



# Leadership Skills

You Never Outgrow Them



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# Acknowledgements

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# Leadership Skills You Never Outgrow 1



**Welcome** to the Illinois 4-H Project, *Leadership Skills You Never Outgrow 1*. These leadership activities will help you gain skills in seven different areas. Good leaders practice these skills.

## LEADERSHIP SKILLS

- **Understanding self**
- **Communicating**
- **Getting along with others**
- **Learning to learn**
- **Making decisions**
- **Managing**
- **Working with groups**

These skills will be helpful throughout your life. You will use them at home, at school, and in your clubs or groups. By learning and practicing these skills, you and your groups will be able to accomplish the goals you set.

Leadership skills are not developed overnight. *Leadership Skills You Never Outgrow 1* will help you build your leadership skills by completing a series of leadership activities. You can do the activities individually or with a Project Helper. You will work with another person or a group of people to complete many of the activities.

After completing *Leadership Skills You Never Outgrow 1*, you can continue developing your leadership skills by enrolling in *Leadership Skills You Never Outgrow 2*.

Illinois 4-H also has leadership projects for groups. Group projects include activities that members of a group work on together. If you are interested in a group leadership project, talk with the adult sponsor of your group about one of the projects listed.

<b>Group Project Name</b>	<b>Grade Level</b>
<i>Step up to Leadership 2</i>	3-5
<i>Step Up to Leadership 3</i>	6-8
<i>Step Up to Leadership 4</i>	9-12
<i>What's Leadership?</i>	3-12

# Leadership Skills



A leader needs skills in each of seven different areas.



## Understanding self

Learning about yourself and how to like yourself



## Communicating

Writing, listening, speaking, and giving messages through facial expressions and body movements



## Getting along with others

Building relationships: meeting and accepting people, even those who are different from you



## Learning to learn

Learning information in different ways



## Making decisions

Looking at a situation, thinking of possibilities, choosing the best one, and taking action



## Managing

Planning and organizing resources such as possessions, time, skills, and money



## Working with groups

Learning how groups work together to achieve their goals

# Directions for Completing Leadership Skills You Never Outgrow 1



You can easily do many of the activities in this book by yourself. Read the lesson introductions and follow the directions for each activity. In some activities you will work with a Project Helper (see Choosing a Project Helper section below).

## Keeping your project organized

Place this book in a 3-ring notebook to keep all the pages together.

## Choosing a Project Helper

You will choose a Project Helper to guide you through the project. He/she may be an adult, teen friend, or one of your parents. Choose someone you can easily talk to and enjoy being around. Make a list of people who would make a good Project Helper, and then choose someone to ask. Your Project Helper will

1. assist as you choose activities in the project book.
2. help you set goals for your project plan.
3. assist with the activities if necessary.
4. answer your questions.
5. talk about the “Leadership link” questions at the end of activities.
6. help you finish a planning form, *Planning for My 4-H Project Work (for 8-11 year olds\*)*, as you plan your work and after you have completed the activities.

\* If you are taking this project when you are age twelve or older, you will use a different planning form.

When you have explained the Project Helper’s responsibilities and the person has agreed to serve as your Project Helper, exchange phone numbers and email addresses.

My Project Helper's name

My Project Helper's phone number

My Project Helper's email address

## Saving your work

- Each activity will ask you to save your work in a **Leadership Box or Portfolio**. Decide how you want to do this.
  - You can use a box with a lid. Decide on a way to organize papers in the box. Make a label for the box and decorate it if you wish.
  - Or you can use a large 3-ring notebook to save your work. Decide how you want to organize the notebook. Make a label for the notebook and decorate it if you wish.

## Completing the project plan

- Look through the activities in each leadership skill section. For each section, pick the activity or activities that most interest you.
- Fill out the planning section of *Planning for My 4-H Project Work (for 8-11 year olds)*. This planning form and ones for older members are available from your 4-H leader or your county Extension office.
- Do the activities you have chosen.
- After you have completed one activity in each skill section, choose more if you have time. You may do the activities in any order.
- Complete your *Planning for My 4-H Project Work (for 8-11 year olds)* by recording what you did and what you learned.

## Completing each activity

- Read the introduction and directions for the activity.
- If you need help, contact your Project Helper.
- Follow the instructions step-by-step through the activity; put a check mark by each step as you finish it.
- At the end of each lesson answer the “Leadership link” questions. These questions help you think about what you learned from the activity. Don’t skip this step!
- On the “Record of Lesson Completion” page (see next page), write the date you finished the activity.
- Save your completed work in your Leadership Box /Portfolio.

# Record of Lesson Completion

Name of activity (Page)	Date completed	Name of activity (Page)	Date completed
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## UNDERSTANDING SELF

All about Me (p.11)

---

My Coat of Arms (p.13)

---

Why Are We Different? (p.17)

---

My Important People (p.21)

---

Being Friends (p.25)

---

Who Are You? (p.29)

---

I Feel . . . (p.31)

---

## COMMUNICATING

The Echo Game (p.37)

---

Silent Television (p.39)

---

Back-to-Back (p.43)

---

Expressing Feelings (p.45)

---

What Comes Next? (p.49)

---

Show-and-Tell (p.53)

---

## GETTING ALONG WITH OTHERS

My Friends (p.61)

---

We Are All Different . . . (p.67)

---

More Than Just a Name (p.73)

---

Trust Walk (p.77)

---

A Web of Respect (p.79)

---

## LEARNING TO LEARN

Brainstorming (p.85)

---

Asking Questions (p.89)

---

Learning from Others (p.93)

---

Field Trip (p.97)

---

Experimenting (p.101)

---

My Information, Please (p.105)

---

Teaching Others (p.107)

---



# Record of Lesson Completion

Name of activity (Page)	Date completed	Name of activity (Page)	Date completed
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## MAKING DECISIONS

When I Make Decisions (p.113)

---

Decisions I Make (p.117)

---

The 7 Steps to Decision Making (p.119)

---

Case Studies (p.123)

---

Setting S.M.A.R.T. Goals (p.127)

---

My Resource File (p.131)

---

Creating a Community  
Resource Map (p.133)

---

## MANAGING

My To-Do Lists (p.137)

---

Keeping Track of Time (p.141)

---

Keeping Track of My APES (p.145)

---

Timeline to Fun (p.149)

---

Organizing a Room (p.153)

---

My 4-H Future (p.157)

---

## WORKING WITH GROUPS

Groups I Belong To (p.163)

---

Cooperation Rules! (p.167)

---

Decisions in Motion (p.171)

---

Did You Know . . . (p.175)

---

We're Going on a Trip (p.179)

---

Pass the Hoop (p.181)

---

Ankle Pass (p.183)

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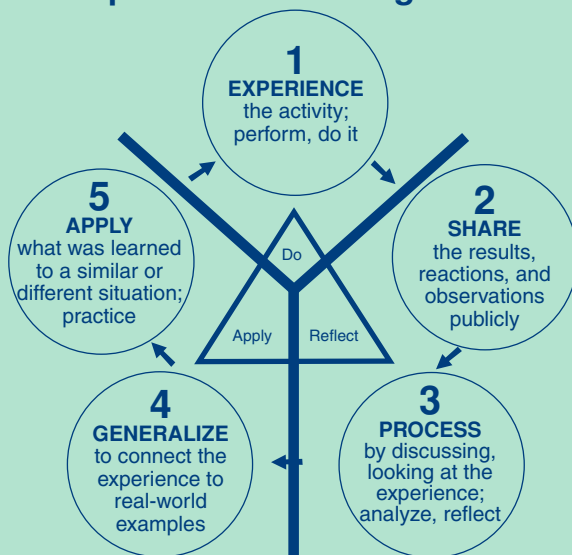
# A Note to Project Helper



Thank you for agreeing to be the Project Helper for a young person who wants to be a better leader! You will make a significant contribution to the life of the young person and to your community. To learn the project's expectations for the young person, please take a moment to read the section "Directions for Completing *Leadership Skills You Never Outgrow 1.*" All the lessons are organized by an **Experiential Learning Model**.

During the activities, the youth will learn by doing. It is important to allow the young person to complete the activities; your responsibility is to support and guide the young person in the project. You can add to the learning experience by asking reflective questions (Why? How? What if?). Avoid asking questions that can be simply answered "yes" or "no." The questions in "Leadership link" help a young person analyze, understand, and apply what he/she learned from the activity.

## Experiential Learning Model



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

After the activity, the young person is asked to **share** what he/she experienced.

The next step requires the youth to **process** the information he/she learned by analyzing the activity and its results.

Then the young person is asked to **generalize**—to connect what he/she learned to his/her personal life and real-world examples.

The last step asks the youth to determine how he/she will **apply** or use the information in other situations.

The process of answering these "Leadership link" questions will guide the youth toward accomplishing his/her leadership goals. You can help by discussing the answers with the young person. Through the hands-on learning experiences and your guidance, the young person will develop valuable leadership skills. Thank you for the difference you will make in the young person's life!

# A Note to Teachers



**Welcome** to *Leadership Skills You Never Outgrow 1*. Lessons in this 4-H project manual can easily be integrated into your school curriculum or used as a stand-alone afterschool leadership curriculum.

In school, integrate leadership lessons into your existing lesson plans. For example, many of the activities in the “Communicating” section will supplement your Language Arts curriculum. The lesson “What Comes Next?” gives participants an opportunity to learn about chronological organization.

You can integrate decision-making skills into a history or science class. As you study a person from history or science who has made a critical decision, ask students to think about how good decisions are made. Introduce them to “The 7 Steps of Decision Making” activity and use other activities in this section to reinforce their decision-making ability.

The activities in the “Learning to Learn” section will enrich learning in any subject. Participants are asked to learn on their own by brainstorming, asking questions, talking to an expert, taking a field trip, finding and organizing information, experimenting, and teaching others. Any of the lessons in this section of *Leadership Skills You Never Outgrow 1* can be assigned to guide young people to further exploration of a topic you are studying.

Lessons from “Understanding Self,” “Managing,” “Getting Along with Others,” and “Working with Groups” emphasize social and emotional skills and values. For example, the lessons invite young people to practice managing time, accepting differences, being responsible, making good friends, and working well together. Teaching these skills not only helps students become leaders but also leads to a more caring, respectful classroom where academics can better flourish.

For an afterschool program, *Leadership Skills You Never Outgrow 1* can be used as a stand-alone curriculum for several weeks. Many of the lessons include extra activity suggestions that can expand each lesson for more in-depth study.

In any setting, the experiential approach to the lessons allows young people to learn by doing and then analyze the significance of the experience. As participants generalize what they have learned and apply their new knowledge to other aspects of their lives, they experience the practical application of learning to everyday situations.

To help you plan lessons, a chart is included in the back of this manual that lists the success indicators, life skills, and educational standards for each lesson.

# Understanding Self



An important part of being a good leader is understanding yourself. Everyone is born as a unique person—no one else is exactly like us. We each have our own likes and dislikes, talents and abilities, opinions, personalities, and character traits. As we try to understand who we are and what makes us unique, we need to recognize and appreciate our special qualities and accept that we may not have all the qualities we would like.

We can't all be the fastest runner, the best in math, and the greatest artist.

No one person can be all those things. But we each have skills, and we all have positive qualities. By understanding ourselves, we can be better leaders and friends.

Because we are each unique and no one else is exactly like us, it is helpful to recognize and respect the differences in other people, including our friends and those whom we lead.

As leaders, we need to understand ourselves and learn to appreciate the unique differences in others. It is good for everyone when we recognize each person's strengths and abilities.