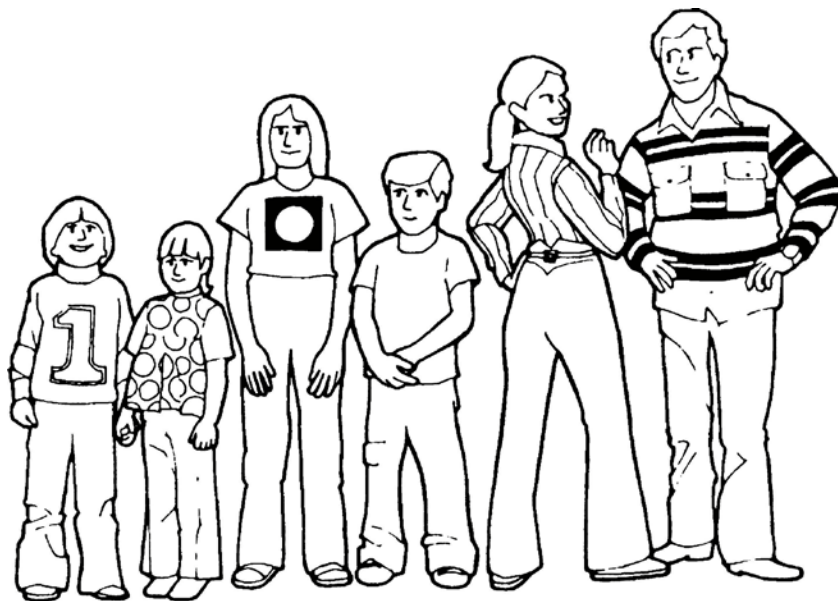

Junior Leader Guide



The 4-H Motto

“Learn to Do by Doing”



The 4-H Pledge

I pledge

My Head to clearer thinking

My Heart to greater loyalty,

My Hands to larger service,

My Health to better living,

For my club, my community, and my country.

The 4-H Grace

(Tune of Auld Lang Syne)

*We thank thee, Lord, for blessings great
on this, our own fair land.*

*Teach us to serve thee joyfully,
with head, heart, health and hand.*

4-H Junior Leader Project

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Why? The Junior Leadership Project

Section 1: Why –The Junior Leader Project

Opportunities are Yours as a Junior Leader

The RESPONSIBILITY of leadership, the CHALLENGE of assisting others, and the OPPORTUNITY to expand your personal experiences best sums up the objectives of the Junior Leadership project.

This manual is to help you in recognizing the responsibilities, challenges and opportunities that will confront you in your project. It is further designed to assist you in fulfilling those objectives of the Junior Leadership project which, in turn, will provide you with the character and self-discipline necessary to be a successful leader.

Why a Junior Leadership Project?

- To help older 4-H members develop leadership skills and abilities by assuming responsibilities for their own program.
- To provide opportunities for personal development that challenge the needs and interests of the more mature members of the 4-H program through the practice of leadership under the guidance of an adult leader.
- To develop desirable attitudes about helping others in group and community activities in a democratic manner.
- To assist the 4-H Club and its members in realizing the ideals of the 4-H program.
- To provide assistance for adult leaders.

What is Leadership?

Leadership does not depend upon the amount of ability you have, but upon what you do with what you have, and how you get along with other people.

Leadership is the ability to influence the thinking and actions of people. It is the ability to tackle a new job and see it through.

YOU can be a leader if you have the desire, the willpower and the urge to develop the qualities and abilities that make a good leader. You can lead with ideas; you can acquire the goodwill of your group because of your thoughtfulness, your poise and your good planning.

A leader is a person with whom others like to work and play, and one whom they may like to follow. You may already be a leader of a few close

friends. Every community, school, church, 4-H club, group or gang, has leaders. Leaders may be good or bad, depending on the kind of group they are leading and the kind of person they are. A person who is a good leader can always find a place in some group.



Suggestions for Members Who Plan to Enroll In The Junior Leader Project

1. Senior club members between the ages of 14 and 21 years of age may select a leadership project suited to their maturity and experience. Having two or more years of experience as an active member is also recommended. Several year's work in the same project or activity will be an advantage in the leadership role.
2. A member must draw up plans for a leadership role in a project of choice, examples are: project leadership, demonstrations or public speaking, record books, recreation, club program and activities, and special projects. A leader must approve these plans. Pages 1-12 in the Junior Leader Record Book (pub. #5110) must be completed and handed in for provincial approval before commencement of the project.
3. Members must keep a record book during the year. He/she will consult frequently during the year with the leader and give the completed record book to the leader at the end of the year for his/her recommendation and when the project is completed, must present it at the club Achievement Day.
4. Members are not required to take another project, but may if they wish.
5. Members will be eligible to take part in 4-H competitions and activities.
6. Clubs may have more than one Junior Leader but individual Junior Leader projects must be unique and separate from one another. For further information please refer to Publication #5101: British Columbia Specific Regulations for Junior Leadership.

Junior Leader Project Suggestions

There are many areas of 4-H work which are ideally suited to Junior Leadership. A Junior Leader can be creative in designing his/her project. The project should serve to present material in a novel and interesting way. It will then maintain interest of the club members and be of immeasurable assistance to your club leaders. The Junior Leader Record Book and Guide are designed to allow you to plan your project in a logical straight-forward way. In planning your program, study both the Guide and Record Book carefully.

Included here are a few possible Junior Leader projects:

Livestock Projects:

1. Showmanship
2. Judging
3. Marketing of produce where applicable
4. Husbandry (care of animals)
5. Feeding
6. Health care

Gardening:

1. Judging
2. Marketing
3. Use of fertilizers, pesticides, and herbicides
4. Storage of vegetables
5. Preparation of vegetables for the table
6. Plant diseases

Dog:

1. Feeding
2. Showmanship (grooming)
3. Health care (diseases)
4. Dog identification
5. S.P.C.A. program related to dogs

Bicycle:

1. Bicycle safety
2. Maintenance
3. Bicycle rally

Photography:

1. Camera maintenance
2. Types of cameras:
 - Adjustments, angles, exposure, etc.
3. Enlarging
4. Picture composition
5. Special effects

Snowmobile:

1. Safety
2. Care and Maintenance of machine
3. Out-tripping winter camping
4. Safety rallies

Outdoor Living:

1. Out trips
2. Outdoor cookery
3. Survival out of doors
4. Identification of native flowers, shrubs, trees
5. Edible wild fruits and berries
6. Wildlife identification

Honeybee:

1. Judging honey
2. Showing honey

Grain and Seed:

1. Judging grain and seed

Crafts and Leathercraft:

1. Judging
2. Dying leather
3. Tooling
4. Cutting and stamping leather

Sewing:

1. Judging
2. Preparing for Dress Revue

Foods:

1. Judging foods
2. Food Review preparation

There are also many areas of Junior Leadership that are common to all projects such as taking the lead in:

- 4-H speak & show
- 4-H demonstrations
- 4-H educational displays
- 4-H public speaking
- recreation following 4-H club meetings
- 4-H record book marking

The above suggestions for Junior Leadership projects are but a few of the possibilities open to you.



Phases of the 4-H Program Available as a Junior Leadership Project

The responsibilities you may carry out in the role of a Junior Leader will vary as you are unique in ability, past experience, training and desire.

In choosing your Junior Leadership role, you should consider areas where you have special interests and talents, where there is a need in the club, or where you can best help your club and yourself. Thoroughly study the needs of your 4-H club. What areas of club work need additional help? Do you have the skills to make a valuable contribution in these areas? If so, carefully plan your project along the lines outlined in your record book and in this guide.

Junior Leadership projects can be categorized according to several different phases depending on their nature.

- A. **Project Leadership:** helping 4-H members to select, understand and complete their project.
- B. **Demonstrations or Public Speaking:** leading younger members in acquiring the skills of demonstrating or speaking in public.
- C. **Record Book Leadership:** leading younger members in completing their record book satisfactorily.
- D. **Recreation Leadership:** includes responsibility for the recreation program of the 4-H club.
- E. **Club Program and Activities:** helping to plan the club's program for the year, assisting with the business part of the meeting, working with committees in planning and carrying special club activities.
- F. **Special Projects:** undertaking a leadership role, with leader's approval, which meets a special need in your 4-H club



Making Your Project a Success

A good leader is a person who can sort out the actual needs of a group, and then lead the group in satisfying these needs.

As a Junior Leader, the job you have is an important one, and it's also important that it be done well.

Whatever you do, there are several steps that you must follow if you are to do a good job. They are:

1. Make a Plan

- **WHAT** you want to do
- **WHY** you want to do it.
- **WHEN** you want it done.
- **WHERE** it is to be done.
- **HOW** to do it.
- **WRITE** the plan down.

2. **Carry Out the Plan:** Have everything ready when the job begins. You may have to change your plans as the job goes along; be prepared to change if the situation requires it.

3. **Evaluate the Job:** When you're finished, ask yourself, "Could I have done a better job, and if so, how?" Talk to your leader to get ideas about how the results of the job seemed to others.

Why Keep Records?

- A record is part of your 4-H project and as such, is a means of evaluating your work.
- A record tells the story of your progress, what you have accomplished and what others did through your guidance.
- A record teaches you the value of data gathering and correct recording methods, which will serve you for many years.
- A record provides you with your own personal analysis of the job and what should be done in the future.

The *Junior Leadership Record Book* (Pub. #5110) that accompanies this guide provides the necessary outlines for planning and keeping records. Become familiar with it early in the year, and keep records up-to-date.

The Junior Leader's Role in the 4-H Club

Your role is...

- part of the leadership team with specific responsibilities.
- to lighten the work of the adult leader by assuming responsibility for a certain phase of the club program.
- that of a "middleman" between the younger members and the adult leader.
- to provide incentive and guidance to younger 4-H club members, helping them to assume executive positions and other responsibilities.

Your role is...

- NOT just a club member.
- NOT a "Joe-Boy" for odd jobs.
- NOT an assistant leader.
- NOT to assume all responsibilities, including an executive position, yourself.

Goals of the Junior Leader Project

The primary goal of a Junior Leader Project is to help young people develop into mature, well-balanced adults.

Specifically, the goals for the project should be considered at three levels: the Junior Leader, the adult Leader, and the 4-H Club.

GOALS for the *Junior Leader* are to develop:

- interest in helping others.
- basic leadership skills important in our society.
- a desire to increase the responsibilities of leadership as skills and knowledge increase.
- an understanding of working with others.
- self-confidence throughout adolescent years, moving toward independence.

GOALS for the *Adult Leader* are to:

- share skills, experience, and ability more fully with young people, specifically Junior Leaders.
- share responsibilities among Leaders for a more effective program to give the Leaders opportunity to concentrate on fewer areas of activity.

GOALS for the *4-H Club* are to:

- enjoy a wider range of experiences which meet the basic needs and interests of members by increasing the number of Leaders.
- attract additional members.
- challenge the interest of older members to continue in 4-H in an interesting, educational and rewarding program.

What? Growing Through Leadership

Section 2: What – Growing Through Leadership

What is Junior Leadership?

What you will do as a Junior Leader this year is a perplexing question that deserves time and thought if you are to select rather than drift into your project. No one should tell you what you should do or what kind of project you should take. The freedom to choose puts the responsibility directly on you. The task of choosing is a challenging one that deserves your best effort. You'll want to consult your leaders who can give you some guidance toward understanding yourself and different kinds of jobs that need doing in the club. It is important that you make your project selection based on accurate and adequate knowledge of yourself and the club's needs.

In choosing, you try to determine your interests, abilities, personality, and needs and then select a Junior Leadership project that will help you to further explore the kinds of things you like to do and do well.

Everyone needs to feel that his/her work is important and appreciated by others. A person is most likely to be happy doing a project that offers satisfaction that represents his/her own values and goals. It is almost impossible to succeed at a task that does not interest you even though you have the ability to perform it.

It is not easy to make the right choice but once you realize you have to make a decision, there are certain steps you can take to make the choice easier. To make no real conscious choice based on a plan may result in many hours of frustration and unhappiness spent in doing something you don't really like to do or not have the ability to do well.

You must know yourself, your interests, abilities and some of the things that are important to you.

1. You need to examine the broad category of projects.
2. Select from those things that seem to match your interests.
3. Make a choice and prepare yourself for the projects.

Your Personal Profile

To develop an adequate and realistic picture of yourself, including your interests, abilities, personality goals and values is one of the first steps in choosing a Junior Leadership Project. Your choice will express what kind of person you think you are.

The concept we have of the kind of person we are is based on our past experiences in a variety of situations. It is also based on the way we think others feel about their expectations and us.

A brief look at the factors that make up your personal profile will serve as guidelines to developing a realistic profile of yourself. The three factors are *interests*, *aptitudes*, and *personality*.

Interests

Interests are preferences for the things you enjoy doing because you find them satisfying. These interests are things you express yourself like, "I like to work on old motors" or "I spend my spare time drawing." Your interests can also be expressed by the activities you participate in like public speaking or playing in the school band.

You can also find out about your interests by answering a number of questions concerning likes and dislikes or the order of preference for groups of activities. You will be learning about your interests when you complete the "Interest Inventory Form" in your Junior Leadership Record Book.

Aptitudes

Aptitudes are a capacity or potential that enables you to acquire knowledge, skills and abilities. They are your natural skills or talents based to some extent on the characteristics you inherited from your family.

There are two kinds of aptitudes: manual and mental. You may already have experienced some testing on this area in your school. The results, properly interpreted, can be of real value to you in selecting projects you would like to find out more about because you have the capability of doing them well.

The "Aptitude Rating Scale" in your Record Book should give you insights to your potential as an effective Junior Leader.

Personality

Personality is the total you. It is a blend of your appearance, actions, feelings, and convictions. It is your way of getting along with others. It is your way of meeting a problem, accepting responsibility and fulfilling a promise. It reflects your individual need for affection, achievement, recognition, and adventure. These are basic needs of all human beings, but the amount of each needed to keep on an even keel varies with individuals.

Personality is shaped by many influences. You inherited certain physical characteristics and aptitudes. The influence of family, customs, traditions of your neighbourhood and community and your friends determined the direction in which your personality developed. Your personality is not fixed. You can choose to alter it by recognizing the changes you need to make in attitudes and habits to have a friendly, flexible, and reliable personality.

Personality has a special place in what project you will choose. It will also affect how you relate to other members in your club. If you have the personality traits of an outgoing (extroverted) person, you will probably choose a project working directly with members. You may find yourself a quieter person (introverted) and want to assist only in a supporting role. The "Personality Trait Form" will give you a better understanding of how you feel and how others may see you.

Junior Leadership Responsibilities

The following are more detailed suggestions for carrying out your project. Remember these ideas are only suggestions; don't be limited by them in any way. They are intended only to serve as a stimulus for your own.

A. Project Leadership

The project is a laboratory for learning. Discuss at the beginning of the year the kind of results you can expect the project to accomplish. Your leader will probably have some advice to give in this regard.



As a Junior Leader in charge of the project, you will be expected to teach some definite phase of this work to the members. Employ some of the following techniques suitable to the particular project:

1. Giving talks and demonstrations to teach subject matter;
2. Provide sources of information and resource people;
3. Arrange for speakers, films, etc.;
4. Conduct discussions, quizzes, etc.;
5. Give individual assistance to members (workshops, home guidance, etc.).

Involve parents and obtain their interest early in the year. Encourage and assist members in preparing demonstrations and talks.

Check regularly with your members so that their problems can be corrected immediately. Be certain that each individual feels you are helping him/her in solving his/her problem.

Be prepared to adjust your programs and methods to accommodate the developing interests, abilities and special needs of your members.

B. Demonstrations and Public Speaking

Speaking and demonstrating are means of communicating information or ideas. As well, they are important mediums by which self-confidence can be developed in an individual.

Public Speaking

As a project in Junior Leadership, public speaking can give immeasurable benefit to the 4-H Club and to the individual members. Some suggestions for making this project an effective one are:



1. Acquaint all members with the value of being able to speak before an audience;
2. Teach them the basic principles of speaking;
3. Encourage active participation of all members by giving them short talks, the responsibility of thanking a guest speaker, introducing someone, etc.;
4. Plan a club competition in speaking;
5. Plan for a resource person, a library of information to be available to assist members;
6. Encourage participation at district competitions.

Demonstrations

A demonstration is a means of showing how something is done. As a Junior Leader, you can:

1. Learn and instruct in the principles of presenting a demonstration as a method of "learning by doing."
2. All 4-H members should be encouraged to give simple demonstrations.
3. You can help members prepare their information and select their materials.
4. Prepare and give several model demonstrations to show general demonstration form and procedure.
5. Suggest and collect sources of information.
6. Offer individual evaluation to stimulate improvement.
7. Try to incorporate into the club program as many opportunities as possible for members to participate in, or observe demonstrations (club, interclub, district, etc.).
8. Supervise the collection of materials for demonstrations (flannel boards, posters, tripods, paints, etc.).

C. Record Book Leadership

Records are an important part of the 4-H project. They serve as a way of indicating the member's progress, his/her accomplishments and also, as a means of evaluating his/her work. Records are also important in that they help to teach habits of data gathering and correct recording methods. Record Books can also serve as a valuable resource book if done well.

As a Junior Leader in charge of this phase you may:

1. Give a talk on contents or procedure to be used. Demonstrate with a good example.
2. Make certain every member has a copy of the project and record book, and that everyone understands its purpose.

Be prepared to suggest and assist in the collection of resource information (people, books, magazine articles, pamphlets, etc.)

Be alert to ideas that will improve the individual's record book or prepare a sample record book to be available to the 4-H member as a guide.

Evaluate the individual's work regularly and keep a record of the evaluations.

Stimulate a better understanding of the project books and record keeping with:

1. Explanation
2. Quizzes
3. Discussion
4. Speakers, films, etc.
5. Practical application
6. Homework sessions



D. Recreation Leadership

An important ingredient of any 4-H Club program is recreation. Helping other members to have fun can be a very enjoyable and worthwhile project.

Find out what the members of your club like to do best.

Develop a plan to use either favorite games or special recreational activities, as well as to teach something new and fitting to the group.

Involve other members in teaching, instructing and leading recreation. This often can be one of the best ways of getting both individual and group participation.

Plan and direct skits for club and community meetings. Help members serve as stage managers, property crews, lighting assistants, publicity managers and other necessary jobs.

Help plan and conduct athletic games and contests for club and community picnics, camps, and other district 4-H events.

Assist committees to plan and conduct special events (parents' night, Christmas party and entertaining other clubs, rally, tour, etc.).



Get references and materials for new games, stunts and songs for the club's use. You may also want to build up a personal file.

Train other members by:

1. Example
2. Individual assistance
3. Group instruction

Stimulate an awareness and appreciation of good recreation.

E. Club Program and Activities

This is a very large and varied program for Junior Leadership, but is one where much help can be given and much experience gained. Needs of the club should be carefully examined and one phase developed as a Junior Leader project. Here are some suggested ideas (you may be able to think of others):

You might help to plan the yearly program for your 4-H Club.

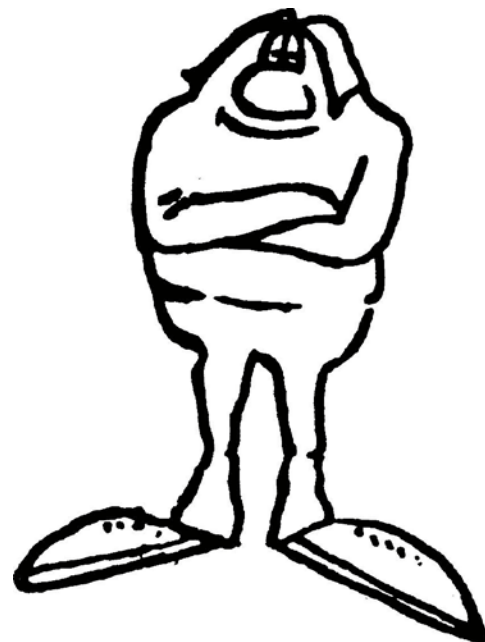
The program that is planned by the club should include all of the meetings for the coming year—where they will be held, when, and what will be featured at each meeting. It should also include any other special activities and events the club will hold or participate in—where, when and what. It should involve the members who have special talents and, if possible, every member of the club in some capacity. The events, which will be taking place on a district basis, should be taken into consideration in your local club program. Preparing a yearly program, which can be handed out to all club members, is highly recommended. As far as possible, it should include the names of committee members and leaders responsible for each phase of the program. It should then be your responsibility to supervise the carrying out of this program successfully, including reminders to those participating, checking arrangements, etc.



You might act as the club parliamentarian.

In this capacity you will:

1. Help train your club officers and members in parliamentary procedure, and also the officers in their respective jobs. The best way to train club officers and members is as a group in order to master certain routine details of procedure before using them in group meetings.
2. Help guide the club into more democratic group action on its own, including committee work, group discussions, etc.



A 4-H member might want to serve as the Junior Leader responsible for Public Relations and Recruitment.

In this phase of Junior Leadership, you may:

1. Work with the club reporter to see that a good account of each activity is sent to the local newspaper. Help him/her to improve his/her reporting job.
2. Participate or arrange for TV or radio programs to tell the story of 4-H.
3. Inform all members of your community of the aims and activities of 4-H. Encourage new members to join the club.
4. Speak to or participate in meetings of various community organizations.



You might work with ceremonies.

A well-planned and conducted ceremony will create a closer bond among 4-H members within a club. They can give deeper meaning to important principles of 4-H club work.

You might serve as a Junior Leader developing promotional displays, exhibits, floats, etc.

F. Special Projects

As a club, it may be felt that there is a topic of concern in which more knowledge and information is necessary. Your club may decide to undertake a study of the topic as an additional group project. As a Junior Leader, you would serve a leadership role in planning, coordinating and carrying out the exploration of the topic. Some examples of topics that may be of concern are: career exploration, health, conservation, crafts, drug abuse, social etiquette, Canadian government, citizenship, community service, etc. As an example, the community service project might be undertaken in the following way:

Citizenship and community service:

1. Lead club members in a discussion of the problems and need of the community.
2. Help the club select, plan and carry out some community service activities in cooperation with other organizations (community beautification, recreation facilities, etc.)
3. Sponsor a community educational meeting on a topic of current concern.
4. Plan tours or visits to government institutions to learn about local and provincial governments. Plan tours to historical sites.

For Whom? Junior Leadership

Section 3: For Whom – Junior Leadership

Some Thoughts on Leadership

Some, according to an old saying, are born to leadership, some achieve leadership and others have leadership thrust upon them.

How do you see yourself as a leader? What do you think are the duties and responsibilities of a leader? How do you see the leader operating, and what is most important for effective leadership?

A leader never functions in a vacuum; he/she must communicate in some way with his/her group, and the group must respond to him/her. In all relations with people, there are no substitutes for sincerity, honesty and genuine respect for others. A good leader in the modern sense is the one who is least inclined to act as the “boss”, to pose as an expert who knows all the answers, or to act as ‘the’ dominating person in the group.

The task of a Junior Leader calls for special knowledge and skills; however you share something in common with leaders of any age group (church, school, government, etc.) You must function as a leader and learn to use the processes by which leadership goes on. You should recognize that you hold a different status from all members as an older, more experienced person. Your group will expect you to be more aware of situations and to be more responsible. It is, of course, important that you in turn treat all members with respect for their individual worth.

As a leader facing a group of 4-H members, you want and need to understand what is going on in the group— not just what the members may be saying or doing, but what they are thinking, feeling, wondering about, and expecting of you.

When a number of people come together to work together as a group, they start a process that we are just beginning to understand. Each member of the group continues to be an individual personality with his/her own personal, private beliefs, expectations, and aspirations all his/her characteristic ways of thinking and of feeling. But when he/she enters into a

group and begins to relate to the other members, he/she begins to experience a different outlook, a new way of feeling and of acting which is difficult to describe.

For example, a group of boys come together and decide to play ball or some group game. Almost immediately each one begins to act as a member of the group or team, so that what he does is now directed to the group or team, and how they respond to him.

It is as if for a while he puts aside or ignores his own personal, individual ideas and desires in order to belong, to think, to act, and to feel with the other members of the group or team. Instead of a collection of separate individuals, each pursuing his own objectives and only partially concerned about the others, there is now a group that has become organized. This means that each member of the group is related to the others, and they are related to him in a circular process, a continually changing but persistent relationship guided by the leader.

When the members of a group have developed this “we-feeling”, their energies are released so that they can be more productive, creative and responsive than they otherwise would be. In this circular process, the leader serves as the catalyst, the enzyme that makes the group operate and achieve goals. The leader isn’t the boss, commander, expert, and chairman. He/She functions as a member of the group, but with a special responsibility to lead the other members.

In every group, each person belonging to it has certain hidden “feelings”, and expectations that we call “needs”. We’ve already stressed that it’s important to be aware of these needs and try to satisfy them.

Understanding Young Members

Much of your leadership work will probably be with club members from 9 to 13 years of age. You should know something about them and how they act. The success of your work will depend largely on how well you plan programs and activities that meet their interests.

Every person is an individual, no matter what his/her age. Not all persons of the same age group will be alike. Some characteristics common to younger members are as follows:

- Boys and girls of this age tend to belong to a “group” or “gang”. They usually prefer boys or girls groups rather than mixed groups.
- This age group tends to accept direction and leadership unquestionably. They want and need guidance.
- In the age range 10 to 12, work should be laid out in small amounts with provision for much help. Their interest span is short, therefore, constant motivation is necessary.
- The ability of the 10 to 12 year old to organize and carry out a plan is limited.
- Younger 4-H members can be easily motivated and are eager and enthusiastic. Don’t forget their short interest span.
- This group identifies with symbols. They are eager to understand the significance of such symbols as the 4-H pledge and emblem.
- Recognition is very important to the younger 4-H member. He/She needs constant encouragement if his/her interest is to be maintained. Praise is very important.
- Younger members tend to “idolize” you, as an older member and as a Junior Leader. They tend to follow your example. Thus the need to show enthusiasm, good sportsmanship, and a desirable attitude toward work is important.



In working with younger members, some of the following points may be helpful:

1. Provide an opportunity for everyone to participate. No one likes to be left out.
2. Think of each person in terms of his/her interest and maturity. What did you like to do at that age?
3. Avoid giving too much recognition to a few individuals when others in the club have made accomplishments that deserve credit as well.
4. Study the reactions of members. Long, poorly planned activities may cause a lack of interest.
5. Provide new experiences for the members. Constantly be on the lookout for ideas—use your imagination.

The First Year Member—requires extra thought and attention. He/She is new to the group and has yet to be accepted by it; he/she is not familiar with the club’s activities or what is involved in the project. He/She has not yet had the taste of success in any club work, has not yet proved him/herself to the club, and therefore lacks self-confidence in matters pertaining to the club. As a new member he/she has yet to develop a good sense of loyalty or belonging. For these reasons even a minor setback, which would be of little consequence to the second or third year member, may be sufficient to discourage the first year member. Some points to remember are:

1. Consider each first year member as an individual of personal worth to the club and to the community.
2. Make each first year member feel important by such things as an initiation ceremony, giving him small responsibilities individually, or as part of a committee.
3. Help acquaint the parents of the first year member with the value of the 4-H program.
4. Make certain the first year member has all the necessary information and materials to complete his/her project.

Working with Adults

This may be your first opportunity to work on a team with adults — you will find it is a great change for learning new skills.

Professionalism is the first thing to learn when you work as a teammate with adults. Professionalism means respect for each other and never gossiping. If you attempt to criticize or gossip about other leaders in front of your club members, the club spirit will suffer. In contrast, the atmosphere of your club will excel when members feel the leaders are truly working together.

Check your attitude toward adults. Do you enjoy your relationship with adult leaders and respect them, or are you annoyed, bored and uncomfortable with them? Generally, you react to other adult leaders in the same way that you react to your own parents. Here's a chance to sidestep your childhood feelings towards your parents and react to the adult leaders according to their true merits.

Adults are a bit slower to react. It may frustrate you that they don't show your youthful enthusiasm towards all suggestions. But, they have more experience with which to compare each problem, they have a wider range of results. Their thoughtful opinion is worth waiting for.

Adults are people too. They need recognition, respect and acceptance just as much as you do, but many of them have learned to corner their feelings when they don't get these things. Adults like to be consulted and asked what to do. You wouldn't like it if an adult leader started something new without asking you, so reciprocate and consult your adult teammates.

Show respect for your leader's time and talents. Never commit your leader to something without asking him/her. It is polite to give your leader a chance to say no, even though you know he/she will say yes.

Learn to accept help. If you want adult help and advice, learn to accept it graciously, not impatiently and without appreciation. One of the best ways to develop a good relationship with your adult teammates is to ask them for their advice. You will find that they like to be helpful. Give them this chance.





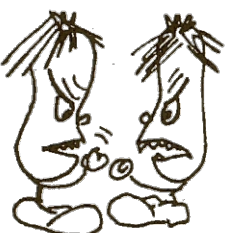
Handling Problem Behaviour


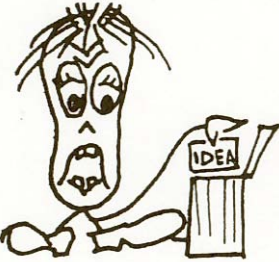



The individual member is in the group because he/she seeks to satisfy some specific needs; and he/she feels although without consciously knowing it, that being a part of this group may help him/her fulfill those needs. Perhaps Jane joined your club because all her friends were joining and she didn't want to be left out. John had heard about all the fun you had at recreation sessions following meetings. Susie didn't really have any friends and needed something to belong to, and chose the 4-H club. Emma likes to sew, and Matt has a calf he was going to raise anyway, so they decided they might as well join 4-H too.


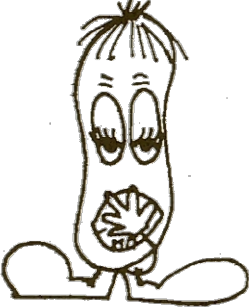
It is possible to foresee problems—just as the individuals interests differ, so will their reactions to situations encountered at the meetings. Some problems may be minor—not really affecting the rest of the group, but some behaviour may disturb other members, and interfere with the achievement of the group goals.

Here are a few ideas about handling problem behaviour:

Conducting a Meeting

HOW HE/SHE ACTS	WHY	WHAT TO DO
 <p data-bbox="240 1129 418 1161"><i>Overly Talkative</i></p>	<ul data-bbox="544 871 958 1039" style="list-style-type: none"> • He/She may be an "eager beaver" or a showoff. • He/She may also be exceptionally well informed and anxious to show it or just naturally chatty. 	<ul data-bbox="998 871 1453 1186" style="list-style-type: none"> • Don't be embarrassing or sarcastic — you may need his/her traits later on. • Slow him/her down with some difficult questions. • Interrupt with: "That's an interesting point—now let's see what the group thinks of it." • In general, let the group take care of him/her as much as possible.
 <p data-bbox="251 1459 397 1491"><i>Quick, Helpful</i></p>	<ul data-bbox="544 1207 950 1312" style="list-style-type: none"> • Really trying to help but actually makes it difficult, keeps others out. 	<ul data-bbox="998 1207 1453 1386" style="list-style-type: none"> • Cut across him/her tactfully by questioning others. • Thank him/her, and suggest "we put others to work". • Use him/her for summarizing.
 <p data-bbox="219 1801 446 1833"><i>Highly Argumentative</i></p>	<ul data-bbox="544 1533 950 1627" style="list-style-type: none"> • Two or more members clash. • Can divide your group into factions. 	<ul data-bbox="998 1533 1453 1879" style="list-style-type: none"> • Emphasize points of agreement, minimize points of disagreement (if possible). • Draw attention to objective. • Cut across with direct question on topic. • Bring a sound member into the discussion. • Frankly ask that personalities be omitted.

HOW HE/SHE ACTS	WHY	WHAT TO DO
 <p><i>Obstinate</i></p>	<ul style="list-style-type: none"> • Won't budge! • Prejudiced. • Hasn't seen your point of view 	<ul style="list-style-type: none"> • Throw his/her view to the group and have group members straighten him/her out. • Tell him/her that his/her time is short, and you will be glad to discuss it later, • Ask him/her to accept group viewpoint for the moment.
 <p><i>Griper</i></p>	<ul style="list-style-type: none"> • Has pet peeve. • Professional griper. • Has legitimate complaint. 	<ul style="list-style-type: none"> • Get the feeling of the group. • Suggest a private discussion later. • Have a member of the group answer him/her.
 <p><i>Side Conversations</i></p>	<ul style="list-style-type: none"> • May be related to subject. • May be personal. • Distract members and yourself. 	<ul style="list-style-type: none"> • Don't embarrass them, but call one by name, ask him/her an easy question. • Call one by name, then restate last opinion expressed or last remark made by group member, and ask his/her opinion of it. • If, during meeting, you are in habit of moving around the room, saunter over and stand casually behind those talking. This should not be made obvious to the group.
 <p><i>Inarticulate</i></p>	<ul style="list-style-type: none"> • Lacks ability to put thoughts into proper words. • He/she is getting an idea but can't convey it. • He/she needs help. 	<ul style="list-style-type: none"> • Don't say "What do you mean by this." Say, "Let me repeat that" (and then put it in better words). • Twist his/her ideas as little as possible, but have them make sense.
 <p><i>Definitely Wrong</i></p>	<ul style="list-style-type: none"> • Member comes up with a comment that is obviously incorrect. 	<ul style="list-style-type: none"> • Say, "I can see how you feel" or "That's one way of looking at it." • Say "I can see your point, but can you reconcile that with the true situation." • Must be handled delicately. • How does the rest of the group feel about this?

HOW HE/SHE ACTS	WHY	WHAT TO DO
 <p data-bbox="196 615 461 642"><i>Asks you for your Opinion</i></p>	<ul data-bbox="544 247 941 420" style="list-style-type: none"> • Trying to put you on a spot. • Trying to have you support one view. • May simply be looking for your advice. 	<ul data-bbox="997 247 1466 667" style="list-style-type: none"> • Generally, you should avoid solving their problems for them. • Point out your view is relatively unimportant, compared to the view of the people at the meeting. <i>Don't let this become a phobia.</i> There are times when you must and should give a direct answer. Before you do so, try to determine their reason for asking your view. Say, "First, let's get some other opinions. Joe, how do you look upon this point?" (select a member to reply).
 <p data-bbox="264 1283 375 1310"><i>Won't Talk</i></p>	<ul data-bbox="544 695 738 867" style="list-style-type: none"> • Bored. • Indifferent. • Feels superior. • Timid. • Insecure. 	<ul data-bbox="997 695 1466 1577" style="list-style-type: none"> • Your action will depend on what is motivating him/her. • Arouse his/her interest by asking for his/her opinion. • Draw out the person next to him/her and then ask the quiet one to tell the person next to him/her what he/she thinks of the view expressed. • If he/she is seated near you, ask his/her opinions so that he/she'll feel that he/she is talking to you, not the group. • If he/she feels "superior," ask for his/her view after indicating the respect held for experience (Don't overdo here. Group might resent it). • Irritate him/her for a moment by tossing a provocative query. • If the sensitive person won't talk, compliment him/her the first time he/she does speak out. Be sincere! Say, "I think you have some good ideas on this. If you collect your thoughts, I'll ask you to give them in a few minutes."

How? Methods of Presentation

Section 4: How – Methods of Presentation

- | | |
|--|---|
| <ul style="list-style-type: none">• Lecture• Illustrated Talk• Demonstration• Panel• Video• Buzz Session• Discussion Group | <ul style="list-style-type: none">• Skit• Role Playing• Brainstorming• Tour• Judging• Debate• Resource People |
|--|---|

Choosing the Method

The method of presentation is important since it will affect the interest of the audience in the presentation, and thus, how much they will learn. Remember that one type of presentation will not work all the time. Using a variety of methods is important in maintaining interest.

Some points to consider when deciding what methods to use are:

- 1. The Type of Subject to be Presented**—you will find that some methods will work better with certain subject types than with others. Ask yourself:
 - are facts to be presented, as in some project study?
 - are skills to be shown, as in other parts of project work?
 - are different points of view to be presented?
 - should the topic stimulate discussion?
- 2. The Audience**
 - who will make up the audience? Club members only, parents, the public?
 - the age and interests of the audience will help determine the method. Older members with ideas on the topic will enjoy a method in which they take part. Members with less knowledge may not be able to take part in the presentation, but may learn more if they can participate afterwards.
 - what has already been on the program, and how long has the audience been sitting?
- 3. The Leadership Available**
 - what are the talents and abilities of the members and leaders?
 - who can be called on as speakers, panel members, discussion leaders? Remember that you can use leaders, members, parents or people outside the club with special talents.
- 4. The Facilities Available**
 - are the room and seating arrangements suitable for the methods? Do make sure that everyone can see and hear.
 - can a large audience be handled if necessary?
 - can discussion be held easily?
 - is the necessary equipment available, such as projector, screen, etc.?



The Lecture and Illustrated Talk

A lecture is a prepared talk on a subject. An illustrated talk is a lecture in which visual aids are used. These techniques may be used in the following ways:

- a) In project teaching, to present new facts or information on study topics.
- b) To introduce a subject for general discussion.
- c) For accounts of travels or personal experiences.
- d) To entertain or inspire an audience (for example, a guest speaker at a banquet).

Advantages

- a) Suitable for large or small audience.
- b) Easy to organize.

Limitations

- a) Good guest speakers may be hard to find.
- b) The members may not have a chance to participate unless buzz sessions or other group techniques follow the talk.
- c) It is difficult to tell what effects the lecture is having on the group, unless a follow-up evaluation is planned.

Procedure

- a) If there is a guest speaker, that person should be introduced to the group, and thanked after.
- b) Visual aids such as films, slides and posters add interest if they are carefully chosen. Drawings or posters don't have to be works of art. All they have to be is interesting and clear.
- c) A question period or agree/disagree statements may be used to provide some participation. This is more clearly handled if you are giving a talk to a small project group. Buzz sessions can be used to stimulate discussion with a larger group.

The Demonstration

The teaching demonstration is used to teach a skill which cannot be taught by words alone. This is a good method to use in teaching many parts of a project. In a demonstration, the leader shows the members how to do something. The important part of the demonstration is the "seeing" part; therefore, clear procedures and easily seen materials are necessary.

Procedure

- a) Plan the demonstration in detail:
 1. Outline the operations in logical steps.
 2. Identify the key points to be learned in each step.
 3. Obtain equipment needed.
- b) Arrange for teaching material to be distributed to the members. Rehearse the demonstration — know your subject matter well but don't memorize it word for word. Be familiar with your equipment so you can forget about it and concentrate on teaching.
- c) Give the demonstration:
 1. Explain the purpose and show application to project work.
 2. Show each operation slowly, step-by-step, repeat where necessary.
 3. Speech is important — use simple words and a pleasant, clear voice.
 4. Emphasize key points and tell why they are important.
 5. Summarize the steps covered in the demonstration.
 6. Distribute samples or printed material.
 7. Have a display set up so members can refer to it after. The display can show the various steps or the finished product.
 8. If possible, have some members repeat the demonstration.
 9. Everyone should have a chance to practice the new techniques.

The Video

Videos can be a good method to use in club work, because they present information in a forceful way; a combination of picture and sound. Video can be used in project teaching, general club meetings and community film nights for the following purposes:

- a) To convey information about a subject.
- b) To stimulate interest in a new idea.
- c) To develop or change attitudes.
- d) To teach a skill.
- e) To stimulate discussions.

Procedure

- a) *Selection*: the video should be carefully selected to do the job you want it to do. Don't attempt to show too many videos at one time.
- b) *Preview*: the video should be previewed if possible, to see that it is suitable and to prepare material for the introduction and follow-up.
- c) *Introduction*: the video should be briefly introduced to explain its purpose, and prepare members to watch for particular events.
- d) *Showing*: good showmanship requires proper seating, a dark, but ventilated room and a projectionist who knows the projector. All of this is best arranged before the meeting begins.
- e) *Follow-Up*: this can be the most important part of the program, where learning is summarized and the results appear. The follow-up can take many forms—a panel discussion, buzz session, a question and answer period, a practice session or if time is limited, a review of important points.
- f) *Pictures and Power Points*: These can be used in the same manner. The only difference is that these are silent, and so, a commentator with a good voice is needed.

Role Playing

Three to six members act out a real-life situation in front of the group. There is no script; members make up their parts as they go along. The whole group then discusses the situation. Role playing may be used to examine delicate problems in human relations and to gain insight into different attitudes.

Advantages

- a) A dramatic way of presenting a problem for discussion.
- b) It gives members a chance to assume the personality of another person—to think and act like him.

Limitations

- a) Some people may be too self-conscious to act successfully.
- b) Less effective before large audiences because of their effect on the players.

Procedure

- a) The problem or situation must be clearly defined by the group or leader. A brief warm-up period may be necessary to throw off self-consciousness.
- b) Players are selected just before role playing begins.
- c) The leader should cut the action off after five to ten minutes, as soon as all the points have been made.
- d) Discussion follows. A second set of actors may be chosen after discussion and the scene re-played.

The Skit

A skit is a short, rehearsed dramatic presentation involving two or more persons. It involves the acting out of a situation to present an image or ideas. It may be used:

- a) To present a topic for discussion.
- b) To highlight a situation already introduced in a talk or film.
- c) To present or review material from study topics in some projects particularly suited to this type of presentation.
- d) Two or more short skits may be used to illustrate different aspects of a topic such as “before and after”, or “right and wrong”.

Advantages

- a) It increases the member’s interest and stimulates discussion.
- b) It brings a situation to life.
- c) It means active participation for some

Precautions

- a) Care should be taken to prevent over-acting.
- b) Keep costumes, props and furniture moving to a minimum.
- c) Be sure humour and action is relevant.

Procedure

- a) Introduce the skit.
- b) Plan a follow-up to the skit, such as buzz sessions. The skit may be used at any point in a meeting. It may come before or after a talk, film, or panel, but should come before a discussion period.
- c) You may find suitable skits in books or members may write their own.

The Tour

A club or project group may take a tour to see the members’ projects or to visit some place of interest related to the project. A tour can be used to:

- a) Add interest to project work.
- b) Strengthen parent interest.
- c) Encourage members to complete and improve their project.
- d) Teach project work by showing the members something that can’t be seen any other way.
- e) Give recognition to members by allowing them to exhibit their projects.

Procedure

- a) Make arrangements with the management at the place to be visited.
- b) Arrange for transportation.
- c) When touring members’ projects, set up a time schedule. Each member should have his/her project ready to show and be prepared to give a report on it.
- d) Plan the teaching by briefing the members on what to look for, or giving them a list of questions to be answered. Follow the tour with discussions, answers to questions, or reports by members.

The Buzz Session and Discussion Group

The buzz session is a method of involving every member of a large group in the discussion. The audience is divided into small groups (five to seven people) for a limited time (five to seven minutes), for discussion in which all members participate.

Buzz Sessions may be used:

- a) To develop or answer questions following a speaker, panel or other presentation.
- b) To discover areas in which the group would like more information or further study.
- c) To evaluate a meeting in terms of its value to the participants.

Advantages

- a) Provides a source of fresh ideas of interest to the group.
- b) When used in planning it gives every member an opportunity to contribute to the club's program.
- c) It gives everyone a chance to participate without having to get up in front of the whole meeting.

Precautions

- a) Buzz group members need to recognize the importance of their contributing in such a way as to meet the goals of the group, rather than their own selfish goals.
- b) Buzz group must not be too large. Seven people is the maximum to ensure full participation.

Procedure

- a) The chairman organizes the audience into groups and distributes pencils and paper. The chairman gives clear directions as to what the groups are to do.
- b) Each group quickly chooses a discussion leader and a recorder. The discussion leader has the responsibility for involving all group members and keeping the discussion on the topic. The recorder sees that the main items or conclusions are written down.
- c) Each group then reports orally to the entire meeting.

The Discussion Group — is similar to the buzz session, except that discussion goes on for a longer time and the topic is discussed in more detail. For example, a group of senior members taking a senior management project may hold half-hour discussion groups on various topics at every project meeting.

Resource People

There may be many people in your community that can assist you with your Junior Leadership project.

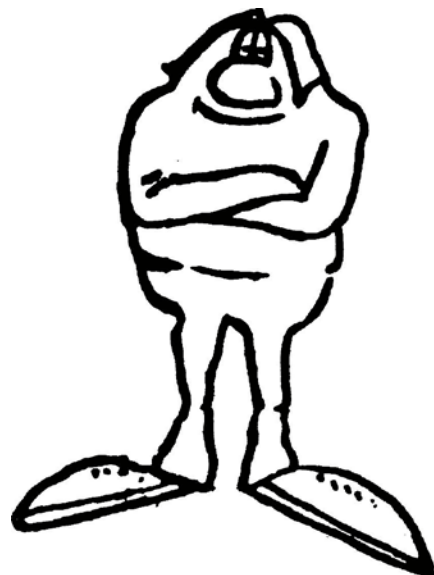
- Teachers
- Local Merchants
- Agri-business people
- Experimental Stations & Universities
- Government Offices—Municipal, Provincial, and Federal for: Health Services, Agriculture, Education, Forestry, etc.

Precaution

People you may want to invite often have busy schedules. You will have to know exactly when you want them to be present and ask in plenty of time.

Procedure

- a) Contact the person directly, either by letter, telephone or in person. Tell them exactly what you want done, how much time they will have at the meeting, who will be at the meeting and the meeting time, date and place.
- b) At the meeting, greet your guest at the door and introduce them. After they have spoken be sure to thank them.
- c) Write a brief thank-you note to the guest soon after the meeting.



The Team Approach – Notes for the 4-H Leader

Section 5: The Team Approach – Notes for the 4-H Leader

The 4-H Leader and Junior Leader Must Work Together.

The Junior Leader is a part of a team. To be most effective, you need to work cooperatively with him/her and the members of your club. Each of you should be aware of the other's plans and responsibilities for the club. The Junior Leader should be more than just "an errand person". The amount of leadership responsibility he/she takes will depend upon him/herself. Their enthusiasm, energy and ideas combined with your experience can build an excellent program for the club and still provide personal achievements.

This is what we mean by the Teamwork Approach in 4-H:

Share! Do not delegate responsibility. Let the Junior Leader have a share in 4-H program decisions rather than merely assigning a task to be carried out.

An illustration of this is:

Leader: "Here is a club problem; you and the other members decide how it should be settled."

Such an approach implies that the Leader has "washed your hands" of this problem and the Junior Leader and members should not ask your advice. This is not a good approach because the members *do* want your guidance.

A better approach:

Leader: "Here is a club problem, how can we settle it?"

This approach implies the Leader has not divorced him/herself from the problem and it impresses upon the Junior Leader that sharing responsibilities is a *two-way* process.

Both leaders have to give and take to get the job done. Remember, we are learning the democratic way of life, and "give and take" is an everyday part of it.

Use the following guidelines for developing the adult-junior leader approach:

Create a permissive atmosphere

A person must be able to freely express him/herself, even though his/her "expressions" are unpopular. Junior Leaders might profit by testing their ideas with other teen-leaders and members before presenting them to the total group.

Be concerned equally with individual and group growth

It would be a mistake to let your concern for Junior Leader growth become so great, group growth would suffer or vice-versa.

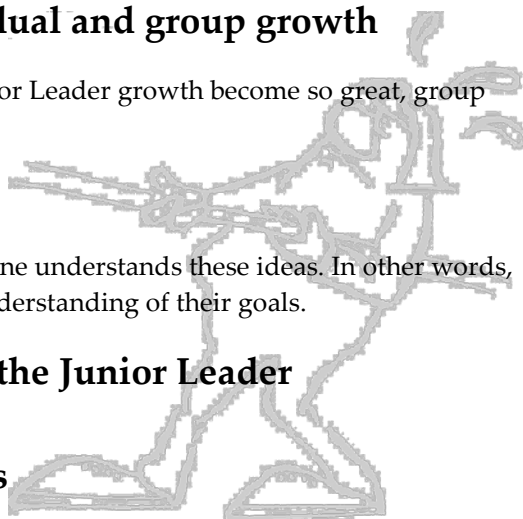
Communicate Clearly

To use another person's ideas first requires that one understands these ideas. In other words, the junior and adult leaders must have a clear understanding of their goals.

Help develop a written plan with the Junior Leader

Evaluate the teen leader's progress

We feel that these last guidelines, planning and evaluation are of supreme importance and they will be dealt with in detail in the following pages.



Evaluating the Junior Leader Project

There must be some evaluation—a follow-up of the Junior Leader's progress. On the reverse side of the written plan page in the record book, there is a space for such an evaluation.

Evaluation can be, but should not be, a threatening experience. The Junior Leader should complete the evaluation page as soon as possible after the lesson. Then, you may want to point out some of the areas you felt were weak as well as the strong areas. It is also important to point out to the Junior Leader where you feel he/she is being overly-critical of him/herself. Keep the evaluation in terms of the agreed-upon goals. The written plan, if well done and agreed upon, provides an excellent starting place for evaluation. You can point out those goals achieved as well as those not achieved.

A second, more informal evaluation should be made concerning the Junior Leader's growth in skills and understanding. Again, let him/her express viewpoints on how far he/she feels he/she has developed. Then you may, if necessary, supplement this evaluation in a constructive manner. Destructive criticism never has a place in 4-H. There is no use "tearing down" unless you have plans for "rebuilding."

Evaluation can be formally carried out at designated times (see leader's evaluation page in record book) but informal evaluation needs to be a continuous process. A word of encouragement—praise here, and a word of caution there, is the type of guidance and advice the Junior Leader wants. Make it available!

Keep these points in mind and you will help develop Junior Leaders in many ways:

1. Select a time at the beginning of the project to determine jointly with the Junior Leader what his/her responsibilities will be.



2. Schedule regular "conferences" with your Junior Leader to discuss progress and to help him/her think through each job in advance so that a maximum feeling of confidence and success may be experienced. Discuss together the following points for clear understanding:

- what is expected to be accomplished.
- what steps will be followed to accomplish the job.
- what preparation and equipment are needed.
- what help is needed.

In order for success in this project you must develop and use techniques that produce teamwork between you and the Junior Leader.

3. Spend time in discussing the contribution the Junior Leader can make to the 4-H program. You may have several members in your club interested in the project. If so, guide them first in some leadership skills; later in understanding the interests of 4-H members, and analyzing their own capabilities as a basis for division of responsibilities. Generally, the ability to use basic leadership skills precedes group understanding and the ability to analyze the group. Therefore, see that Junior Leaders become adept in leadership skills, and then understanding will follow. Above all, give as much opportunity for making decisions and freedom to carry out ideas as the Junior Leader is capable of handling.
4. Follow up a job with a word of encouragement. Take a look at "How did we do?" "Did we accomplish what we intended?" "Where could we have improved?" "I'll remember next time to ...?" Junior Leaders need to see their strengths and the places for improvement.
5. At the end of the project complete the Leader's evaluation and mark the project on the Leader's section of the score card before submitting the project for final marking.

Rewards of the Project

Everyone needs to be recognized for the successes they have felt. This recognition contributes to the positive development of personality. It is in our society an essential ingredient for a happy and satisfying life.

The Junior Leadership Project departs radically from the traditional 4-H project in the area of awards. There are no fair-ribbons, no plaques, no trophies to indicate to the Junior Leader the degree of success he/she has attained. Reward then is not readily apparent.

Leadership is an area of achievement which cannot be “judged” in competition for a blue, red or white ribbon. Who would feel capable of making such judgement in the realm of personal growth, maximum use of potential leadership abilities, and service to others?

Junior Leader’s Rewards

Having something to exhibit at various events will not seem so important to a Junior Leader who has actively helped plan and coordinate the event. They will find their greatest rewards in the satisfaction they experience in helping others—in self-improvement; in the sense of achievement in the leadership role related to that of the adult leader; and in common interests and friendships with other teen-leaders.

In other words, the Junior Leader will receive “internal” (intrinsic) rewards for a job well done. Certainly both types of awards are needed and present in the 4-H program. This is one reason why the beginning Junior Leader especially, should be encouraged to carry another project offering “external” (extrinsic) rewards to help smooth out the transition period from “ribbons” to “no-ribbons.”

How can you help these young people outgrow their traditional project awards and recognize the less tangible rewards?

Junior Leaders completing years 1, 2 and 3 will receive a certificate with seal for the appropriate year completed. These must be ordered by the Awards Co-ordinator.

Adult Leader’s Rewards

The nature of the Junior Leader project does not let the 4-H Leader measure the success of this program or even his/her own success as a leader and advisor in the traditional 4-H way. There are no material awards for 100 percent completion; the winning fair exhibit, a member showing the prized animal, and so forth.

Oh sure, occasionally someone will tell you that this member or that one is doing an excellent job as a class officer or community worker. These “acknowledgements” are only few and far between, but are harder to compare than one showman against another.

There are many ways of doing this, but here are some suggestions that have worked for other 4-H leaders like yourself:

- Discuss with Junior Leaders the satisfaction, new experiences, and privileges you have found in your own leadership experiences.
- Recognize the achievements of Junior Leaders in front of their 4-H members.
- Keep people in the community informed of the work Junior Leaders are doing and encourage expressions of appreciation from these people.
- Take advantage of opportunities for Junior Leaders to participate in community events: meetings of other organizations, workshops, radio, T. V. programs, etc.

It is equally important for you to also make a smooth transition from teaching a project to guiding a developmental process—Junior Leadership. All this means is that you must get your reward in a more indirect manner than has been customary. This reward is generally a long time in coming opposed to the more immediate recognition of a top club at the fair. Patience will become one of your greatest virtues as you advise Junior Leaders.

As a Leader of Junior Leaders, you will receive your reward through pride and satisfaction in the success of the Junior Leader, and knowing you had a hand in those successes.

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