

Leadership ROAD TRIP

Where Are You Going?



Name _____

Age _____

(As of January 1 of the current program year)

Club name _____

Club advisor _____

County _____

AUTHORS

Michelle Adkins, Extension Educator, Ohio State University
Extension, 4-H Youth Development
Mark Light, Extension Educator, Ohio State University
Extension, 4-H Youth Development
Gwen Soule, Extension Educator, Ohio State University
Extension, 4-H Youth Development
Cassie Turner, Extension Educator, Ohio State University
Extension, 4-H Youth Development

REVIEWERS

Karen Argabright, 4-H Volunteer and Graduate Student,
Department of Agricultural Communication, Education,
and Leadership, The Ohio State University
Jane Keyser, Extension Educator, Ohio State University
Extension, 4-H Youth Development

PRODUCTION TEAM

Michelle Brown, Graphic Designer, CM Media
Kim Wintringham, Technical Editor, Communications and
Technology, The Ohio State University
Jane Wright, Curriculum Manager, Ohio State University
Extension, 4-H Youth Development

*Many of the activities in this book are based on activities from
the Ohio 4-H series Skills You Never Outgrow. Ohio 4-H is
indebted to its talented and creative authors.*

Copyright © 2013, The Ohio State University

Ohio State University Extension embraces human diversity and is committed to ensuring that all research and related educational programs are available to clientele on a nondiscriminatory basis without regard to age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation, or veteran status. This statement is in accordance with United States Civil Rights Laws and the USDA.

Keith L. Smith, Associate Vice President for Agricultural Administration; Associate Dean, College of Food, Agricultural, and Environmental Sciences; Director, Ohio State University Extension; and Gist Chair in Extension Education and Leadership.

For Deaf and Hard of Hearing, please contact Ohio State University Extension using your preferred communication (e-mail, relay services, or video relay services). Phone 1-800-750-0750 between 8 a.m. and 5 p.m. EST Monday through Friday. Inform the operator to dial 614-292-6181.

1/13—2M—P71142



Printed on recycled paper with environmentally friendly ink by UniPrint, an ENERGY STAR partner.

Contents

Notes to the Project Helper	2
Member Project Guide	4

PROJECT AREA: ME, MY FRIENDS, AND OTHERS

ACTIVITY 1: You're the Driver.....	8
ACTIVITY 2: Choosing Your Passengers.....	11
ACTIVITY 3: Tuning Up Your Car.....	13
ACTIVITY 4: Meeting Others on the Road	16
REST STOP	20

PROJECT AREA: WHICH WAY DO I GO?

ACTIVITY 5: Recalculating	21
ACTIVITY 6: Programming Your Goals.....	24
ACTIVITY 7: Planning Your Route	27
REST STOP	30

PROJECT AREA: COMMUNICATION STATION

ACTIVITY 8: Clear Directions Are Best	31
ACTIVITY 9: Reading the Road Signs	33
ACTIVITY 10: Is This a One-Way Street?.....	36
REST STOP	38

PROJECT AREA: HITTING THE ROAD

ACTIVITY 11: Forks in the Road	39
ACTIVITY 12: Finding Your Path	41
REST STOP	43

Answer Key.....	44
References	44
Summary of Learning Outcomes.....	<i>inside back cover</i>



Notes to the Project Helper

CONGRATULATIONS! A 4-H member has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another individual important in the 4-H member's life. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Member Project Guide. This is followed by helping the youth focus on each activity, providing support and feedback, and determining what was done well, what could have been done differently, and where to go next.

As a project helper, it is up to you to encourage, guide, and assist the 4-H member. How you choose to be involved helps to shape the 4-H member's life skills and knowledge of the importance of developing leadership skills.

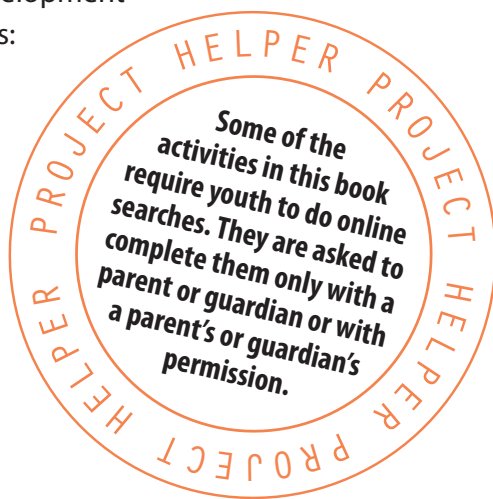
YOUR ROLE AS PROJECT HELPER

Your contributions are critical to delivery of the 4-H program. It is essential that your interactions support positive youth development within the framework of these Eight Key Elements:

1. Positive relationship with a caring adult
2. Safe environment, emotional and physical
3. Opportunity for mastery
4. Opportunity to value and practice service
5. Opportunity for self-determination
6. Welcoming environment
7. To be an active participant in the future
8. Engagement in learning

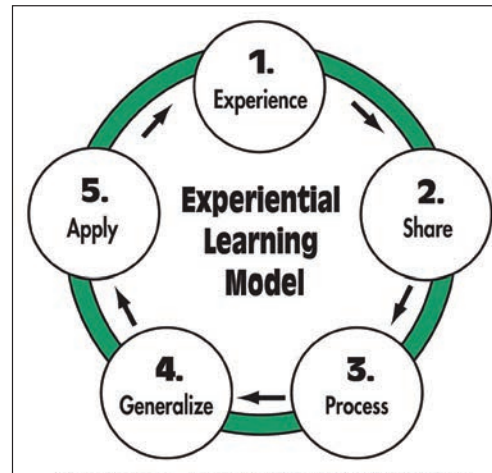
For more information on the Eight Key Elements, please refer to the Advisor Handbook available online at www.ohio4h.org. In addition, on a practical level, your role as a project helper means you will . . .

- Guide the youth and provide support in setting goals and completing this project.
- Encourage the youth to apply knowledge from this project book.
- Serve as a resource person.
- Encourage the youth to go beyond the scope of this 4-H project book to learn more about developing leadership skills.



WHAT YOU SHOULD KNOW ABOUT EXPERIENTIAL LEARNING

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, youth are introduced to a particular practice, idea, or piece of information through an opening (1) **experience**. The results of the activity are then recorded in the accompanying pages. Youth then take the opportunity to (2) **share** what they did with their project helper, (3) **process** the experience through a series of questions that allow the learner to (4) **generalize** and (5) **apply** the new knowledge and skill.



Pfeiffer J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
©1983 John Wiley & Sons, Inc.
Reprinted with permission of John Wiley & Sons, Inc.

WHAT YOU CAN DO

- Review the learning outcomes (project skill, life skill, educational standard, and success indicator) for each activity to understand the learning taking place. See the inside back cover for a summary of the learning outcomes.
- Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand.
- Begin the project by helping the learner establish a plan for the project. This is accomplished by starting the Member Project Guide.
- After each activity, briefly talk with the learner so that she or he has an opportunity to share results and answers to the review questions. This important step improves understanding from an experiential learning perspective. Help the learner focus on the project and life skills being addressed.
- Help the learner celebrate what was done well and see what could have been done differently. Allow the learner to become better at assessing his or her own work.
- In the Member Project Guide, date and initial activities as they are completed.

Member Project Guide

Welcome to *Leadership Road Trip: Where Are You Going?* This intermediate project is designed for members just starting to build their leadership skills. It is intended for youth who are old enough to explore the nature of leadership. After completing this project, you are encouraged to take other projects in the Ohio 4-H leadership and citizenship series.

Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.

Project Guidelines

STEP 1: Complete all twelve activities and the Rest Stop questions.

STEP 2: Take part in at least two learning experiences.

STEP 3: Become involved in at least two leadership/citizenship activities.

STEP 4: Write a project summary and take part in a project review.

Complete online activities only with your parent or guardian or with your parent's or guardian's permission.

STEP 1: PROJECT ACTIVITIES

Complete **all twelve activities and the Rest Stop questions**. The More Challenges activities are optional. When you finish an activity, review your work with your project helper. Then ask your project helper to initial and date your accomplishment.

Activity	Date Completed	Project Helper Initials
Me, My Friends, and Others		
1. You're the Driver		
2. Choosing Your Passengers		
3. Tuning Up Your Car		
4. Meeting Others on the Road		
Rest Stop		

You're the Driver



It might be helpful to start this book with a good, clear definition of leadership, right? That's the thing about leadership though—no one definition includes all of leadership's important parts. Instead, start building your own definition by considering these basic components: learning about yourself and others, setting goals, communicating, and making plans. By the end of this leadership road trip, you'll be closer to creating a meaningful definition for yourself.

Understanding yourself, and being comfortable with who you are, is an important step in becoming a leader. Every person is unique, with their own beliefs, likes, dislikes, and skills. You are no exception! Have you ever taken some time just to think about who you are?

What to Do

Make a small collage or display about yourself, including pictures or words that describe you and the things you enjoy. Cut out pictures or words that describe you from magazines or newspapers (or draw pictures of your own) and paste them onto the next page. As you select pictures, think about:

- **Your values**—What is important to you?
- **Your joys**—What do you enjoy doing?
- **Your talents**—What types of things do you do well?

WHEN YOU'RE FINISHED, ANSWER THE FOLLOWING QUESTIONS.

Which two images on your collage best describe who you are?

Why are those two traits important to you?

LEARNING OUTCOMES

Project skill: Identifying own personal qualities and preferences

Life skill: Developing self-esteem

Educational standard: NASET 3.1 Youth acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health.

Success indicator: Makes collage that describes personal qualities and preferences





Great leaders are confident in their abilities and aware of their weaknesses.

Being confident in yourself doesn't mean acting as if you know everything or having to be in charge all the time. True confidence comes from understanding your strengths and learning how to share them. As you take the time to learn more about yourself and participate in new experiences, you will begin to build a "tool box" of your own unique abilities and the confidence you need to use those abilities when working with others.

Good leaders don't have to be great at everything, and they often aren't. Instead, they recognize their weaknesses, then work to improve in those areas. By identifying and surrounding themselves with others who are strong in their weak areas, leaders accomplish the task at hand and also continue to improve their own skills.



More Challenges

Share this activity with your 4-H club or a small group of your friends. Ask them to make their own collages or displays. What do you have in common? How are you different?



Research on how people become great leaders centers on these three theories:

- Leadership is based on personality traits a person is born with.
- Leadership is the result of a crisis or significant event that causes a person to rise to the occasion.
- Anyone with the desire and commitment to study and practice leadership skills can become a great leader.

Summary of Learning Outcomes

Activity	Project Skill	Life Skill	Educational Standard*	Success Indicator
Me, My Friends, and Others				
1. You're the Driver	Identifying own personal qualities and preferences	Developing self-esteem	3.1 Youth acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health.	Makes collage that describes personal qualities and preferences
2. Choosing Your Passengers	Identifying personality traits that make a good friend	Building relationships	3.1 Youth acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health.	Identifies ten qualities of a real-life friend
3. Tuning Up Your Car	Recognizing own ability to work as part of a team	Developing self-esteem	3.1 Youth acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health.	Assesses own teamwork profile
4. Meeting Others on the Road	Develops awareness of first impressions	Managing yourself	3.3 Youth have the knowledge and skills needed to practice leadership and participate in community life.	Differentiates between good and bad behaviors for making a good first impression
Which Way Do I Go?				
5. Recalculating	Identifying leadership traits and personal goal	Developing a sense of purpose	3.2 Youth understand the relationship between their individual strengths and desires and their future goals, and have the skills to act on that understanding.	Identifies leadership traits and personal goal for developing them
6. Programming Your Goals	Practicing goal setting	Developing a sense of purpose	3.2 Youth understand the relationship between their individual strengths and desires and their future goals, and have the skills to act on that understanding.	Writes short-term, medium-term, and long-term goals
7. Planning Your Route	Practicing goal setting	Developing a sense of purpose	3.2 Youth understand the relationship between their individual strengths and desires and their future goals, and have the skills to act on that understanding.	Defines and illustrates objectives and steps for achieving a goal
Communication Station				
8. Clear Directions Are Best	Demonstrating emphasis and understanding other vocal qualities	Communicating	3.1 Youth acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health.	Uses emphasis to change the meaning of a sentence
9. Reading the Road Signs	Identifying messages relayed through body language	Communicating	3.1 Youth acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health.	Gathers and describes three images of body language
10. Is This a One-Way Street?	Being a good communicator	Communicating	3.2 Youth understand the relationship between their individual strengths and desires and their future goals, and have the skills to act on that understanding.	Gives clear directions for specific drawings
Hitting the Road				
11. Forks in the Road	Using steps to solve a problem	Solving problems	3.3 Youth have the knowledge and skills needed to practice leadership and participate in community life.	Writes steps to solve a theoretical problem
12. Finding Your Path	Describes and selects leadership opportunities within 4-H	Developing a positive sense of the future	3.3 Youth have the knowledge and skills needed to practice leadership and participate in community life.	Interacts with a mentor and identifies leadership opportunities within 4-H

*The educational standards cited here are from the Youth Development and Youth Leadership National Standards and Quality Indicators from the National Alliance for Secondary Education and Transition (2010). They are available in their entirety at www.nasetalliance.org.