



Oklahoma 4-H Youth Development Program

Building Leaders for Tomorrow

Instilling and developing leadership capabilities in youth and adults.

AGE LEVEL – Beginning, Intermediate, Advanced

CONCEPT OR SKILL – (Beg.)

Identifying your leadership interests – leader, follower, worker, helper, etc. (Int.) Developing teaching skills with the aid of a mentor – planning, organizing and conducting a workshop (Adv.) Plan, organize and conduct educational programs and serve as a mentor for younger members.

LIFE SKILL(S) – (Beg.) **Hands** - Leadership (Int.) **Heart** – Sharing, cooperation; **Head** – Planning/Organizing, Critical Thinking, Wise Use of Resources, Learning to Learn; **Hands** - Volunteering, Marketable Skills (Adv.) **Heart** – Sharing, Nurturing Relationships, Communications; **Head** – Planning/Organizing, Critical Thinking, Wise Use of Resources, Problem Solving; **Hands** - Volunteering, Marketable Skills

BEHAVIORAL INDICATOR – (Beg.) Like to explore new things, idolize older children and adults. (Int.) Still needs adult guidance, enjoy attention from older youth. (Adv.) Are developing community consciousness, enjoy sharing their skills and talents.

ACTIVITY 19: “Road to Emerald City”

THINGS TO KNOW:

Games can be a tool for self-discovery and evaluation by helping individuals learn about themselves and how they relate to others. Depending on past experiences, confidence within the group and learned leadership methods, an individual is often identified as playing a specific role when working in a team.

Games and activities can teach about leadership in a non-threatening environment. They quickly demonstrate the dominant or passive personalities; those who attempt to assert power over others or who tend to be the peacemakers. Activities help individuals realize their character traits through group processing which encourages critical thinking and problem solving.

One goal of 4-H is to increase leadership skills at the child’s developmental level. Members gain and develop leadership skills through participation in club activities and meetings. Leadership is not synonymous with “being an officer.” There are many levels of leadership and all are important to the success of the group. Each individual needs opportunities to find and develop their talents and skills and apply them for the good of the committee/club/team.

Steps in developing leadership skills: 1) member participates in activities (follower/worker); 2) member takes on a responsibility (helper/worker); 3) member serves on a planning team/committee (helper/worker); 4) member becomes a chair or co-chair (leader/worker/follower/helper); and 5) member eventually demonstrates they possess the skills necessary to serve in the role of “officer,” “instructor,” “teen leader,” or “mentor” (leader/coach/mentor/teacher) As a volunteer, assist club members in understanding no one leadership role is more important than another in the success of a club or committee. Each role has an important function.

As an individual develops their sense of leadership identity, encourage a variety of experience that will challenge the member to develop new skills. Distribute assignments so members gain different experiences and perspectives.

To help youth identify their leadership style and to classify leadership styles, let’s use the characters from the Wizard of Oz, the 4-H Ritual and the Life Skills Model.

This activity will be approached differently for each age level:

Beginning Level – Focus on defining and developing leadership through experience and participation.

Intermediate Level – Focus on developing and defining teaching and leadership skills with the aid of a mentor.

Advanced Level – Focus on taking responsibility for being a teacher, leader and mentor for younger youth.

Rowe et al in 1998 classified four styles of leadership: commanding, logical, inspirational and supportive.

Commanding leaders take charge, direct others and focus on control. This style would be most effective in critical situations where you want someone who can make quick decisions and give directions.

Logical leaders create plans for solving complex problems. This analytical leader can see the small pieces and details of the bigger picture and they are able to persuade others by reason.

Inspirational leaders can see opportunities for the group and are able to successfully empower group members by creating an environment of trust. Inspirational leaders are particularly important when a group has to make a big change.

Supportive leaders encourage openness within groups and try for consensus in decision-making. Supportive leaders create an environment where people feel safe to share and interact.

At the conclusion of this lesson participants should have a better understanding that we are all unique with special talents and skills and through our service to others, we can grow as an individual. Participants learn you must serve

Scarecrow (My head to clearer thinking) The Head is trained to think, to plan, to reason.

Lion (My hands to larger service) The Hands are trained to be useful, to be helpful, to be skillful.

Tin man (My heart to greater loyalty) The Heart is trained to be kind, to be true, to be sympathetic.

Dorothy (My health to better living) The Health is trained to resist disease, to enjoy life, to make for efficiency.

Wizard – (In the All-Star Emblem, the Fifth H represent the Home) The Home/Community is developed by striving to train for a home life that represents true character, comfort and contentment.



Materials Needed: Flip chart/Newsprint and markers (5 colors per group), Video or DCD of the Wizard of OZ story and VCR/DVD player and TV

Do: Watch the movie as a quick review or show it to the group as part of the activity. Then, divide into small groups for brainstorming. Give each group paper and markers. Have the group fold the piece of paper into four quadrants/fourths. With the paper spread out draw a green circle in the center. Label each quadrant with one character: Scarecrow, Lion, Tin man and Dorothy. The Wizard will be the center green circle. Depending on the concept/skill being developed (determined by age level) ask the groups to list qualities each of these characters possess that make them a good follower, helper, teacher, leader and/or mentor.

Reflect: 1) Is one character more active or passive than another to the story? Why? 2) Did any one character do most of the work? Was there someone who took charge or did the group work together and communicates to get results? 3) Did each bring special talents and character traits to the story? How did this make the team stronger? 4) What was the role of the Wizard?

Apply: 1) How can each of us find our hidden strengths? 2) How can we develop our skills and talents? 3) Should a team rely on the strengths of one or two people? Why? 4) Think about the four H's – which character represents each H's? Why? 5) What is the fifth H in the all-star emblem? What does it represent? 6) Did the Wizard encourage each person to develop their inner strengths and capabilities? How? Who are our "Wizards" in the 4-H program?