



Teen Action and Growth

Developing 4-H Teen Leaders for our club, community, country and world

Materials Needed

PowerPoint Slides for Session II-Leadership Experiences (The text content of session 2, which corresponds with each slide, has been placed in the “notes” section in the Note Page view. Print all slides in note page format for instructional purposes.)

Computer, LCD Projector and Screen
Activity Sheet 2 and Handouts 2-8
Handouts 2-8
4H.VOL.304 4-H Leadership Guide
Flip Chart paper and magic markers

Oklahoma 4-H Volunteer CORE Competencies - Educators are **strongly encouraged** to utilize the materials in Units 1, 2, and 3 to enhance and/or supplement Session 2 materials and activities. 4-H Volunteer Development Series Literature which complements this session:

4H·VOL·101, Leading a Project Group
4H·VOL·104, Public Speaking
4H·VOL·105, Recognition Model
4H·VOL·108, Understanding 4-H Events and Activities

4H·VOL·109, Planning
4H·VOL·110, Goal Setting
4H·VOL·111, Developing 4-H Project Work
4H·VOL·117, Youth-Adult Partnerships

Building Leaders for Tomorrow—A set of activities for exploring and learn about various leadership roles and the importance of each within the 4-H program. Organized by beginning, intermediate and advanced levels.

Oklahoma Club Management System - Materials in [Chapter 6](#) and [Appendix 4](#) will enhance and/or supplement Session 2 materials and activities.

Creating an Atmosphere for Learning: A series of trainings can be done as a leadership retreat, in an outdoors setting or in a classroom situation. No matter which environment is selected create an informal atmosphere by arranging the room/environment so it promotes discussion and interaction on the part of the participants.

Instructional Pointers: If an LCD projector and computer are not available, the PPT information can be written/drawn on a chalkboard, flip chart, or poster board. All information on PPT slides is included in the student handouts. Encourage participants to create a notebook for all reference materials and handouts.

One aspect of this training is providing opportunities beyond the level of “learner.” Extension Educators should provide participants with hands-on opportunity, instruction and guidance, which allow them to practice leadership skills development during training sessions. Suggestions would include, but are not limited to leading and facilitating activities and conducting review sessions during training. Involve teens that have been through the training in the past and have demonstrated their leadership abilities at the local and county level. Select individuals who will serve as excellent role models to the participants.

The key component here is, “*the educator providing adequate instruction and guidance.*” The participants are novices; they need instruction and guidance far in advance so they have time to think, prepare, and rehearse. As an educator you will need to provide adequate constructive feedback following the completion of their responsibility. Each of these steps reinforces the importance of what is being taught in the Teen Action Growth (TAG) Guide. You are their role model!

Review Session 1 and share Interview Reports

Slides 2-6

Have each participant share at least one of his/her interviews.

Review:

Definition of Leadership
6 Principles of Leadership
Attitudes of Leaders
Traits of a Leader

Overview of Session II

Slides 7

- Who is a Teen Leader
- Developing Youth-Adult Partnerships
- Developing a *Personal* Leadership Plan
- Parliamentary Procedure – Just a few Basics



Who is a Teen Leader?

A Teen Leader...

1. is 13 years of age or older,
2. usually has 3 or more years experience in 4-H and
3. has demonstrated responsibility for themselves and others.

Slides 8

Who can become a Teen Leader?

General qualifications pertain to age and experience; however, this does not mean that when you reach a certain combination of age and experience you automatically become a Teen Leader.

In addition to age and experience the individual must:

- a. Be willing to accept responsibility
- b. Exhibit consistent behavior time after time in different situations
- c. Maintain positive relationship with others
- d. Be willing to learn more about leadership
- e. Be cooperative
- f. Be willing to share

A Teen Leader Doesn't Operate In A Vacuum – A Teen Leader is aware of and considers the needs of other people. They relate to, rely on and work with others; they do not try going it alone.

Activity 1—Group Discussion

Slides 9-10

Divide audience into small groups and assign one of the following 2 questions to each group. Give each group time to report and post their ideas. Use the slides to summarize the activity.

A. **Why are Teen Leaders needed in 4-H work?**

1. Younger members look to teen leaders as a mentor.
2. Youth look to other youth for leadership.
3. 4-H provides opportunities for developing personal leadership skills.

4. To increase the number of volunteers serving local clubs, this in turn grows membership and improving the quality of individual project work.
5. To encourage young people to develop and enhance skills which will allow them to be capable, caring and competent adults.
6. Assist with 4-H program expansion and development.

How can Teen Leaders work with adult volunteers?

1. Work with adults as partners on leadership teams.
2. Develop a tentative personal leadership plan early in the program year. Share the plan with adult volunteers and advisors so they can provide support and guidance.
3. Periodically evaluate your personal leadership plan with an adult mentor, advisor or leader to determine progress and seek guidance. The teen leader is responsible for initiating the process at the convenience of the adult volunteer.
4. Continually seek resources and participate in programs which will develop and enhance your skills as a leader, teacher and mentor.



Youth-Adult Partnerships

**Activity 2—
Brainstorming**

Slides 11

Break into groups and ask each group to brainstorm about each of the following statements or questions. It is important that they don't get hung-up on anyone item or issue. Each is important and relevant. Have the group record their responses on newsprint and report back.

If time is a factor, encourage them to skip items that have already been noted by another group.

**Stereotypes Youth
have of Adults**

Slides 12

- Adults are strict.
- Adults talk down to youth.
- Adults can't remember what it is like to be a young person.
- Adults don't respect youth's ideas.
- Adults can't confide in youth.
- Adults don't listen.
- Adults have no time for youth.

From the Washington Youth Voice Project.

**Stereotypes Adults
have of Youth**

Slides 13

- Youth are lazy, apathetic – they only want to play.
- Youth are a burden on society.
- Youth lie.
- Youth can't take responsibility.
- Youth are rude.
- Youth can't make commitments.
- Youth never do anything.

From the Washington Youth Voice Project.

What Bugs Adults

Slides 14-15

- When youth are angry or disturbed and won't tell you they are upset.
- When youth stall, put off doing work, or generally act lazy.
- Young people getting easily distracted and changing course, not being able to commit to one course of action.
- Youth refusing to hear or listen to adult experience.
- Interrupting or being disruptive in a group by snide comments.

What Bugs Youth

Slides 16-17

- When adults put on a superior or condescending attitude.
- When adults convey that they know youth are irresponsible, rude, inconsiderate.
- When adults forget how they felt when they were young, and are insensitive to teenagers.
- When adults try to psychoanalyze youth.
- When adults order or assign youth to do only small tasks.
- When adults patronize, like praising youth just for showing up.
- When adults try to be "cool" or act like youth.

Tips and Tricks for Working with Adults as Partners

Slides 18

Criticism from adults does not necessarily equate to scorn. Sometimes when adults offer criticism of a youth, they are just treating the youth the same way they would a colleague. Try to remember that adults are used to critiquing each other's ideas. Just because they don't agree with you, doesn't mean that they are dismissing you.

Adults may not be aware of how capable youth are. Maybe they don't know any youth your age, so they just don't know what to expect. You can enlighten them by showing them that you are capable of handling mature situations. You can tell them a hundred times that you are mature, but showing them is the best way to make your case.

Adults will feel responsible for the success or failure of the project, so it is sometimes hard for them to share authority over it. This is what makes it hard for them to share authority over it. They need your reassurance that you are willing to share in both the successes and the failures too.

Adults are just as uncertain as young people, they have just learned to disguise it more. "I have positive interactions with youth on a regular basis," insisted one survey respondent. "Or maybe, I delude myself."

Taken from: Loring Leifer and Michael McLarney, *Younger Voices, Stronger Choices*. 1997

Do's of Working with Adults

Slides 19

Check your expectations before starting a project—what do you expect from it?

- Ask for information about the project: How would you fit into the process? What are your roles and responsibilities?
- Develop your skills so that you feel comfortable participating.
- Make an effort to really listen.
- Respect the views and experience of others.
- Be truthful!

Don't of Working with Adults

Slides 20

Advice to Adults from Youth

Slides 21-22

Advice to Youth from Adults

Slides 23-24

Handout 5 &
4H.VOL.117

- Don't hesitate to ask questions.
 - Don't hesitate to be creative, energetic, and enthusiastic.
 - Don't assume all adults will treat you like your parents treat you.
 - Don't over commit yourself!
-
- Treat us with respect, please don't humiliate us publicly, and please don't talk down to us.
 - If invited to be a part of an organization, we'd like to be as fully involved as adult members.
 - Know that we are capable and can do most things adults can do.
 - We are willing to be involved and can commit time and energy to the project and/or organization.
 - Welcome us to meetings by doing such things as offering us a seat.
 - Invite questions and answer willingly so that we can feel comfortable to ask about things we do not understand.
 - Please help us if we need help. (but ask first)
From the *Washington Youth Voice Project*.
-
- Be on time.
 - Come prepared to participate— read any notes, meetings, or other information before meetings, note any questions about your role, and learn more about the organization or project.
 - Focus on the purpose during the meeting and activities.
 - Take your role and commitments seriously.
 - Listen a lot at first to get a sense of how the group/organization functions and explore ways that you can best contribute.
 - Don't expect to understand all that you hear—but make sure to ask questions!

Developing a *Personal* Leadership Plan

Teen Leader Position Description

Slides 25

Teen Leader
Position Description

General Responsibility

A teen leader is a teen who is ready to assume a significant leadership role in the 4-H program. The teen is a reliable individual. A teen working directly with other youth needs to be a Certified 4-H Volunteer.

Help Members

- Ensure the safety and well-being of youth
- Exemplify the 4-H name through positive behavior and actions and encourage other youth to do the same.
- Committed to 4-H philosophy of learn by doing when teaching youth
- Understand the effective use of three youth development models: Experiential Learning Model, 4-H Recognition Model and 4-H Life Skills Model.
- Helps younger members with project work and records

- Helps youth enroll in projects and understand what is expected
- Helps younger members with exhibits, judging training or demonstrations and presentations so they participate in a 4-H activities

Help Club Officers

- Helps them plan, conduct and evaluate club meetings
- Works with individual officers to help them understand their roles

Work with Parents

- Visits with new 4-H parents about the club and its activities and about 4-H
- Helps them understand what is expected of members in various projects

Work with other Volunteers

- Receives 4-H leadership project materials
- Plans with adult volunteers setting goals and direction
- Plans with adult volunteers how to carry out assignments
- Keeps adult volunteers informed about progress
- Assists adult volunteers
- Evaluates his or her experiences

Be Involved in the County Program

- Participates in educational sessions provided for teen leaders
- Maintains the Volunteer Certification
- Plans and participates in teen leader projects on a county wide level.

Growing Teen Leaders

Adults assist in the teen's development by:

- a. Providing initial and continuing education
- b. Counsel during the development and implantation of their personal plan
- c. Identifying significant and challenging leadership tasks
- d. Categorize tasks as to degrees of complexity
- e. Matching tasks to teen's ability or capability.

Developing a Progressive Leadership Plan

Developing a progressive leadership plan is an important part of the leadership experience. Experiences can be viewed at three developmental levels. Mastering and demonstrating a mastery of the skills at each level is important to the successful and progressive growth of the individual.

Slides 26-28

Level 1 – Primary Leadership: At this level the Individual mentors and works “One to One” helping them plan and participate in 4-H project work, activities, and events. The individual is drawing upon their experiences and helping to guide a younger member in their project work.

Handout 7

At this stage the individual is learning about leadership and developing their skills with guidance and counsel from adult and teen mentors. Participating in an organized program such as T.A.G. establishes a solid foundation and provides proper guidance early in the teen's career. All other experience will build from this fundamental information.

Level 2 - Secondary Leadership: Teens should begin to initiate requests for greater personal responsibility. At this level in their leadership development they

Supplemental Handouts

Volunteer Development Series Literature:

- 4H-VOL-101, *Leading a Project Group*
- 4H-VOL-104, *Public Speaking*
- 4H-VOL-105, *Recognition Model*
- 4H-VOL-108, *Understanding 4-H Events and Activities*
- 4H-VOL-109, *Planning*
- 4H-VOL-110, *Goal Setting*
- 4H-VOL-111, *Developing 4-H Project Work*

are receiving supervised structured teaching with individuals or in small groups. “Structured” meaning they are researching and developing lessons/materials based on an identified need or interest. They are learning to acquire knowledge and teach that knowledge in a method best suited for the intended audience. During this phase of their leadership development they are working closely with a mentor and seeking constructive feedback on the application of their skills. They continually refine their skills each time they accept additional leadership responsibility.

Level 3 - Advanced Leadership: At this level of leadership development the individual is still working one-on-one with younger members, has become a skilled teacher and advisor in a local club and are now ready to serve as a club activity or project leader and sharing their skills at a county level. County responsibilities may include PVA activity/event planning committees, teaching/counseling at Day Camps or summer camp, helping to conduct *New Parent-Family Orientation*, serving on the Planning Advisory Committee, sharing project skills/knowledge at Parent-Volunteer Training, etc.

At the advanced level of leadership development and depending on the individual’s skill level and demonstrated record of responsibility teens can be ready to take the full responsibility for one of the following:

Project Leader: Arranges learning experiences for 4-H members enrolled in a specific project. *Requires certification* (Definition from VMS Manual)

Activity Leader: Helps 4-H members to learn through group activities such as Share-the-Fun, Public Speaking, Camping, Outdoor Education, etc. *Requires certification* (Definition from VMS Manual)

Leadership Qualification by Level of Experience

Primary Leadership	Secondary Leadership	Advanced Leadership
Minimum of one year in 4-H Have an interest in leadership and participate in Teen Leader Training Willing to learn and share	Have experience and demonstrated responsibility and skills necessary for advancement. Have a desire to specialize in one of the areas listed Have permission of club leader	Have one or more years experience as a Teen Leader or equivalent experience Continues to demonstrate skill advancement and responsibility, as well as follow-through. Permission of the club leader Permission of the County Extension educator

Example of a Progressive Leadership Plan

Key to Level of Teen Leader Experience

I—Individual leadership experience

LC—Club leadership experience

C—County leadership experience

Simple Leadership Tasks

Complex Leadership Tasks

1st year

2nd year

3rd year

4th year

Personal Leadership Plan

Primary Leadership		Level	Secondary Leadership		Level	Advanced Leadership		Level
Mentor a junior member – help them with talks and demonstrations	I		Teach project work one on one or in a small group with the assistance of an adult volunteer.	I		Project or Activity Leader	I	
Be a club officer	I		Assist club officers	LC		Conduct Officer training for a junior club	LC	
Serve on local committees	I		Chair a local committee	LC		Serve on a county PVA planning committee	C	
Assist with displays	I		Plan and organize a meeting	I		Fair Superintendent	C	
Visit with and assist new families	I		Assist with talks and demonstrations	I		Plan, conduct and evaluate an activity	I	
Assist another teen with presenting a local workshop or program	I		Conduct a local workshop	I		Mentor a younger teen in learning to plan and conduct a workshop or program	I	
Assist with enrollment	I		Organize health and safety, and citizenship activities for the local club	LC		Serve on Program Advisory Committee	C	
Recruit new members	I		Jr. Superintendent for Fair	I		Awareness and practice of teamwork	I	
Assist Project Leaders	I		Conduct a tour	I		Camp counselor	C	

Activity 3— Brainstorming

Divide into groups and allow 10 minutes for brainstorming additional ideas related to teen leadership opportunities at the primary, secondary and advanced levels of leadership development. Share lists. This exercise is to encourage the teens to reflect and apply what has just been covered. It will be helpful when they develop their *Personal Leadership Plan*.

Teen Leadership Opportunities in the Local Club

It is a privilege to serve as a teen leader of a 4-H club. Below are some additional ideas for developing your personal leadership plan.

ACTIVITY LEADERSHIP

- Help club social chair plan and carry out recreation for a club activity.
- Promote and help members prepare for 4-H camp. Serve as camp counselor.
- Plan and conduct special programs for new 4-H parents and families.
- Help club community service committee plan and conduct at a service learning activity.
- Help 4-H members plan and conduct a club safety project/program.
- Work with a committee to plan and conduct an international/cultural program.
- Help 4-H members plan and conduct a community beautification program.
- Help members and families to understand 4-H Recognition Model and county awards programs.
- Encourage member participation and preparation for county activities such as fairs, judging events, Share the Fun, Fabric and Fashion, Public Speaking Event, Mall Day, etc.
- Work with club members to coordinate a Volunteer Recognition program for club parents and volunteers.

PROJECT LEADERSHIP

- Help 4-H'ers set goals, select appropriate projects and get supplies and resources.
- Assist in teaching project skills, visit member to check on progress in project work and celebrate/evaluate the final results.
- Encourage and teach members how to keep project records.
- Help members learn principles and standards of judging projects.
- Help members plan and arrange for project exhibits by organizing participation in project activities such as Fabric and Fashion, Foods Fair, Arts and Hobby Show, Healthy Living Fair, Judging Contests, Public Speaking Event, etc.
- Help members select topics, develop and present talks and demonstrations.
- Lead discussions related to specific 4-H projects.
- Make arrangements for field trips.
- Plan and conduct career exploration activities related to projects at project meetings.

ORGANIZATIONAL LEADERSHIP

- Recruit and help retain new members.
- Conduct a welcome and orientation for new members and families.
- Visit one-on-one with parents of new members to explain 4-H and project work.
- Assist with training and installation of officers.
- Help officers understand and carry out their duties, plan agenda for club meetings.

- Help teach younger members parliamentary procedure.
- Help committee with On TRAC plans (Monthly Program Plan). Be sure all families have a copy of the annual plan.
- Assist with preparing annual reports necessary for maintaining Club Charter.
- Help plan and conduct club fund raising activities.
- Help coordinate transportation and chaperones for club activities.
- Provide a local recognition program for members and volunteers.

Who is important to “your” career as a teen leader?

You – the Teen Leader

Local Adult Volunteers - Organizational, Activity and Project Leaders

4-H members

Extension educator(s)



Parliamentary Procedure—Just a few *Basics*

The Importance of Parliamentary Procedure

1. It is needed as a professional, in civic meetings, school, faith groups, etc.
2. It is a set of rules, which when used properly contributes to pleasant and efficient meetings.
3. Based upon two principles:
 - a. The right of the majority to rule.
 - b. The right of the minority to be heard and projected.

Activity 4— Parliamentary Procedure quiz & Role Play

Activity Sheet 2 - Use the quiz as a tool to facilitate discussion about parliamentary procedure. Ask participants to correct their own quiz as you proceed through this section of Session 2. Review all of the answers as Session 2 concludes.

Role play handout 2 “Divine Guidance.” or “Ghost of a Dead Meeting”

Preparation -

Participants should be asked in advance to participate in the role play.

The “Divine Guidance” is a fun way to role play an ineffective meeting. By using correct parliamentary procedure and by doing effective program planning this type of confusion at 4-H club meetings can be eliminated.

As time allows—**Role play** handout 3 “Order of Business for 4-H Club Meeting”

Discuss how the club meetings on handouts 2 & 3 differ.

Give the participants Handout 4 to follow along with during the discussion on basic parliamentary procedure.

Activity Sheet 2
Handouts 2, 3, 4 and
4H.VOL.304

4-H Business Meeting

Slides 29-31

ORDER OF BUSINESS

- 1) Call to Order
- 2) Secretary read minutes
- 3) Report of committees
- 4) Unfinished Business
- 5) New Business
- 6) Announcements
- 7) Adjourn Meetings

RULES FOR HANDLING A MOTION

1. *Order of Precedence of Motions*

Precedence means, “the order in which motions may be proposed, considered and/or disposed of.” The order in which the most frequently used motions is to be handled:

- 1) Privileged Motions
 - a) – Adjourn
 - b) – Recess
 - c) – Question of Privilege
- 2) Subsidiary Motions
 - a) Postpone Temporarily (Lay on the Table)
 - b) Vote Immediately (Previous Question)
 - c) Limit Debate
 - d) Postpone Definitely
 - e) Refer to a Committee
 - f) Amend
 - g) Postpone Indefinitely
- 3) Main Motions
 - a) Main Motions
 - b) Specific Main Motions
- 4) Incidental Motions

The basic rule is that when a motion is pending, any motion of higher precedence may be proposed, but no motion of lower precedence may be. For example, if a main motion is pending, a subsidiary or privileged may be made.

Incidental motions have no order of precedence among themselves. As a group, they rank between privileged and subsidiary motions. Since they arise incidentally and are disposed of as raised, they present no precedence problems.

MAIN MOTIONS

- a. Member is recognized by Chair
- b. Member makes or proposes a motion: “I move that..”
- c. Another member seconds the motion
- d. Chair states the motion to the assembly
- e. The Chair calls for discussion of the motion
- f. Members discuss the motion pro and con, may move to amend

- g. The Chair takes a vote on the original motion or the motion as amended (The amendment has priority over the original motion.)
- h. The Chair announces the result

AMENDMENTS

- a. A member moves to amend the motion
- b. Another member seconds the motion to amend
- c. The Chair states the amendments to the motion
- d. The Chair calls for discussion of the amendment
- e. Members discuss the amendment to the motion
- f. The Chair states the amendment and the result of the vote

Effective Meetings

Slides 32-33

RESPONSIBILITIES OF THE COMMITTEE CHAIR OR PRESIDENT

- 1) Arrange for meeting date, time and location.
- 2) Confer with adult advisor, leader and/or executive committee in preparing the agenda/order of business.
- 3) Provide and follow agenda as you facilitate the meeting. Start and end the meeting on time. Do not dominate the meeting but facilitate the meeting.
- 4) Delegate responsibilities to committee/club members. Maintain interest among membership. Set a good example of sportsmanship, leadership, citizenship and cooperation.
- 5) Keep an accurate written record of committee action in cooperation with secretary/recorder.
- 6) Serve as a link between committee, officers, leaders and club.
- 7) Counsel and inform with adult volunteers/advisor.
- 8) Present committee recommendations to the local club for action.

Initial Committee Meeting

- Review the purpose and objective of the committee
- Review Schedule from previous year
- Review recommendations from previous year
- Confirm details for current year: date, time, location, deadlines, budget, donors, etc.
- Review outline and timeline of what needs to be done
- Make assignments to committee members
- Summarize decisions and deadlines

Sub sequential Committee Meetings

- Reports and follow-up on individual assignments.
- Double check progress on timeline
- Make sure all committee members have information, materials and contacts to accomplish assignments.
- Work through challenges
- Summarize decisions and deadlines

Wrap-up Committee Meeting

- Review assignments, timeline, schedule, date, location, purpose and objectives.
- Prepare detailed recommendations for the next group.
- Provide advisor/club leader/extension educator/pastor/etc. with copies of all materials (job assignments, timeline, agendas, minutes, committee members, recommendations, schedules, correspondence – contact, confirmation and thank you letters, etc.)

Activity 5—Role Play

Taking it a Step Further

If there is sufficient time, a parliamentary drill could be held to teach and to test members in parliamentary procedure. Try to allow each individual an opportunity to chair. Drill topics may include:

- 1) Securing and handling main motions and amendment.
- 2) Securing and handling subsidiary and privileged motions.
- 3) Conducting an election of officers.
- 4) Select a Chair
- 5) Introduce Business
- 6) Call the Question or Point of Order
- 7) Adjourn

The instructor must be prepared to have selected class members to make motions and amendments on cue. This can best be done by printing hypothetical motions and amendments on slips of paper and pass them out to the selected class members when action is desired.

Example of a parliamentary drill

The instructor will select a chair and instruct him/her to start the drill with the statement: *“Is there any further business?”*

Example:

Give a class member a slip stating a main motion. During the discussion of this main motion, pass out a slip with an amendment. During the discussion of this amendment, pass out a slip with an amendment to the first amendment. Before final disposal has been made of the amendment and then main motion, have a student to propose another main motion. (This should be declared out of order.)

Again, before disposal is made of the main motion, have a class member to move to take a recess (This is a privileged motion and takes precedence over the main motion.)

The instructor can make the parliamentary drill as difficult as desired by adding different types of motions to the drills.

A mock election can be held for specific offices by having the chair to open with the statement: “Nominations are now in order for _____ office.”

Have the class make two or three nominations and test the chair’s knowledge of closing nominations and voting on nominees.

(Nominations can be closed if a member makes a motion to do so and it receives a 2/3-majority vote or the chair can close nominations by asking, “Are there any further nominations?” If none, and after a brief pause the chair can declare the nominations closed and proceed with the voting.) The first one nominated is always the first one voted on.

The use of parliamentary procedure is necessary in your role as a teen leader, if used properly it will contribute to more successful meetings.

Summary

Slides 34-35

Handout 8

Role of the Teen Leader – Develop your skills and knowledge of leadership. Apply those skills in planning, conducting and evaluating local and county 4-H events and activities. Encourage younger members to complete project work and develop their leadership skills by assuming responsibilities in their local club.

In developing your Personal Leadership Plan start with simple known tasks and progressive increased responsibility and more difficult tasks as your experience increases.

Beliefs about Teen Leaders

1. It is an honor, a responsibility and an opportunity for personal development
2. Valuable opportunity for “Learning by Doing”
3. Leadership skills are learned skills
4. Leadership is shared
5. Work with cooperatively with adult volunteers
6. Leadership development and experience takes planning
7. You deserve acknowledgment for sharing your time, talents and resources

Outside Activity for next time: Outline a *Personal Leadership Plan* for the next 2 years

In Session III we will discuss:

Designing a Learning Experience
Teaching Techniques
Program Planning and Development