next?       | _____ | _____ | _____ |
| Learning Project Words | _____ | _____ | _____ |

|                                  | Plan to do | Comp  | Ldr   |
|----------------------------------|------------|-------|-------|
| <b>Getting Along with Others</b> |            |       |       |
| Accent on the Positive           | _____      | _____ | _____ |
| What I Like about People         | _____      | _____ | _____ |
| Working & Playing Together       | _____      | _____ | _____ |
| Interview a Friend               | _____      | _____ | _____ |
| Trust Walk                       | _____      | _____ | _____ |
| Sharing                          | _____      | _____ | _____ |
| Each One Brings One              | _____      | _____ | _____ |

|                          |       |       |       |
|--------------------------|-------|-------|-------|
| <b>Learning to Learn</b> |       |       |       |
| Learning from Others     | _____ | _____ | _____ |
| Field Trip               | _____ | _____ | _____ |
| Idea Book                | _____ | _____ | _____ |
| Asking Questions         | _____ | _____ | _____ |
| Brainstorming            | _____ | _____ | _____ |
| Experimenting with Taste | _____ | _____ | _____ |
| Showing Others           | _____ | _____ | _____ |

|                         |       |       |       |
|-------------------------|-------|-------|-------|
| <b>Making Decisions</b> |       |       |       |
| Decision-Making Collage | _____ | _____ | _____ |
| When I Make Decisions   | _____ | _____ | _____ |
| Setting Personal Goals  | _____ | _____ | _____ |
| Goal Statements         | _____ | _____ | _____ |
| Resource File           | _____ | _____ | _____ |
| Resource List           | _____ | _____ | _____ |
| Community Map           | _____ | _____ | _____ |
| Make a Decision         | _____ | _____ | _____ |
| Case Studies            | _____ | _____ | _____ |



## Level 2

This is the second step in the 4-H Leadership Project. It is especially designed for junior/middle/high school young people and intermediate or senior 4-H members who want to learn more about their own leadership qualities. You will be involved in this level for 1 or more years, depending on the speed with which you want to develop your leadership skills. When you have completed **two** of the activities in each leadership skill area, plus **two** of the Personal Development and/or Citizenship Options (found in the back of this book), you may receive recognition for your work. You may receive recognition for each year you are taking this Leadership Project. Congratulations! You know your own leadership skills and are ready to work within groups to make things happen in your school and community!

|                           | Plan<br>to do | Comp  | Ldr   |                                  | Plan<br>to do | Comp  | Ldr   |
|---------------------------|---------------|-------|-------|----------------------------------|---------------|-------|-------|
| <b>Understanding Self</b> |               |       |       | <b>Getting Along with Others</b> |               |       |       |
| My Bag                    | _____         | _____ | _____ | Sharing                          | _____         | _____ | _____ |
| The Pie of Life           | _____         | _____ | _____ | Meaningful Relationships         | _____         | _____ | _____ |
| Ten Things I Love to Do   | _____         | _____ | _____ | Quarrel Spoils                   | _____         | _____ | _____ |
| Dangling Sentences        | _____         | _____ | _____ | Making New Friends               | _____         | _____ | _____ |
| What I Like               | _____         | _____ | _____ | Getting Along with Friends       | _____         | _____ | _____ |
| Sharing Poems             | _____         | _____ | _____ | Mug Shots                        | _____         | _____ | _____ |
| I Like This               | _____         | _____ | _____ | Family Members                   | _____         | _____ | _____ |
| Set Yourself a Goal       | _____         | _____ | _____ | Culture Quest                    | _____         | _____ | _____ |
| Collage                   | _____         | _____ | _____ | Sharing in Two's                 | _____         | _____ | _____ |
| Family and Friends        | _____         | _____ | _____ | Fireside Chat                    | _____         | _____ | _____ |
| Who Am I?                 | _____         | _____ | _____ | Positive Relationships           | _____         | _____ | _____ |
| Talking 'bout Afraid      | _____         | _____ | _____ | Memorable Experiences            | _____         | _____ | _____ |
| What's so Important?      | _____         | _____ | _____ | Slogans & Bumper Stickers        | _____         | _____ | _____ |
| Advertising Myself        | _____         | _____ | _____ |                                  |               |       |       |
| Personality Traits        | _____         | _____ | _____ | <b>Learning to Learn</b>         |               |       |       |
| Minding Manners           | _____         | _____ | _____ | Checking Your Style              | _____         | _____ | _____ |
| TV Interview              | _____         | _____ | _____ | Recycling                        | _____         | _____ | _____ |
| <b>Communicating</b>      |               |       |       | What Do You See?                 | _____         | _____ | _____ |
| Ways People Communicate   | _____         | _____ | _____ | Imagining                        | _____         | _____ | _____ |
| Sounds of Silence         | _____         | _____ | _____ | Idea Book                        | _____         | _____ | _____ |
| Back to Back              | _____         | _____ | _____ | The Sign Says                    | _____         | _____ | _____ |
| Messages                  | _____         | _____ | _____ | Practice Learning                | _____         | _____ | _____ |
| One Picture Equals        | _____         | _____ | _____ | Practice Asking                  | _____         | _____ | _____ |
| Appreciation of Others    | _____         | _____ | _____ | My Favorite Teacher              | _____         | _____ | _____ |
| Is My Line Busy           | _____         | _____ | _____ | Showing Others                   | _____         | _____ | _____ |
| Listening Together        | _____         | _____ | _____ | <b>Making Decisions</b>          |               |       |       |
| Family Listening          | _____         | _____ | _____ | Thinking about Decisions         | _____         | _____ | _____ |
| Story Writing             | _____         | _____ | _____ | You Make                         | _____         | _____ | _____ |

|                                  | Plan<br>to do | Comp  | Ldr   |
|----------------------------------|---------------|-------|-------|
| Greeting Card Pick               | _____         | _____ | _____ |
| Slogan Hunting                   | _____         | _____ | _____ |
| Understanding Decision<br>Making | _____         | _____ | _____ |
| Resource Files                   | _____         | _____ | _____ |
| Community Resources              | _____         | _____ | _____ |
| Resource Hunt                    | _____         | _____ | _____ |
| Decision Collage                 | _____         | _____ | _____ |
| Make a Decision                  | _____         | _____ | _____ |
| Decision Stands                  | _____         | _____ | _____ |
| <b>Managing</b>                  |               |       |       |
| Goal Search                      | _____         | _____ | _____ |
| Others' Goals                    | _____         | _____ | _____ |

|                            | Plan<br>to do | Comp  | Ldr   |
|----------------------------|---------------|-------|-------|
| Life Goals                 | _____         | _____ | _____ |
| Shared Goals               | _____         | _____ | _____ |
| Plan a Day                 | _____         | _____ | _____ |
| Needed Resources           | _____         | _____ | _____ |
| Owning Decisions           | _____         | _____ | _____ |
| Grading Decisions          | _____         | _____ | _____ |
| <b>Working with Groups</b> |               |       |       |
| Accent on Meetings         | _____         | _____ | _____ |
| Good Member                | _____         | _____ | _____ |
| Groups I Belong To         | _____         | _____ | _____ |
| Ways of Acting             | _____         | _____ | _____ |
| Selfing Life               | _____         | _____ | _____ |
| Design Your Own Clover     | _____         | _____ | _____ |
| Making a Machine           | _____         | _____ | _____ |

**Personal and Citizenship Development Options**

*(Choose and complete at least two different options a year. See Book 2 [p. 12-13] for further "Practical Applications.")*

|   |       |       |       |
|---|-------|-------|-------|
| Lead a song or a game at a meeting.                   | _____ | _____ | _____ |
| Prepare a display related to your leadership project. | _____ | _____ | _____ |
| Write a news story for a local paper.                 | _____ | _____ | _____ |
| _____   | _____ | _____ | _____ |
| _____   | _____ | _____ | _____ |
| _____   | _____ | _____ | _____ |
| _____   | _____ | _____ | _____ |
| _____   | _____ | _____ | _____ |
| _____   | _____ | _____ | _____ |
| _____   | _____ | _____ | _____ |
| _____   | _____ | _____ | _____ |

|                          |  |  |  |
|--------------------------|--|--|--|
| Year certificate earned  |  |  |  |
| School grade when earned |  |  |  |
| Leader's initials        |  |  |  |
| Number of activities     |  |  |  |

## Level 3

This is the third step in the 4-H Leadership Project. It is especially designed for young people who already know their own skills and are ready to work within groups to make things happen. When you have completed **two** of the activities in each leadership skill area, plus **two** of the Personal Development and/or Citizenship Options (found in the back of this book), you may receive recognition for your work. You may receive recognition for each year you are taking this Leadership Project. Congratulations! You know how to work together with others so that you can accomplish the goals you have set for your school and community!

|                                    | Plan<br>to do | Comp  | Ldr   |  | Plan<br>to do | Comp  | Ldr   |
|------------------------------------|---------------|-------|-------|--|---------------|-------|-------|
| <b>Understanding Self</b>          |               |       |       | <b>Communicating</b>                                 |               |       |       |
| The Touch of Others                | _____         | _____ | _____ | The Gossip Line                                      | _____         | _____ | _____ |
| A Letter of Confidence             | _____         | _____ | _____ | Reflective Listening                                 | _____         | _____ | _____ |
| Personality Influences             | _____         | _____ | _____ | Who Listens?   | _____         | _____ | _____ |
| Best Friends                       | _____         | _____ | _____ | Speeches   | _____         | _____ | _____ |
| The Dynamic of Discovery           | _____         | _____ | _____ | Communication Patterns                               | _____         | _____ | _____ |
| Your Personal Style                | _____         | _____ | _____ | Game Rules   | _____         | _____ | _____ |
| Acting                             | _____         | _____ | _____ | Expressing Feelings                                  | _____         | _____ | _____ |
| Finding Values in Your<br>Wallet   | _____         | _____ | _____ | Table Topics   | _____         | _____ | _____ |
| Irish Sweepstakes                  | _____         | _____ | _____ | Your Communication<br>Behavior                       | _____         | _____ | _____ |
| My Favorite Things                 | _____         | _____ | _____ | Giving Directions                                    | _____         | _____ | _____ |
| What Are Needs?                    | _____         | _____ | _____ | Picture Talking                                      | _____         | _____ | _____ |
| Magic Box                          | _____         | _____ | _____ | Behavior Charades                                    | _____         | _____ | _____ |
| What Are You Like?                 | _____         | _____ | _____ | Body Expression                                      | _____         | _____ | _____ |
| Happiness Is a Warm<br>Puppy       | _____         | _____ | _____ | Poster Assignment                                    | _____         | _____ | _____ |
| Human Emotions                     | _____         | _____ | _____ | Orientation Booklet                                  | _____         | _____ | _____ |
| Turning Point                      | _____         | _____ | _____ | <b>Getting Along With Others</b>                     |               |       |       |
| I'm Not Satisfied                  | _____         | _____ | _____ | My Name Is...  | _____         | _____ | _____ |
| Who Am I?                          | _____         | _____ | _____ | Wanted Posters                                       | _____         | _____ | _____ |
| I Love to...                       | _____         | _____ | _____ | Positives for Others                                 | _____         | _____ | _____ |
| Inventory of My Human<br>Resources | _____         | _____ | _____ | Freedom/Responsibility                               | _____         | _____ | _____ |
| Fishing                            | _____         | _____ | _____ | Put-Downs  | _____         | _____ | _____ |
| The Light Ball                     | _____         | _____ | _____ | Introductions  | _____         | _____ | _____ |
| A Lifetime                         | _____         | _____ | _____ | Relationships with Parents,<br>Friends, and Teachers | _____         | _____ | _____ |
| Finish the Sentence                | _____         | _____ | _____ | Word of Exploration                                  | _____         | _____ | _____ |
| Stress Buffer Shield               | _____         | _____ | _____ | Sharing  | _____         | _____ | _____ |
| Workaholism                        | _____         | _____ | _____ | Sound Off  | _____         | _____ | _____ |
| Tension Hurts                      | _____         | _____ | _____ |  |               |       |       |



|                                  | Plan to do | Comp  | Ldr   |
|----------------------------------|------------|-------|-------|
| Communicating with Friends       | _____      | _____ | _____ |
| Test for Closeness               | _____      | _____ | _____ |
| What Is It?                      | _____      | _____ | _____ |
| Sociogram                        | _____      | _____ | _____ |
| A Gift for You                   | _____      | _____ | _____ |
| What Are You Doing Sunday Night? | _____      | _____ | _____ |
| Brag Session                     | _____      | _____ | _____ |

**Learning To Learn**

|                        |       |       |       |
|------------------------|-------|-------|-------|
| Numbers Game           | _____ | _____ | _____ |
| Learning Techniques    | _____ | _____ | _____ |
| Cone Experience        | _____ | _____ | _____ |
| Mind-Growing           | _____ | _____ | _____ |
| Mental Blocks          | _____ | _____ | _____ |
| Brains in Action       | _____ | _____ | _____ |
| Innovations and Me     | _____ | _____ | _____ |
| Life Is Like           | _____ | _____ | _____ |
| Slogans                | _____ | _____ | _____ |
| Brain Storming         | _____ | _____ | _____ |
| Hunting Grounds        | _____ | _____ | _____ |
| Why Not?               | _____ | _____ | _____ |
| Demonstration Grab Bag | _____ | _____ | _____ |
| Library Day            | _____ | _____ | _____ |

**Making Decisions**

|                                      |       |       |       |
|--------------------------------------|-------|-------|-------|
| Was It a Good Decision?              | _____ | _____ | _____ |
| Case Studies                         | _____ | _____ | _____ |
| Good Decisions                       | _____ | _____ | _____ |
| Current Unknowns                     | _____ | _____ | _____ |
| Telling Others about Decision Making | _____ | _____ | _____ |
| Discussion for Decision Makers       | _____ | _____ | _____ |
| Historical Figures                   | _____ | _____ | _____ |
| Relationship Wheel                   | _____ | _____ | _____ |
| Completed Thought                    | _____ | _____ | _____ |
| Setting Personal Goals               | _____ | _____ | _____ |

|                     | Plan to do | Comp  | Ldr   |
|---------------------|------------|-------|-------|
| Writing Goals       | _____      | _____ | _____ |
| Information Hunt    | _____      | _____ | _____ |
| Influence of Values | _____      | _____ | _____ |

**Managing**

|                                 |       |       |       |
|---------------------------------|-------|-------|-------|
| Hidden Meanings                 | _____ | _____ | _____ |
| The Decision-Goal Circle        | _____ | _____ | _____ |
| Newspaper Goals                 | _____ | _____ | _____ |
| Short-Long Goals                | _____ | _____ | _____ |
| Family Decisions                | _____ | _____ | _____ |
| Goal/Resource Pair              | _____ | _____ | _____ |
| Baker's Half Dozen of Favorites | _____ | _____ | _____ |
| Ideas for Management            | _____ | _____ | _____ |
| What Are Your Plans?            | _____ | _____ | _____ |
| Goal Maps                       | _____ | _____ | _____ |
| I May be Limited                | _____ | _____ | _____ |
| One for One Trade Off           | _____ | _____ | _____ |
| Questions, Questions            | _____ | _____ | _____ |

**Working with Groups**

|                         |       |       |       |
|-------------------------|-------|-------|-------|
| Environmental Awareness | _____ | _____ | _____ |
| Clear the Deck          | _____ | _____ | _____ |
| Content/Process         | _____ | _____ | _____ |
| The Late Arrival        | _____ | _____ | _____ |
| The Magic Wand          | _____ | _____ | _____ |
| Dealing with Anger      | _____ | _____ | _____ |
| Relaxation Bingo        | _____ | _____ | _____ |
| Personal Space          | _____ | _____ | _____ |
| Truly You               | _____ | _____ | _____ |
| Turn On, Turn Off       | _____ | _____ | _____ |
| Designing an Ideal      | _____ | _____ | _____ |
| Why Members Belong      | _____ | _____ | _____ |
| What Motivates Me       | _____ | _____ | _____ |
| Motivators              | _____ | _____ | _____ |
| This Is Us              | _____ | _____ | _____ |
| All Things Wrong        | _____ | _____ | _____ |
| Thinking about Others   | _____ | _____ | _____ |



## Level 4

This is the fourth and final step in the 4-H Leadership Project. It is designed for young people who are ready to lead groups, knowing what their own leadership skills are and what it takes for groups to work together. When you have completed **two** of the activities in each leadership skill area, plus **two** of the Personal Development and/or Citizenship Options (found in the back of this book), you may receive recognition for your work. You may receive recognition for each year you are taking this Leadership Project. Congratulations! You know how to lead groups so that the group can accomplish the goals they have set. You have lots of tools to make things happen in your school, in our communities, state, country, and world! Go for it!

|  | Plan<br>to do | Comp  | Ldr   |                                  | Plan<br>to do | Comp  | Ldr   |
|--|---------------|-------|-------|----------------------------------|---------------|-------|-------|
| <b>Understanding Self</b>              |               |       |       |                                  |               |       |       |
| House of Mirrors                       | _____         | _____ | _____ | "I" Messages                     | _____         | _____ | _____ |
| Graphics                               | _____         | _____ | _____ | Getting Feedback                 | _____         | _____ | _____ |
| Boo-Down                               | _____         | _____ | _____ | Sound of Feelings                | _____         | _____ | _____ |
| Introvert-Extrovert<br>Characteristics | _____         | _____ | _____ | Hidden Feelings                  | _____         | _____ | _____ |
| Spotlight: Me                          | _____         | _____ | _____ | Written Conversation             | _____         | _____ | _____ |
| What's Important to Me                 | _____         | _____ | _____ | Statue Building                  | _____         | _____ | _____ |
| Career Lines                           | _____         | _____ | _____ | Silence                          | _____         | _____ | _____ |
| Creed                                  | _____         | _____ | _____ | Four Little Words                | _____         | _____ | _____ |
| Megaphone                              | _____         | _____ | _____ | <b>Getting Along with Others</b> |               |       |       |
| Self-Evaluation<br>Questionnaire       | _____         | _____ | _____ | Commonalities                    | _____         | _____ | _____ |
| Reaching Back                          | _____         | _____ | _____ | Name Game                        | _____         | _____ | _____ |
| Questions about You                    | _____         | _____ | _____ | Poetry/Music<br>Self Expression  | _____         | _____ | _____ |
| Self-Direction                         | _____         | _____ | _____ | Talking to New People            | _____         | _____ | _____ |
| Shooting for Stars                     | _____         | _____ | _____ | Public Interview                 | _____         | _____ | _____ |
| Personal Stressors<br>and Copers       | _____         | _____ | _____ | Sayings                          | _____         | _____ | _____ |
| Sanctuary                              | _____         | _____ | _____ | The Line Activity                | _____         | _____ | _____ |
| <b>Communicating</b>                   |               |       |       | Human Sandwich                   | _____         | _____ | _____ |
| Helping or Hindering                   | _____         | _____ | _____ | Role Play                        | _____         | _____ | _____ |
| Defining New Words                     | _____         | _____ | _____ | Discussion                       | _____         | _____ | _____ |
| Hear those Words                       | _____         | _____ | _____ | Dichotomies                      | _____         | _____ | _____ |
| Listen and Tell                        | _____         | _____ | _____ | Stems                            | _____         | _____ | _____ |
| Not Listening                          | _____         | _____ | _____ | Experiencing Trust               | _____         | _____ | _____ |
| Experience in Listening                | _____         | _____ | _____ | Head Lift                        | _____         | _____ | _____ |
| Phone Tone                             | _____         | _____ | _____ | Trust Building                   | _____         | _____ | _____ |
| Practice in Saying "No"                | _____         | _____ | _____ | Blind Walk                       | _____         | _____ | _____ |
|  |               |       |       | Person to Person                 | _____         | _____ | _____ |
|  |               |       |       | Three People                     | _____         | _____ | _____ |

|                            | Plan<br>to do | Comp  | Ldr   |
|----------------------------|---------------|-------|-------|
| Pair Up                    | _____         | _____ | _____ |
| Strangers/Friends          | _____         | _____ | _____ |
| Family Matters             | _____         | _____ | _____ |
| Ownership of Feelings      | _____         | _____ | _____ |
| Everybody's Problems       | _____         | _____ | _____ |
| Thanks                     | _____         | _____ | _____ |
| \$1000 Giveaway            | _____         | _____ | _____ |
| Lifestyles                 | _____         | _____ | _____ |
| Brainstorming              | _____         | _____ | _____ |
| Declaring Your Wants       | _____         | _____ | _____ |
| Advice, Things, & Feelings | _____         | _____ | _____ |

**Learning to Learn**

|                     |       |       |       |
|---------------------|-------|-------|-------|
| Hidden Meaning      | _____ | _____ | _____ |
| Scavenger Hunt      | _____ | _____ | _____ |
| Turning the Comics  | _____ | _____ | _____ |
| Creativity Problems | _____ | _____ | _____ |
| Teaching            | _____ | _____ | _____ |
| Making a Milkshake  | _____ | _____ | _____ |
| I Am _____          | _____ | _____ | _____ |

**Making Decisions**

|                            |       |       |       |
|----------------------------|-------|-------|-------|
| When Are Decisions Made?   | _____ | _____ | _____ |
| Running for the Gold       | _____ | _____ | _____ |
| Saying No                  | _____ | _____ | _____ |
| Characterization Role Play | _____ | _____ | _____ |
| Word-Letter Problem        | _____ | _____ | _____ |
| Solving                    | _____ | _____ | _____ |
| Role Playing               | _____ | _____ | _____ |
| Bean Jar Exercise          | _____ | _____ | _____ |

**Managing**

|                            |       |       |       |
|----------------------------|-------|-------|-------|
| Developing Goal Statements | _____ | _____ | _____ |
| Writing Project Goal       | _____ | _____ | _____ |
| Resource Concentration     | _____ | _____ | _____ |
| Skill Inventory            | _____ | _____ | _____ |
| Instant Replay             | _____ | _____ | _____ |
| Plan Your Day              | _____ | _____ | _____ |

|                          | Plan<br>to do | Comp  | Ldr   |
|--------------------------|---------------|-------|-------|
| Variations in Standards  | _____         | _____ | _____ |
| Changing Standards       | _____         | _____ | _____ |
| Idea Charting            | _____         | _____ | _____ |
| Standards for Success    | _____         | _____ | _____ |
| Generating Program Ideas | _____         | _____ | _____ |
| Long-Range Planning      | _____         | _____ | _____ |
| Placing Priorities       | _____         | _____ | _____ |

**Working with Others**

|                         |       |       |       |
|-------------------------|-------|-------|-------|
| The Car Wash            | _____ | _____ | _____ |
| Blockers and Builders   | _____ | _____ | _____ |
| Situational Geography   | _____ | _____ | _____ |
| Strengths Target        | _____ | _____ | _____ |
| Group Rules             | _____ | _____ | _____ |
| Group Roles             | _____ | _____ | _____ |
| Role Discovery          | _____ | _____ | _____ |
| Labels                  | _____ | _____ | _____ |
| Effective Groups        | _____ | _____ | _____ |
| Trust Words             | _____ | _____ | _____ |
| Group Climate           | _____ | _____ | _____ |
| Sharing Expectancies    | _____ | _____ | _____ |
| Strengths Bombardment   | _____ | _____ | _____ |
| Want Ad                 | _____ | _____ | _____ |
| Classified Ad           | _____ | _____ | _____ |
| Why Do I Do It?         | _____ | _____ | _____ |
| Breaking Balloons       | _____ | _____ | _____ |
| Outsider/Insider        | _____ | _____ | _____ |
| Energy                  | _____ | _____ | _____ |
| Circle in the Square    | _____ | _____ | _____ |
| Broken Squares          | _____ | _____ | _____ |
| How Are Decisions Made? | _____ | _____ | _____ |
| Consensus Building      | _____ | _____ | _____ |
| Murder Mystery          | _____ | _____ | _____ |
| Leadership              | _____ | _____ | _____ |
| Ball Game               | _____ | _____ | _____ |
| Pins and Straws         | _____ | _____ | _____ |
| Leadership Behavior     | _____ | _____ | _____ |
| Choosing a Color        | _____ | _____ | _____ |

**Plan to do    Comp    Ldr**

**Personal and Citizenship Development Options**

*(Choose and complete at least two different options a year. See Book 4 [p. 6] for "Practical Application Activity.")*

Arrange for a guest speaker to come to one of your club meetings and help members build individual or group leadership skills.

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Voice your opinion on a community issue at a public meeting (e.g., school board, county commissioners, city council, et cetera).

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Shadow a public official for a day to learn about his or her leadership responsibilities. Share a report on your day with other club members.

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|--------------------------|--|--|--|
| Year certificate earned  |  |  |  |
| School grade when earned |  |  |  |
| Leader's initials        |  |  |  |
| Number of activities     |  |  |  |

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## Personal Development Activities

1. Serve on a committee.
2. Participate in a judging contest.
3. Preside at a meeting.
4. Read a library book on leadership.
5. Write a column for your club/school newsletter.
6. Participate in a radio or television program.
7. Serve as a host at a meeting, making sure everyone is welcomed and made comfortable.
8. Serve as chairman of a committee.
9. Serve as clerk, chairman, or apprentice judge at a contest, match, or show.
10. Keep a diary of your leadership experiences for a year recording new skills learned, observations others have of you, how you feel about your skills.
11. Make arrangements for a tour for your club.
12. Arrange for an educational film/video to be shown at your club meeting.
13. Lead your club through a leadership activity that is not in your book.
14. Participate in the program for your club's recognition night.
15. Participate in a public speaking contest/debate.
16. Share a day with someone in a career you are interested in and see how they spend their time.
17. Plan a fun activity for your club separate from a regular meeting.
18. Carry out a learning activity for your club from your Leadership Project Book.
19. Participate in a community resources development meeting.
20. Attend a personal development class or presentation to enrich one of the leadership skills.
21. Help organize and/or work on a special event for your school.
22. Explore a leadership career.
23. Develop a display on a decision-making model that people can use for any decision they must make.
24. Keep a journal documenting the hours and money invested in your leadership growth.
25. Develop a 3-year plan outlining your goals and what activities you will need to participate in to achieve these goals (e.g., college, sports team, honor roll, 4-H Congress).
26. Develop your own option with your leader/teacher's approval.

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## Citizenship Development Activities

1. Set up a community service project for your club.
2. Work with people in your neighborhood/school to make something better.
3. Prepare a display stressing clean up of the environment, conservation of natural resources/energy, or safety practices.
4. Prepare a slide presentation with commentary on topics in number 3.
5. Bring cheer to a rest home resident, hospital patient, elderly person, or shut-in by calling on the telephone, sending a card/letter, preparing a tray favor, visiting, and/or taking a gift.
6. Do something to improve your neighborhood—clean your yard, help paint or fix up an elderly person's house, pick up litter on the side of the road, plant flowers in the park, et cetera.
7. Help the elderly at a store by holding the door or carrying packages.
8. Make a list of key decision-makers in your county (at least 20 people).
9. Take part in a program that emphasizes making the home, community, country, or world a better place to live.
10. Participate in a community parade, festival, town hall meeting, et cetera.
11. Take a walking tour of your neighborhood and note areas of concern that the city/county should attend to, and present your findings at a community meeting. Help organize a group of volunteers to deal with the problems if public resources are not available.
12. Attend a school board meeting and report on the issues they address.
13. Volunteer to serve as a youth member on a community/county board or commission.
14. Prepare a display stressing citizen involvement in the community.
15. Develop your own option with your leader/teacher's approval.



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Prepared by Extension agents Miriam Lowrie, Polk County; Robert Peterson, Deschutes County; Pamela Olsen, Yamhill County; and Linda Erickson, Clackamas County; Oregon State University.

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