



# Teen Action and Growth

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

## Materials Needed

PowerPoint Slides for Session IV Growing in Leadership (The text content of session 4, 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 6-8  
Handouts 6, 13 and 14  
Flip Chart paper and magic markers  
Masking Tape

**T<sup>3</sup> - Training the Trainer to Teacher** – Educators are **strongly encouraged** to utilize the T<sup>3</sup> curriculum Unit 5 - Young People as Learners, to enhance and/or supplement Session V materials and activities.

**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 5 materials and activities. 4-H Volunteer Development Series Literature which complements this session:

4H·VOL·102 Understanding Boys & Girls  
4H·VOL·116 Understanding Behavior  
4H·VOL·120 Celebrate Diversity

4H·VOL·101, Leading a Project Group  
Building Character, OSU Fact Sheet T-2141

**Many Faces, One People:** A Multicultural Training Guide (OK 4-H Lit. No. 495) – Educators are **strongly encouraged** to use activities and information contained within the guide to support and expand upon the diversity education addressed in Session IV of the Teen Action and Growth curriculum.

**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.

**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 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 Leader Training (TAG) Guide. You are their role model!

## Review and Reports from Session III

Slides 2-21

Have each participant turn in the written workshop/lesson plan. Take a few minutes and have them share some of their plans and ideas.

Educators are strongly encouraged to review and provide written comments and suggestions for each participants plan. Return the outline and make sure that they know they will be expected to conduct the lesson and turn in a summary/evaluation of the program within the year. Have the participants use the experiential learning model as the method/guide for completing the summary. This reinforces the use of the model and the benefits it can provide in the development of their life skills.

Review is important, as repetition increases retention. Consider letting youth do the review. This provides opportunity to present and instruct.

Review:

- 6 Principles of Leadership
- Attitudes of Leaders
- Traits of a Leader
- Qualifications for Teen Leadership
- Do's and Don'ts of working with Adults
- Advice to Youth from Adults
- Beliefs about Teen Leaders
- 4-H Recognition Model
- Environment for Learning
- Needs of Learners
- The Teachers Role
- The Cone of Experience
- Experiential Learning Model
- Teaching Methods
- Importance of Planning
- Steps in Planning

## Purpose of Session IV

Slides 22

1. To review leadership techniques
2. Understanding the Ages and Stages of Youth Development
3. Introduction to sensitivity and understanding of diversity
4. How to plan and conduct meaningful meetings
5. Personal assessment of leadership skills
6. Evaluation of your leadership experiences
7. Knowing when you're a good leader



# Ages and Stages

## Ages and Stages of Youth Development

Handout 4H-VOL-102

A good leader has an understanding of the needs, abilities, and interests of those that they lead.

### Guidelines for Successful Leading

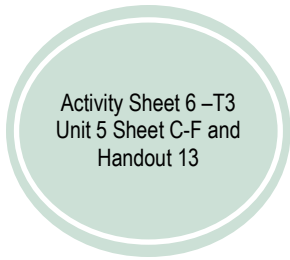
1. Be sensitive to feelings of members. See that an atmosphere of warmth and acceptance is provided to help members feel comfortable.
2. Work individually, as well as collectively with members. Provide some time to work with each member as an individual, especially in helping to set goals, plan activities and evaluate progress.
3. Individual integrity is encouraged when the member is considered for what he/she is, rather than for what he/she does. Accept youth as they are rather than as you wish them to be.
4. Recognize and allow for individual differences. Youth vary in ability, interests, desires, areas of sensitivity and goals.
5. The progress of the individual can best be rewarded by praise from the person working most closely with him/her, rather than by a comparison of his/her work with other members.
6. Records are only one way to evaluate progress. Recognize the value of self-evaluation methods and use them. Youth will compare themselves to others as they assess their progress. The leader must help them learn to evaluate their progress in comparison to their earlier efforts, rather than to others.
7. Recognize that competition can be cruel. Youth should be given the opportunity to elect individually whether or not to compete without being pressured.
8. Recognize that the ability and willingness to accept responsibility is learned through opportunity and practice.
9. Decision-making is learned through practice in reviewing alternatives, making a choice, setting goals and evaluating progress.
10. Use a democratic approach. Work with members to make decisions jointly.

Through every phase of the planning process keep in mind the target audience. Knowing the general characteristics of your audience and the implications for you, the volunteer-teen leader, will be of assistance in planning a successful program.

The 4-H program divides membership into four age divisions:

- 5-8 year olds
- 9-12 year olds
- 13-15 year olds
- 16-19 year olds

## Activity 1—Ages and Stages Puzzle



Slides 23-27

Photo copy each puzzle on a different color card stock. Trim and cut each puzzle apart. Place the pieces for each puzzle in an envelope.

Divide the participants into four groups. Give each group a puzzle to complete. Once the puzzle is assembled they are to predict which of the four age groups it represents.

Then have the group make a list of implications for a volunteer who will be working with a group who exhibits the characteristics represented on the puzzle pieces. Have them list one implication for each puzzle piece.

Have each group report.

Review table (pgs 5) of 4H·VOL·102.



## Sensitivity to Diversity

### Activity 2—Our Civil Rights

Slides 28

The primary purpose for this session is to develop skills in recognizing stereotypes and learning how to recognize, appreciate and be sensitive to diversity. Using the words “special” and “unique” may help the participants realize that it is not bad to be different.

#### Our Civil Rights

*Written by elementary school kids in Iowa.*

I have a right to be happy  
and to be treated with compassion in this group:  
This means that no one will laugh at me or hurt my feelings.

I have a right to be myself in this group:  
This means that no one will treat me unfairly because  
I am black or white, fat or thin, tall or short, boy or girl.

I have a right to be safe in this group:  
This means that no one will  
hit me, kick me, push me, pinch me, or hurt me.

I have a right to hear and be heard in this group:  
This means that no one will  
yell, scream, shout or make loud noises.

I have a right to learn about myself in this group:  
This means that I will be free to express my feelings and opinions without being  
interrupted or punished.

Use the following questions to facilitate discussion of the poem.  
*Read paragraph 1 and ask:*

- What does compassion mean?
- Why is it important for each person not to have their feelings hurt by laughter or in other ways?
- Have you ever had your feelings hurt? What happened?
- Have you ever hurt another person's feelings? What happened?

*Read paragraph 2 and ask:*

- What does it mean to be yourself?
- What can you say to a person who wants you to be like him or her?
- Have you ever seen someone being treated unfairly?
- Have you ever treated someone unfairly because of his or her size, color, or sex? (For example: did you keep someone from playing with you because of the way they looked?)
- Has anyone treated you unfairly because of the way you look? What happened? Tell us how you felt.

*Read paragraph 3 and ask:*

- What does it mean to be safe?
- Can you think of when you didn't feel safe? What happened and what did you do?
- Have you ever made someone feel unsafe? What happened?

*Read paragraph 4 and ask:*

- Why is it important that each person be heard?
- Have you ever forgotten about someone else's right to be heard? What happened?
- Has anyone ever forgotten that you wanted to be heard? Tell us how you felt.

*Read paragraph 5 and ask:*

- What is an opinion?
- Have you ever wanted others to learn about your ideas and opinions?
- Why is it important for us to learn about other people?
- Have you ever been interrupted when you were giving your idea?
- Have you ever interrupted another person when they were giving their ideas?

Every person has rights and we all need to respect each other's rights. Are there other rights that you think should be included? We often discuss rights in relation to responsibilities they bring. (For example: if we have the right to be happy and treated with compassion, we also have the responsibility to help others be happy and to treat them with compassion.)

We all have rights and responsibilities as members of the human family, as well as our own family.

### Activity 3—People Packages

Wrap two packages. One package should contain something that is not desirable as a gift, such as some dirt or rocks. This package should be wrapped very nicely, in fancy paper and with a ribbon, if possible. The other package should weigh about the same and contain a desirable gift that could be shared, like gum or candy. It should be wrapped in old newspaper or some unattractive manner.

*Ask the group:*

Have you ever felt stereotyped? Did you feel someone saw you not as an individual, but in terms of what they know about a group with which they identify you? What did it feel like? Did you feel trapped, like being in a box?

*Ask the group:*

- Which package will make the best gift for someone? How can you tell?
- (Hold up one box at a time.) What do you think might be in the box? Can you tell what is in a package by looking at the outside? How do you find out what is in a package?
- Take a vote to figure out which package they want to open.

*Before opening it ask:*

Do people come in packages? If they say, “NO”, then say: “Well, let me describe my people package.” Describe yourself something like this: My package is 5’ 3” tall, wrapped in dark brown skin and decorated on top with thick straight brown hair, and two hazel eyes.

*Ask again:*

Do people come in packages? Who can describe their people package? Allow several to share their description.

Is there another people package in the world exactly like yours? Even if you had a twin? Why not? (different voice, personality)

Point to one person and say: “I can tell by looking at this people package that he/she doesn’t like ice cream.” Ask them what they think of that comment. “How do you find out what a people package is like inside?”

Ask someone to open the gift the group selected. (Usually, they select the pretty one.) Instructor opens the other one for comparison. Ask the participants what this lesson means where people are concerned. Stress that you have to get to know a person before you can see what they are like inside. You can’t make a good decision judging from the outside. Let the group share the treat.

Sometimes the mental pictures or stereotypes we have of people can cause us to be prejudice, whether these pictures are accurate or not. Have the group brainstorm a list of stereotypes they have experienced or observed. Compare their list with slides 30-31. Ask if they feel the stereotypes used to describe these groups are accurate, partially accurate or completely inaccurate? What do they base their answers on?

Slides 29-30

# Understanding Stereotypes



Slides 31-32

## Stereotypes Defined

Lets compare the word stereotype with five words that have related meanings. Lets define each by brainstorming the ideas you associate with each of them.

- Generalization
- Stereotypes
- Bias
- Prejudice
- Discrimination

### What does it mean to generalize?

We regularly draw conclusions as we sort out information about people and events around us during the day. We generalize to predict what to expect and how to act as. (For example: when we meet someone for the first time.) From one experience, we sometimes project an image into an entire group. Generalizations are often based on limited experience or insufficient facts, and therefore can be inaccurate. They can lead us to draw hasty conclusions or make sweeping statements.

### What does it mean to stereotype?

Stereotypes are over simplified generalizations that become fixed in our mind. They are mental pictures we have of a group of people that we then apply to individuals and we interact with them on the basis of that perception. So we can say that stereotypes distort our ability to perceive people as they are. They are expectations of what a person is like based on assumptions rather than fact.

Stereotypes ignore the fact that people are multidimensional; that people within groups are unique individuals and different from one another. They do not take into account the here-and-now specifics of the person or situation. Prejudice and bias are often based on stereotypes. Often stereotypes are partially true or have some historical validity. Stereotypes may be accurate or inaccurate, complimentary or derogatory. Is 4-H stereotyped?

### What is bias?

We are biased when, for subjective personal reasons we fail to be objective about people or issues. Bias is a particular tendency or inclination for or against someone or something, which impairs our ability to be objective. People will say, "I am biased in favor (or against) \_\_\_\_\_," or "I'm partial to \_\_\_\_\_." Even more frequently now we hear of "bias crimes."

### What is prejudice?

It is a prejudgment, an irrational, negative belief and feeling about members of certain groups. Prejudice is biased against what is different and its victims are treated as objects and not as persons. Stereotypes are often given as specific evidence to support and reinforce prejudice. Hint for trainer: Prejudice is a judgment based not on the individual but on the group they belong to.

### What is discrimination?



We discriminate when we show unequal and unfair treatment of a group or individual because of race, religion, age, physical ability, gender, etc. When people act on the basis of their prejudices and stereotypes they are guilty of discrimination. Prejudice is an attitude while discriminations is the action that

## A Colorful Perspective

### The Story of the Rainbow

(An American Indian Legend.)

Once upon a time, all the colors in the world started to quarrel; each claimed that he was the best, the most important, the most useful, the favorite.

Green said, “Clearly I am the most important. I am the sign of life and of hope. I was chosen for grass, trees, leaves – without me all the animals would die. Look out over the countryside and you will see that I am in the majority.”

Blue interrupted. “You think only about the earth, but consider the sky and the sea. It is water that is the basis of life and this is drawn up by the clouds from the blue sea. The sky gives space and peace and serenity. Without my peace, you would all be nothing but busybodies.

Yellow chuckled. “You are all so serious. I bring laughter, gaiety and warmth into the world. The sun is yellow, the moon is yellow, the stars are yellow. Every time you look at a sunflower, the whole world starts to smile. Without me there would be no fun.

Orange started next to blow her trumpet. “I am the color of health and strength. I may be scarce, but I am precious for I serve the inner needs of human life. I carry all the most important vitamins. Think of carrots and pumpkins, oranges, mangoes, and pawpaws. I don’t hang around all the time, but when I fill the sky at sunrise or sunset, my beauty is so striking that no one gives another thought to any of you.”

Red could stand it no longer. He shouted out, “I am the ruler of all of you, blood, life’s blood. I am the color of danger and bravery. I am willing to fight for a cause. I bring fire in the blood. Without me the earth would be as empty as the moon. I am the color of passion and of love; the red rose, poinsettia and poppy.”

Purple rose up to his full height. He was very tall and spoke with great pomp. “I am the color of royalty and power. Kings, chiefs and bishops have always chosen me, for I am a sign of authority and wisdom. People do not question me – they listen and obey.”

Indigo spoke much more quietly than the others, but just as determinedly. “Think of me. I am the color of silence. You hardly notice me, but without me, you all become superficial. I represent thought and reflection, twilight and deep waters. You need me for balance and contrast, for mediation and inner peace.”



And so the colors went on boasting, each convinced that they were the best. Their quarreling became louder and louder. Suddenly there was a startling flash of brilliant white lightening: thunder rolled and boomed. Rain started to pour down relentlessly. The colors all crouched down in fear, drawing close to one another for comfort.

Then Rain spoke. "You foolish colors, fighting among yourselves, each trying to dominate the rest. Do you not know that you were each created for a very special purpose, different and unique. We love you all and we need you all. Join hands with one another and come with me."

With that, they were stretched across the sky in a great bow of color, as a reminder that we can live together in peace, a sign of hope for tomorrow. So whenever we've had a good rain, and see a rainbow in the sky, let us remember to appreciate one another.

Note: Adapted from an Indian legend written by Anne Hope, 1978. From Training for Transformation: A Handbook for Community Workers by Anne Hope and Sally Timmel, Mambo



## When You are in Charge

Handout 6 and  
13

Slides 33

Many occasions arise where 4-H members have an opportunity to be "in charge" of a meeting. Business meetings (local 4-H meetings), committee meetings, awards programs, assemblies and workshops to name a few.

This role is called, "Presiding", Chairperson, Master or mistress of Ceremonies, or simply, "in charge." In any case, this is the person who calls the meeting to order, introduces others taking part and dismisses the group.

The persons who serve in this role are selected for a reason. It may be because of the office they hold, their past experience or their ability. Regardless of the reason selected, much is expected of the person who chairs a meeting.

The purpose of this material is to help 4-H members who serve in these roles.

### The Chairs Role

Slides 34

#### **Your Role is Important.**

The chair can "make" or "break" a meeting. Keeping the meeting running smoothly while making it a positive experience for the audience should be the primary goal of the chair. The chair is responsible for coordinating a meeting, distributing responsibilities and following up with those with assigned responsibilities.

## Poor Meetings

Slides 35

### Most Common Complaints About Meetings

Mitchell Nash, a partner of Interaction Associates Inc., a training and consulting firm says the most common complaints about meetings include:

- ◆ The purpose of the meeting is unclear.
- ◆ The meeting participants are unprepared.
- ◆ Key people are absent or late.
- ◆ The conversation veers off track.
- ◆ Meeting participants don't discuss issues – they dominate the conversation, argue or take no part at all.
- ◆ Follow up on decisions made at the meeting is not completed.

An executive at a software Engineering Institute in Pittsburgh may have said it best in an anonymous survey, *“A place where you keep the minutes and lose the hours.”*

Meetings work with planning and organization. D'Abruzzo, a quality manager for McDonald's Corp. in Pittsburgh said “Planning and organization keep meetings on track.”

## Meeting Management

Slides 36

Lippincott's book – “Meetings: Do's, Don'ts, and Donuts,” provides guidelines for meeting management:

1. State in one or two sentences exactly what you would like your meeting to accomplish.
2. Decide whether a meeting is the best way to accomplish this. If so, distribute an agenda at least a couple of days in advance.
3. Set ground rules to maintain focus, respect and order during the meeting.
4. Take responsibility for the outcome of the meeting. (For example: help keep the discussion on track and help resolve conflicts.)
5. If your meeting isn't working, try other tools. They could include; brainstorming or computer software that helps create an agenda.

“A meeting is a process that begins when you decide to have one, and it doesn't end until all the action items are completed.” -Lippincott

Snacks add a nice social dimension to meetings, but Lippincott cautions against conducting a meeting while people are eating a full meal. She says, “Serious business is hard to conduct while people are stuffing their faces.”

## Reasons for Calling a Meeting

Slides 37

- ◆ To convey information to a group.
- ◆ To solicit information.
- ◆ To answer questions.
- ◆ To make a decision as a group.
- ◆ To sell something.
- ◆ To brainstorm.

## Bad Reasons for Calling a Meeting

Slides 38

- ◆ They are always held at a certain time.
- ◆ These things have always been done in the meetings.
- ◆ To look important and in control.
- ◆ To get out of the office for a while.
- ◆ To look busy.

## Keeping Meetings on Track

Slides 39

### Before the Meeting

1. Dress appropriately. Your appearance should be a positive example. As a rule: dress one level above how you want others to dress. *Set the example.*
2. Arrive at the meeting place ahead of time. Is it unlocked? Lights on? Check the room temperature. Is seating adequate?
3. Review your notes.
4. Are others on the program present?
5. Have your notes, paper and a pencil.
6. Be prepared for last minute changes.
7. Visit with others who are working with you.
8. Watch for visitors. Should they be introduced?
9. Be available so others can find you. Concentrate on your responsibility.
10. If crowded for time, ask others to help with details.
11. Check the time. Begin on time. Others may have made sacrifices to arrive on time. Do not waste their time.
12. If appropriate, arrange for others to be seated on the stage before the meeting begins.

These same principles would apply to meetings conducted electronically. Make necessary modifications.

Slides 40

### Starting the Meeting

Gradually get the attention of the audience. If people are still coming in, encourage them to be seated. While in front of the group, politely ask someone close to the door to assist in seating the audience. Just stand and observe as the group gets settled. Don't "officially" begin until you have their attention. Once you start the meeting, be sure everyone hears every word being said.

### Opening Remarks

Make everyone welcome. Look them in the eye and say, "welcome." Smile with a positive tone of voice. Promise the group an interesting assembly (meeting, workshop, etc.). Share or review some recent experiences which are common to everyone or quickly review the purpose or objective. Relate remarks to the occasion. Call attention to individuals in your remarks.

### Presenting Other People on the Program

Usually several other individuals will appear on the program. Be sure each is introduced so that they have the undivided attention of the group. Plan your remarks. Sometimes it is best to introduce more than one at a time, such as when a meeting opens with an invocation, flag salute, and 4-H Pledge. Be alert to asking the group to "stand" or "be seated."

### **Introducing Guests**

Prepare a list of names and correct titles ahead of time. Practice the pronunciation of names. Plan ahead as to how you want to handle introductions. Do you want guests to stand when introduced? Remain standing until all are introduced? Audience applause after each is introduced or after all is introduced? Give your instructions clearly.

After all guests are introduced, express appreciation for attendance.

### **Conducting Business**

Keep the meeting orderly by following the agenda. As the group begins to veer away from the order of business bring them back on track. With the aid of a well planned agenda all questions or areas to be addressed will have been considered and included in the order of business.

### **Introducing the Guest Speaker**

The guest speaker is one of the highlights of the meeting. This person has been selected because of their special ability to make a contribution to the occasion. Usually, they have traveled to be at your meeting, so are due special attention.

The M.C. should secure information ahead of time to help in making the introduction. Visit with this person when they arrive to make them welcome, thank them for coming and listen for other details to add to your introduction.

Conclude your introduction so that complete audience attention is given to the speaker.

Ask the group to join you in giving the speaker a 4-H welcome (applause). Remain at the podium until the speaker steps up. Shake their hand, if you feel comfortable in doing this. Be seated.

The moment of transition when the speaker steps up and you are seated is important. Think through how you will handle this so it will be comfortable for both you and the speaker. Plan your moves and be decisive.

Listen carefully as the speaker is talking, and plan your follow up remarks. After the speaker has finished, be sure to express appreciation for their talk, and make any other remarks which are appropriate, but do not review the speech in detail. After your remarks, you may want to ask for another “hand” thanking the speaker.

### **Announcements**

Other people may ask for an opportunity to make announcements or ask you to make them. Usually, this should be done near the end of the meeting. If you make the announcements, take notes so you will convey the message accurately. Announcements are not business. If in writing on the agenda do not read. Just highlight or ask if there are any questions.

## Adjourn

Adjourn on a pleasant note. Be aware of the mood of your audience. Sometimes, if the audience is restless and is anticipating adjournment, they will begin to leave before you are finished.

## Helping Aids

Handout 13 that will help teens plan and conduct a meeting. Your advisor may ask to review these forms occasionally to check progress.



# Self-Evaluation of your Skills

## Assessing your Leadership Readiness Profile

Activity Sheets 7  
and 8 Handout 14

Have each participant complete Activity Sheet 7, *The 4-H Leadership Readiness Profile*. This will assist them in determining their strengths and weakness and provide a guide for planning for future leadership training experience.

Divide participants into groups and have them complete Activity Sheet 8. Encourage each group to reach a group decision on each question. Have a reporter for each group present group decisions.

Leadership skills are developed over a lifetime. A good leader is always looking to improve and further develop their skills. This requires consistent and sincere self-evaluation. Following a meeting or program take a few minutes to consider the following questions. Try to build these ideas into each program! Handout 14 is an evaluation form, which complements Handout 10, Lesson Planning Guide.

1. Were the objectives of the meeting clear?
2. Did I give each member a chance to actively participate?
3. Did I praise or encourage each person in some way?
4. Did I plan for differences in abilities and interest of youth?
5. Did I plan for age level differences?
6. Did I involve the parents in some way?
7. Did I give members a chance to assume responsibility when it was appropriate?
8. Did I enjoy working with the young people?

## You Can be a Good Leader if...

1. Are Democratic - Encourage everyone to have his say in order that a democratic decision may be reached. Imposing your will on others will limit their development.
2. Delegate Responsibility – Let others feel that they have a part in running the club, but be ready to offer assistance if needed. Do not assign a job beyond the ability of the individual. Make a practice of letting them choose their own jobs.
3. Show and Develop Interest – Let others know what they do and contribute is important. Listen to their opinions; try out their ideas, and encourage them to make their own decisions.

Slides 41

4. Give Praise and Recognition - Give recognition for a job well done. Do not give praise unless truly deserved.
5. Discipline Privately – Do not embarrass anyone by disciplining him or her before others. A friendly talk in private will be far more effective. Never punish the whole group because a few are misbehaving, but encourage the group to develop behavior standards to control their own behavior.
6. Are You Sure Of Your Facts – This is one of the best ways to increase your confidence and gain the confidence and respect of the others. Remember, also, knowing the facts, helps 4-H members to be confident.
7. Plan Ahead – Planning is the key to success. Know what you are doing and where you are going. Allow plenty of time for planning with your members.
8. Keep Sight of Goals – Know the goals of your group and guide the group towards these goals. Discuss goals and their achievement with your members.
9. Have A Positive Attitude – Make the Best of Things. Complaining wastes time and energy and causes discord. Be sympathetic, creative and have a positive attitude.
10. Understand Others – Through understanding others and appreciating their point of view more can be accomplished harmoniously. In any “problem” situation, strive to understand why young people act as they do.
11. Be Friendly - People think and act their best in a friendly, relaxed atmosphere. Try to help each person to feel secure and wanted in the group.
12. Be A Member Of The Group – Do not set yourself apart from the group. It is better to pull than to push. Show young people that you admire and trust them.

## Graduation

Invite parents to the graduation ceremony.

Provide the teens an opportunity to share what they learned.

Handout 15

**4-H Teen Leader**

Oklahoma Cooperative Extension Service  
4-H Youth Development

**Name of Recipient**

Has successfully completed the training and requirements for being a 4-H Teen Leader and assumes all of the rights, responsibilities and privileges associated with this leadership role.

Month and Year: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

