

FOR GRADES 7-9



# Leadership Skills

## You Never Outgrow 2



UNIVERSITY OF ILLINOIS  
EXTENSION

College of Agricultural, Consumer and Environmental Sciences

# Leadership Skills

## You Never Outgrow 2

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# Leadership Skills You Never Outgrow 2



**Welcome** to the Illinois 4-H Project, *Leadership Skills You Never Outgrow 2*. 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 2* 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 2*, you can continue developing your leadership skills.

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 following projects.

| <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 2*



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 12-14 year olds), as you plan your work and after you have completed the activities.

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 12-14 year olds). This planning form is available from your 4-H leader, your unit Extension office, or [web.extension.illinois.edu/state4H/projects/](http://web.extension.illinois.edu/state4H/projects/)
- 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 12-14 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



## Understanding Self



| Name of activity     | Page | Date completed |
|----------------------|------|----------------|
| My Personal Profile  | 11   |                |
| What I See and Hear  | 15   |                |
| Who Makes the Rules? | 19   |                |
| A Day in the Life    | 21   |                |
| Space Station        | 23   |                |
| Weighing the Options | 27   |                |

## Communicating



| Name of activity                 | Page | Date completed |
|----------------------------------|------|----------------|
| Email: Be Specific!              | 33   |                |
| Online Application: Write to Win | 37   |                |
| Being Safe Online                | 41   |                |
| To Post or Not To Post           | 43   |                |
| Cell Phone Etiquette             | 45   |                |
| Listen Up!                       | 47   |                |

## Getting Along with Others



| Name of activity          | Page | Date completed |
|---------------------------|------|----------------|
| Your Character is Showing | 53   |                |
| Mug Shot                  | 61   |                |
| Eyes, Ears, and Mouth     | 67   |                |
| Have You Ever . . . ?     | 71   |                |
| Culture Connection        | 75   |                |



## Learning to Learn



| Name of activity    | Page | Date completed |
|---------------------|------|----------------|
| Being Smart         | 85   |                |
| My Favorite Teacher | 91   |                |
| Teaching with Style | 93   |                |
| Creative Learning   | 95   |                |
| What Do You See?    | 97   |                |
| Games We Play       | 101  |                |

## Making Decisions



| Name of activity  | Page | Date completed |
|-------------------|------|----------------|
| The Slogan Impact | 105  |                |
| Saying "No"       | 109  |                |
| Discussion Group  | 111  |                |
| Just in Case      | 113  |                |
| Social Situations | 117  |                |

## Managing



| Name of activity    | Page | Date completed |
|---------------------|------|----------------|
| Managing My Money   | 123  |                |
| Taking Inventory    | 129  |                |
| Project Plans       | 133  |                |
| Owning My Decisions | 135  |                |
| Group Finances      | 141  |                |

## Working with Groups



| Name of activity  | Page | Date completed |
|-------------------|------|----------------|
| Signature Please! | 147  |                |
| That's Me!        | 151  |                |
| Truth or Fiction? | 155  |                |
| Problem Solved    | 157  |                |
| Magic Carpet Ride | 161  |                |
| All Stand Up      | 163  |                |

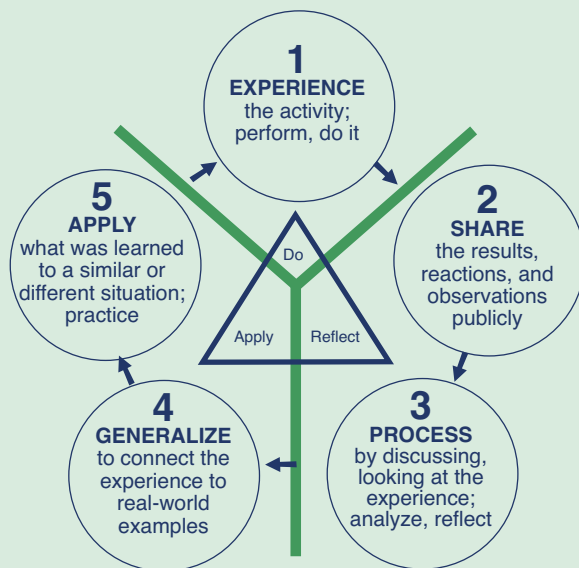
# A Note to Project Helper



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 2.*" 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 2*. 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 existing lesson plans. For example, some lessons in the “Communicating” section will supplement your Language Arts program. The lesson, “Email: Get Specific” encourages text development with adequate details.

You can integrate the lessons in the “Managing” section into almost any class. These lessons encourage goal setting, working to reach goals, and owning the consequences of the decisions we make.

The lessons in the “Learning to Learn” section help youth understand their preferred ways of learning. These lessons draw on Howard Gardner’s Multiple Intelligences theory to help youth improve their learning abilities.

Lessons from “Understanding Self,” “Making Decisions,” and “Getting Along with Others” emphasize social and emotional skills and values. These lessons ask youth to analyze their values and compare them to their actions, to make good decisions in social settings, and to identify character traits that help them get along with others.

For an afterschool program, *Leadership Skills You Never Outgrow 2* 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 the 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



To become an effective leader, you must first understand who you are.

This includes understanding and developing a positive attitude about who you are, what you like and dislike, and who you want to be. You have many talents and qualities that make you unique. Those talents and qualities will help shape the skills you use as a leader. The more you know about yourself, the better you will like and understand yourself.

“Self-concept” is how each person sees himself or herself. Developing a positive self-concept is an important step in understanding yourself, and it is one of the most important things that anyone can do to be successful in life. To be an effective leader, you must have a positive self-concept.

Another important aspect of understanding yourself is determining your values. Values are ideas and beliefs that are important to a person. A person’s values influence the decisions and choices he or she makes. They also influence how he or she leads others. The activities in this section will help you identify your values and help you develop a positive self-concept.