This 2019 edition features a new design. No changes in the content or in project requirements have been made.

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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.
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Note 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, which is committed to providing experiences that strengthen a young person’s sense of belonging, generosity, independence, and mastery. It is essential that your interactions support positive youth development within the framework of these Eight Essential Elements:

1. A positive relationship with a caring adult
2. An inclusive environment
3. A safe emotional and physical environment
4. Opportunity for mastery
5. Engagement in learning
6. Opportunity to see oneself as an active participant in the future
7. Opportunity for self-determination
8. Opportunity to value and practice service to others

For more information on the Eight Essential Elements, please refer to the Volunteer Handbook available online at 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.

Some of the activities in this book require youth to do online searches. They are asked to complete them only with a parent or guardian or with a parent’s or guardian’s permission.
**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.

**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.
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 12 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.

### Step 1: Project Activities

Complete all 12 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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date Completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Me, My Friends, and Others</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. You’re the Driver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Choosing Your Passengers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Tuning Up Your Car</td>
<td></td>
<td></td>
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<tr>
<td>4. Meeting Others on the Road</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rest Stop</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Step 2: Learning Experiences

Learning experiences are meant to complement project activities, providing the opportunity for you to do more in subject areas that interest you. What are some learning experiences you could do to show the interesting things you are learning about? Here are some ideas:

- Attend a clinic, workshop, demonstration, or speech related to leadership development.
- Help organize a club meeting based on this project.
- Go on a related field trip or tour.
- Host a workshop to share tips about becoming a good leader.
- Host a workshop to share tips about being a club officer.
- Prepare your own demonstration, illustrated talk, or project exhibit.
- Participate in county judging.
- Plan your own learning experience.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date Completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Which Way Do I Go?</strong></td>
<td></td>
<td></td>
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<tr>
<td>5. Recalculating</td>
<td></td>
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<tr>
<td>6. Programming Your Goals</td>
<td></td>
<td></td>
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<tr>
<td>7. Planning Your Route</td>
<td></td>
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<tr>
<td>Rest Stop</td>
<td></td>
<td></td>
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<tr>
<td><strong>Communication Station</strong></td>
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<td></td>
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<tr>
<td>8. Clear Directions Are Best</td>
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<tr>
<td>10. Is This a One-Way Street?</td>
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<td></td>
</tr>
<tr>
<td>Rest Stop</td>
<td></td>
<td></td>
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<tr>
<td><strong>Hitting the Road</strong></td>
<td></td>
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<tr>
<td>11. Forks in the Road</td>
<td></td>
<td></td>
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<tr>
<td>12. Finding Your Path</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rest Stop</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Once you have a few ideas, record them here. Complete at least two learning experiences. Then, describe what you did in more detail. You may add to or change these activities at any time. Ask your project helper to date and initial in the appropriate spaces below.

<table>
<thead>
<tr>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan to Do</strong></td>
</tr>
<tr>
<td>Club activity</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

**Step 3: Leadership/Citizenship Activities**

Activities in this section are intended to help you develop skills in leadership/citizenship. Choose at least two leadership/citizenship activities from the list below (or create your own) and write them in the table on the next page. Record your progress by asking your project helper to initial next to the date as each one is completed. You may add to or change these activities at any time. Here are some examples of leadership/citizenship activities:

- Teach someone about leadership skills.
- Help another member prepare for his or her project judging.
- Help organize a club field trip to a meeting of a local government group.
- Organize an event in your area.
- Encourage someone to enroll in a leadership or citizenship project.
- Arrange for a local leader to visit your club and speak about leadership skills.
- Plan your own leadership/citizenship activity.
### Leadership/Citizenship Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date Completed</th>
<th>Project Helper Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gave club members the quiz about leadership styles</td>
<td>5/5/YR</td>
<td>G.S.</td>
</tr>
</tbody>
</table>

### Step 4: Project Review

Completing a project review helps you assess your personal growth and evaluate what you have learned.

Use this space to write a brief summary of your project experience. Be sure to include a statement about the skills you have learned and how they may be valuable to you in the future.

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Now, set up a project evaluation. You can do this with your project helper, club leader, or another knowledgeable adult. It can be part of a club evaluation or it can be part of your county’s project judging.
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?

_______________________________________
_______________________________________
_______________________________________
_______________________________________
_______________________________________
_______________________________________

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. Instead, they recognize their strengths and build on them. They also recognize their weaknesses and work to improve them or rely on others. By identifying and surrounding themselves with people who are strong in their weak areas, leaders accomplish the task at hand and also continue to improve their own skills.

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.
No doubt road trips are more fun with company. Sometimes you need others to help make your journey more enjoyable and to support you along the way.

**What to Do**

Choose one of your closest friends and answer the questions below.

What is your friend’s name? ____________________________

How did you meet him or her? ____________________________

What do the two of you like to do together? ____________________________

How is this friend similar to you? ____________________________

How is he or she different? ____________________________

Use this box to list at least ten qualities of a good friend:

As a member of 4-H, you are part of a growing network of over six million youth and alumni who value leadership and citizenship.
More Challenges

Do you have a Facebook account? Facebook lists everyone we come in contact with as a “friend,” but how many of the people on the list are truly friends? Are there names of people you cannot identify? Consider deleting them. Don’t add to your list just to be virtually popular. Talk to other club members and friends about doing the same.

Think about how friends, family, teachers, and other people in your life affect you and your decisions. Are they good influences, encouraging you to have new experiences and to work toward your goals? Or are they not such good influences, persuading you to make poor decisions and distracting you from what is important? Surrounding yourself with positive people who are moving forward in life makes it easier for you to reach your goals, too.

Friendship is a two-way street. Not only should you choose your friends wisely, you need to be the type of friend you expect others to be for you.

TIPS FOR BEING A GOOD FRIEND

Be honest. Resist the temptation to impress others by exaggerating, telling stories, or stretching the truth.

Be trustworthy. Friends need to know they can depend on one another. If you agree to do something for someone else, follow through on it. This is especially true when friends confide in you and share secrets. If you have agreed not to share something with others, be sure you keep it to yourself, unless that secret might be dangerous for your friend (abuse, bullying, or risky behavior that an adult should know about).

Be understanding. When friends occasionally fail to meet your expectations, don’t be too hard on them. Everyone makes mistakes once in a while.
Every part of the car is important to its purpose. The engine provides the energy for movement. The gas tank stores fuel. The steering wheel determines direction and keeps the car on track. The seatbelt and airbags keep the occupants safe and minimize damage in case of an accident. Even the radio helps everyone have fun along the way. A good team is the same way—every member on a team has an important role to play. What part of the car are you?

What to Do

What do you usually bring to a team effort? Take this quick quiz to find out.

1. When you are working on a project with a group, which of the following are you most likely to do?
   A. Volunteer to plan the project details, take notes, and keep things organized.
   B. Suggest creative ideas for making the project really “pop.”
   C. Research a topic and relay the information to others.
   D. Be sure everyone feels included and has their suggestions heard.

2. How are you most likely to spend your spare time?
   A. On one of your hobbies. They keep you pretty busy.
   B. Dust off your bike and hit the road. Stuff to do and people to see.
   C. Curl up in your room with a good book.
   D. Spend time catching up with a friend or two.

CONTINUED ON NEXT PAGE . . .
3. How would your friends most likely describe you?
A. Organized, prepared, and neat
B. Fun-loving, energetic, and competitive
C. Dependable, smart, and reserved
D. Friendly, caring, and emotional

4. If you have an opportunity to take a leadership role (i.e. president of your club) what is your first thought?
A. “I’d better make a list of what I need to do.”
B. “This is going to be a blast!”
C. “What is involved in this responsibility?”
D. “If they ask me, I’ll do it.”

5. When you are given a large assignment for school, which of these are you most likely to do first?
A. Make an outline of everything you’d like to do and when it should be finished.
B. Design a really cool cover.
C. Go to the library or search the Internet to find some resources.
D. See what topics your friends have chosen.

6. If you received a gift of $500, what would you do with it?
A. Spend a small amount on a special item and save the rest.
B. Spend all of it on something you’ve always wanted.
C. Put it in a savings account so it can earn interest until needed.
D. Use at least part of it to buy a special gift for someone.

**TALLY YOUR RESULTS**

**BY COUNTING THE NUMBER OF TIMES YOU SELECTED EACH LETTER.**

- Number of A’s ____________
- Number of B’s ____________
- Number of C’s ____________
- Number of D’s ____________

**Mostly A’s** You are the steering wheel! You tend to organize the details and keep a group on task.

**Mostly B’s** You are the engine! You provide a lot of energy and ideas.

**Mostly C’s** You are the tires! You are the go-to person for information and details.

**Mostly D’s** You are the seatbelt and airbags! You make sure everyone is welcome and heard, and serve as the peacemaker in any conflicts.
Getting along with others is an important skill for everyone, and it is a very important skill for leaders. One of a leader’s most important and most challenging jobs is to help a group work well together so they are able to accomplish their challenge or task.

Sometimes it can be difficult to get along with everyone in a group. Because each person is unique, group members often have different opinions on how something should be done. However, those different viewpoints can be very valuable.

How do you learn to get along and appreciate the thoughts of others? Communication, compromise, and understanding are needed to find the best solutions.

More Challenges

Grab a sibling, parent, or grandparent and find a quiet place. Face each other and spend 10 seconds (set a timer) and simply look at each other. Try to remember everything about that person—take a mental picture of them. After 10 seconds, turn away, grab a piece of paper and pencil, and spend one minute writing down everything you remember about your partner. After a minute, turn back to your partner and share your list. What stood out? What did you miss?
As a young leader, you are likely to come in contact with many different types of people, some you already know and some you meet for the very first time. Making a good impression is a key component to being a good leader.

What to Do

For every statement, mark whether it is a red light (wrong thing to do) or green light (right thing to do).

<table>
<thead>
<tr>
<th>PLACE A CHECK MARK UNDER THE APPROPRIATE TRAFFIC LIGHT.</th>
<th>STOP! This is the wrong thing to do!</th>
<th>GO! This is the right thing to do.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When entering a building you walk through the door first, then let other people enter behind you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. A new person attends your 4-H club meeting. You look in that direction but continue talking to your friends until the 4-H meeting starts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. You attend a statewide leadership camp and stand in the corner until someone walks over and says hello.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. There is a very involved conversation occurring during your 4-H club meeting. You wait your turn, and then give your input.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. You are running for 4-H royal court. Upon entering the interview, you shake the judge’s hand with a jovial “Hello!”</td>
<td></td>
<td></td>
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<tr>
<td>6. During the planning meeting for a community service project, someone shares a new idea. You explain the way things have always been done in the past.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. You won a scholarship to attend a national youth leadership conference and are invited to a dinner hosted by the donor. You show up in nice shorts and casual shoes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Activity 4

**Place a Check Mark Under the Appropriate Traffic Light.**

<table>
<thead>
<tr>
<th></th>
<th>STOP! This is the wrong thing to do!</th>
<th>GO! This is the right thing to do.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>When meeting the new county 4-H staff, you nod your head and say “Hey—how are ya?”</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>You are at a dinner and begin a conversation with someone across the table. You stand and reach across the table to shake hands.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>You and a friend are giving a speech to a local group about the 4-H program. As you enter, you recognize your neighbor and walk over to say hello. Then, you introduce your friend to your neighbor.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>You are leading a planning session for a project clinic your 4-H club is hosting. Before you begin, you pull your cell phone out and put it on silence.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>You are driving down the road and another 4-H club member sends you a text message questioning the time for the next 4-H club meeting. You reply to his text immediately.</td>
<td></td>
</tr>
</tbody>
</table>

---

**How many red lights did you have?**

---

**How many green lights?**

---

**What could you do differently to change all of the red lights to green lights?**

---

Think back to when you were in a leadership role. How many red lights and green lights do you think you had then? How could you have changed some of your red lights to green lights?

---

See answer key on page 44.
More Challenges

Law enforcement agencies, employers, and even college admissions offices routinely go online to learn about individuals. Type your name into an Internet search engine. What comes up? Can you refine the search? Is the information about you likely to be seen by others as positive? Share what you find with your parent or guardian, and if necessary, come up with a plan to make an online “first impression” that’s positive.

Whether your job is to give a short speech, lead a meeting, ask for a scholarship, or recruit new 4-H members, arriving at an event early lets people know you are punctual and respectful of their time. Arriving early also gives you a chance to ask questions or finalize last-minute details.
First impressions are the immediate ideas of people we have upon first seeing or meeting them. As soon as you walk into a room or speak, people have specific thoughts about you and your intentions. We all know that old adage, “Don’t judge a book by its cover,” but it is hard to avoid making quick judgments. A first impression often has a lasting effect.

When you are in a leadership role (for example, representing your 4-H club at a county contest or giving a thank you speech to the sponsor of your state 4-H camp trip) try your best to make a positive impression. How do you do that? Here are a few tips:

**Eye contact** Making eye contact is a key component to making a good first impression. For the first three or four seconds, look a new acquaintance directly in the eye. Direct eye contact and a smile help you make a connection and let them know you are genuine. Don’t hover though—prolonged eye contact is too intense for some people. Throughout your conversation, go back to making direct eye contact periodically.

**Handshake** A handshake should not hurt the other person’s hand nor should it feel limp. Gently grip the other person’s hand, hold it for one or two seconds, then let go. Never shake hands with your opposite hand in your pocket, and never reach across a table to shake hands with someone.

**Solid introduction** Your introduction should include a greeting, your name, your 4-H club (if applicable), and an inquiry or compliment. For example, “Hello, my name is Chris Clover and I’m from the ABC 4-H Club. How are you today?” Or, “Hi, my name is Joanne Green and I’m a member of the Trumbull County 4-H program. Your fairgrounds are decorated beautifully this year!” Sometimes you have to take the initiative and be the first one to introduce yourself. It can be scary, but in the end you will have another contact or even a friend!

**Attire** Like it or not, the way you dress sends a message. Show up in dingy and baggy clothes with your hair askew, and the impression you make will not be a positive one. However, if you arrive with clean, wrinkle-, stain-, and lint-free clothes that fit well and with clean shoes, you make a more positive impression. Dress specifically for the event, whether attending the fair or going to dinner. If you are the least bit unsure about appropriate attire, call ahead and ask someone.
**SHARE** What are the strengths you feel you can bring to a team?

____________________________________________________________

____________________________________________________________

____________________________________________________________

**REFLECT** What are at least two things you usually rely on others to do in a group?

____________________________________________________________

____________________________________________________________

____________________________________________________________

**GENERALIZE** Look back at your results for the quiz in Activity 3. Which car part are you least likely to be?

____________________________________________________________

____________________________________________________________

____________________________________________________________

**APPLY** Do you have a hard time working with people who fit into the description you listed in the last question? If so, why do you think that is? What can you do to work better with them in the future?

____________________________________________________________

____________________________________________________________

____________________________________________________________
Your leadership journey can be a curvy, hilly drive. You might have detours or come across a shortcut. Understanding where you want to go helps you find the right map for getting there. Gathering information is a great way to start navigating to your leadership destination.

What to Do

Who do you identify as the leaders in your life? Are they teachers, club leaders, older teens, or government officials? What makes you think of them as leaders? In the space below, list the traits of the people you think of as leaders in your life.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Which of the traits listed above are important for any leader? If you think of other traits for all leaders, include them too.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

CONTINUED ON NEXT PAGE . . .
What leadership traits would you like to develop or improve?

_____________________________________________
_____________________________________________
_____________________________________________

Now, “build” your leader by filling in the Leadership License with your information and with some of the traits you believe a great leader should have.
More Challenges

Go to a local government or political activity. It could be a town council meeting, a school board meeting, a political rally, etc. Select one person who is in a leadership role and watch him or her for the meeting. What qualities does he or she have that make a leader? If possible, interview the person to get his or her thoughts on what makes a good leader.

Leadership styles range from being based on strict authority and other “top-down” approaches to those based on participation and a “free rein” approach.
LEARNING OUTCOMES

Project skill: Practicing goal setting
Life skill: Developing a sense of purpose
Educational standard: NASET 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.
Success indicator: Writes short-term, medium-term, and long-term goals

When traveling, having a good navigation system like a GPS helps make sure you end up where you want. In life, setting goals does the same thing.

What is your destination or goal? Take a moment and list at least one short-term, one medium-term, and one long-term goal you would like to achieve.

SHORT-TERM GOAL (THIS WEEK):
_______________________________________
_______________________________________
_______________________________________
_______________________________________

MEDIUM-TERM GOAL (THIS MONTH):
_______________________________________
_______________________________________
_______________________________________
_______________________________________

LONG-TERM GOAL (THIS YEAR):
_______________________________________
_______________________________________
_______________________________________
_______________________________________

SOURCE: This activity is adapted from Training Terrific Staff! A Handbook of Practical and Creative Tools for Camp by Michael Brandwein (2004).
More Challenges

Find out what SMART goals are. How do your goals measure up? Rewrite your goals from the previous page as SMART goals and attach them to this page.

Whether you are going to the grocery store or across the country, all trips benefit from planning. When you plan a long trip, what do you have to consider? Possible considerations include places to stop and get supplies, milestones or checkpoints to be sure you are going the right way, extra time for detours or opportunities to go “off-road” to explore, etc. Like planning a trip, setting goals requires gathering information. Ask yourself these questions:

- What is my desired destination? Where am I trying to go?
- Why do I want to do this?
- Who is setting my goals? Is it me, a friend, a parent?
- What are the results I’m hoping for? What do I want to produce or accomplish?
- What are the benefits to me and others?
- What, if anything, might be standing in my way?
- What are the steps I need to take to make this goal happen?

Think about your life for a minute. What would you like to accomplish in the near future? What about farther out? It may be learning a new skill in your 4-H project work or taking on a leadership position. A longer term goal may be getting involved in 4-H at the state level. Coming up with a plan or a route is often the first step to your leadership road trip.
This small group activity or demonstration illustrates why it makes sense to involve others in accomplishing your goals. The only materials you need are a trash can and ball.

Place the trash can 5 feet away from you. Toss the ball in the can. Did you make it? Now move the trash can about 10 feet away, and toss again. Harder? Move the trash can 20 feet away. Can you make this one?

Now, repeat the steps above but ask a friend to hold the can. He or she can help you by moving the can so that the ball goes in.

The can at 5 feet illustrates short-term goals. Easy to make and easy to achieve. The can at 10 feet and at 20 feet illustrates medium- and long-term goals. These might be harder to achieve, but that does not mean we do not try. Sometimes we accomplish these goals and other times we miss. When we have a helper, though, medium- and long-term goals become easier. When we share our goals with others, when we don't travel alone, we become accountable, and reaching our goals is easier.

Don't keep your goals to yourself. Share the journey!
The best goals are ones that are clear, measurable, and achievable!

**What to Do**

**USING YOUR MEDIUM- OR LONG-TERM GOAL FROM ACTIVITY 6, GIVE SHORT ANSWERS TO THESE QUESTIONS:**

Restate the goal here:
______________________________________________________________________

What is my desired destination? Where am I trying to go?
______________________________________________________________________

Why do I want to do this?
______________________________________________________________________

Who is setting my goals? Is it me, a friend, a parent?
______________________________________________________________________

What are the results I’m hoping for? What do I want to produce or accomplish?
______________________________________________________________________

What are the benefits to me and others?
______________________________________________________________________

What, if anything, might be standing in my way? What are possible roadblocks and challenges?
______________________________________________________________________

What are the steps I need to take to make this goal happen?
______________________________________________________________________

**CONTINUED ON NEXT PAGE . . .**
What to Do (continued)

Now that you have given the details of your goal some thought, you can make your road map. Choose one of these methods:

**Method 1:** On a large piece of paper, use pictures, written thoughts, poems, quotes, magazine clippings, and website information to form your map. Your map needs to include your starting point (where you are today) and your destination (the goal you want to achieve). Make sure to document milestones or checkpoints along the way. Think about roadblocks or challenges too.

**Method 2:** List the steps necessary to achieve your goal, similar to a GPS set of directions. Your starting point is where you are today at year/month 0 and your destination is your goal, or where you want to be at the end of ___ years/months. Think about roadblocks or challenges you will meet along your way. Outline your steps in an electronic format with time markers next to each step, much like the directions in a GPS or online map. What do you need to do? How long will it take you to complete each step?

---

**More Challenges**

Need some inspiration behind your or your club’s goals? Use a piece of poster board to make a “goal board.” Attach images or small items that represent what you want to eventually accomplish.

Sharing your plans is another good way to stay motivated. Share the goal board with your club, family, or friends.
Having a personal roadmap helps you reach your goals. This is a way to identify where you want to get in life or to identify a specific task and the means for achieving it. Once you know what you want to accomplish, it is easier to work around roadblocks and challenges. With a goal and specific objectives in mind, you are more likely to recognize opportunities, whether the opportunity is pursuing a new activity, discussing your challenges with an adult, or discovering a new approach to an old problem.

And, the earlier you start thinking about the big goals—the person you want to be in the future—the sooner you’ll have a personal roadmap, detours included.
SHARE In Activity 5, you identified traits of the leaders in your life. What leadership traits do you have?

____________________________________________________________

____________________________________________________________

____________________________________________________________

REFLECT What leadership traits would you like to develop?

____________________________________________________________

____________________________________________________________

____________________________________________________________

GENERALIZE Use your own words to explain why setting goals is important.

____________________________________________________________

____________________________________________________________

____________________________________________________________

APPLY Do you prefer to set modest, do-able goals or big, bold ones?

Give an example and explain why.

____________________________________________________________

____________________________________________________________

____________________________________________________________
Have you ever listened to someone and misunderstood what they intended? Being able to effectively communicate is an important part of being a good leader.

**What to Do**

Find a quiet place and repeat the following sentence without placing extra emphasis on any of the words. Speak each word plainly.

**Sentence 1:** “I can’t believe that I was elected president of my 4-H Club.”

Sounds kind of boring, doesn’t it? Now, place more emphasis on the word **CAN’T** and change your tone of voice a little. Repeat the same sentence:

**Sentence 2:** “I **CAN’T** believe that I was elected president of my 4-H Club.”

What do you think that sentence is saying? What did it mean when you heard yourself saying it? Try it again another way. This time, instead of focusing on the word **CAN’T**, place more emphasis on the word **I**. Repeat it this way a few more times.

**Sentence 3:** “I can’t believe that **I** was elected president of my 4-H club.”

---

**LEARNING OUTCOMES**

**Project skill:** Demonstrating emphasis and understanding other vocal qualities

**Life skill:** Communicating

**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:** Uses emphasis to change the meaning of a sentence
How can the exact same words communicate completely different meanings? As demonstrated in the activity, how you say words (emphasis) gives them meaning too. Emphasizing different words gives the same sentence entirely different meanings. Other vocal qualities, like tone of voice, volume, and clarity, do the same thing.

Tone of voice is difficult to define, but we all know what “Don’t speak to me in that tone of voice” means. Tone is the emotion or feeling conveyed by the qualities of voice. It might be an angry or impatient tone, or it might be a nervous, uncomfortable one. Someone can speak in an authoritative voice, a warm and friendly one, a confident one, or even a playful one. You can always improve your tone of voice, just by pausing and taking a deep breath.

Talking too loud or too soft are both problematic. Pay attention to volume and make sure your listeners do not have to back up because you are shouting or strain because they can barely hear you.

Clarity is important too. Complete sentences spoken in a confident manner are much more effective than mumbled, half sentences.

Your ability to communicate is much more than simple language skill.

More Challenges

Write down a time when you said, wrote, or texted something to someone, but they understood it differently than the way you intended. How could you have been clearer?
Nonverbal communication is any kind of communication that does not include words. It can include facial and hand gestures (also called body language), vocal sounds such as grunts and sighs, and sign language.

What to Do

Look through a few magazines or websites for people exhibiting “body language.” These would be of people whose body actions or facial expressions tell what they are thinking or feeling. Facial expressions tell a lot, but so do hands, arms, shoulders, feet, legs, and whole body positions.

Cut out at least three pictures and attach them in the space on the next page. Next to each picture, write what you think that person’s body language is saying.

The importance of matching nonverbal cues with spoken words can be demonstrated with dogs, who are nonverbal communication experts. Saying “What a good dog!” in a stern, firm tone of voice—or “Bad dog!” in a playful, gentle tone—guarantees the dog won’t understand.

LEARNING OUTCOMES
- Project skill: Identifying messages relayed through body language
- Life skill: Communicating
- 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: Gathers and describes three images of body language
More Challenges

Decide on a place to observe people (mall, community gathering, airport, etc.) and observe the body language and facial expressions of people around you. Take along a small notebook and jot down what you think each person is feeling or thinking.

According to A. Barbour, author of Louder than Words: Nonverbal Communication, 7 percent of a message is verbal (with words), 38 percent is vocal (volume, pitch, rhythm, etc.), and 55 percent is body movements. That means the vast majority of a face-to-face message comes from our nonverbal language!

Body language includes body posture, gestures, facial expressions, and eye movement. Humans communicate with body language almost subconsciously. For example, someone sitting plain faced with arms crossed conveys the message they are not interested. Someone who smiles at you from across a room conveys a happy “hello” without speaking a word. A person sitting in a meeting who is constantly sighing and rolling his eyes implies he is frustrated.

Messages can get muddled and even lost when body language does not match spoken language. A person sitting in a 4-H club meeting slumped in the chair with arms crossed is signaling boredom. It is possible they are not bored though—perhaps it is a comfortable position. Nonetheless, the impression was one of boredom, and as a result he or she might miss an opportunity to make a valuable contribution.

Body language also can detract from a message. When someone is speaking and swaying back and forth or drumming his or her fingers on the table, listeners have a hard time paying attention to the words.

So, while body language can help you convey a message, you also should be careful that your body language does not conflict with or detract from your intended message.
Being a good leader means communicating a clear message to your listener(s) and making sure it’s been received.

**What to Do**

**Part 1:** Do this activity with a friend. Ask your friend to sit at a table. Give your friend a blank piece of paper and a pencil. Stand behind him or her and face the opposite direction (you should not be able to see each other).

Give your friend directions on how to draw diagram #1. Your friend is not allowed to ask you questions or have you repeat a direction. Your job is to use one-way communication to explain how to draw the picture.

**Part 2:** Now give your friend a blank piece of paper and a pencil. Stand behind your friend and hold diagram #2 so they can’t see it. Unlike last time, you do not need to face the opposite direction as your friend.

Proceed to give your friend instructions on how to draw diagram #2. Your friend is able to ask questions and you are able to provide feedback. Do not show them the picture.

Does your friend’s first drawing look like the one in this book? Why or why not?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Ask your friend how he or she felt without the chance to ask questions. Write the response here.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Does your friend’s second drawing look like the one in this book? Why or why not?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Was part 2 of this activity easier than part 1? Why?
Communication can be broken down into one-way or two-way communication. As a good leader, you will find reasons to use both.

One-way communication can be explained by you sending a message to someone without intending for them to respond. For example, you would use one-way communication when giving someone directions. You do not need the other person to respond—they simply need to hear the information from you. One-way communication can be used by posting things on bulletin boards, giving announcements, sending a letter to someone, and posting information on the Internet.

One-way communication can be a good means of conveying information; it is a great way to share information with a large group such as during a 4-H club meeting. However, it also has challenges. When you use one-way communication, it is possible your message is being misunderstood or misinterpreted because the listener or audience cannot ask questions or receive feedback.

Two-way communication is used when both parties (the speaker and the listener) are able to share information. Each person has an opportunity to speak, ask questions, and receive feedback. You would use two-way communication during an interview at 4-H project judging, working with a teacher to understand a homework assignment, bargaining with your parents for a later curfew, discussing issues at a 4-H club meeting, or posting to a blog.

More Challenges

It is really hard to describe—using words only—how to tie shoelaces. Really! Find a friend willing to pretend he or she does not know how to do it. Without using pictures or props of any kind, see if you can explain the steps. Think of directions for other seemingly simple tasks, and share this activity with your club.

According to [blog.nielsen.com](http://blog.nielsen.com), in late 2011 teens sent an average of 3,417 text messages per month, which breaks down to seven texts every waking hour. All that communication means more possibility for miscommunication! Be especially careful with abbreviations, K?

**LEARNING OUTCOMES**

- **Project skill:** Being a good communicator
- **Life skill:** Communicating
- **Educational standard:** NASET 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.
- **Success indicator:** Gives clear directions for specific drawings
**SHARE** Use your own words to explain why an awareness of all the things that affect communication is important.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**REFLECT** The best speakers use body language to reinforce their messages. Give at least one example of a good combination of body language and the spoken word. What are the words? And what is the body language that backs them up?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**GENERALIZE** Give your own example of a sentence that can be read with emphasis on different words for different meanings. (For example, “Would you please sit down?” with emphasis on “you,” then “please,” and then “sit.”)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**APPLY** Just like tone of voice, emphasis, and body language affect spoken communication, punctuation and form affect written language. How does using all caps, LIKE THIS, change a written message?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
When faced with problems, no matter how big or small, it is important to think before you act. Having a process for decision making can help you face and solve problems in ways that are fair and thorough.

What to Do

Solve the problem described in this paragraph by using the decision-making steps outlined below.

You want to attend a state 4-H camp and were fortunate enough to be selected by your county 4-H program to attend the camp with a partial scholarship. However, you know your parents don’t have enough money to pay the balance of the camp and you have just asked them to pay for your band trip to a regional competition.

Identify the problem:
_____________________________________________________________________________
_____________________________________________________________________________

Gather information:
_____________________________________________________________________________
_____________________________________________________________________________

List the alternatives:
_____________________________________________________________________________
_____________________________________________________________________________

Weigh your alternatives:
_____________________________________________________________________________
_____________________________________________________________________________

Decide on an action:
_____________________________________________________________________________
_____________________________________________________________________________

Take the action:
_____________________________________________________________________________
_____________________________________________________________________________

Evaluate your results:
_____________________________________________________________________________
_____________________________________________________________________________

LEARNING OUTCOMES
Project skill: Using steps to solve a problem
Life skill: Solving problems
Educational standard: NASET 3.3 Youth have the knowledge and skills needed to practice leadership and participate in community life.
Success indicator: Writes steps to solve a theoretical problem
More Challenges

On a blank piece of paper, create two columns by drawing a line down the middle. Label the left column “wrong” and the right column “right.” Spend the next 10 minutes thinking of your 4-H club, listing as many things you can think of that are wrong with your 4-H club and as many things you can think of that are right with your 4-H club. Is there anything in the “wrong” column you can work on?

Flexibility is an important leadership trait. If you welcome new ideas and ways of doing things, then adapting to change is not too hard. If you resist every new idea or suggestion, you may find adapting very difficult.

A detour is not always a bad thing—it’s just a different way to reach your final destination.

As a future leader, you are going to be faced with a variety of problems, some small and easy to fix and others very serious and difficult. Consider this example: You are the president of your 4-H club and you have to work on the same night your 4-H club is scheduled to meet. This creates a problem, doesn’t it?

As club president, you are responsible for leading the meeting. As an employee, you are responsible for showing up for scheduled work times. How can you fix this problem? One approach is to call the club advisor to say you can’t make the meeting, and also call the club vice president to ask him or her to serve as president in your absence. Problem solved.

What happens when problems are more complicated? The basic steps in making decisions are:

1. **Identify** or **define** the problem.
2. **Gather information.** Find out whatever you can by checking with appropriate resources.
3. **List alternatives.** Include any possibility, including alternatives that may seem unlikely.
4. **Weigh your alternatives.** Decide what criteria to use and consider the pros and cons of each alternative.
5. **Decide on an action.** Using the criteria you identified, select the best alternative.
6. **Take action.** Communicate with whoever is involved, get the resources you need, and do what you decided.
7. **Evaluate your results.** Did things happen as you expected? Is there something you wish you did differently? What have you learned?
This project is just one of many roads on your leadership journey. In fact, as you navigate your way through family life, school, friendships, extracurricular activities, 4-H, part-time work, and everything else you do, you are learning constantly about leadership. And whether or not you realize it, you are in the driver’s seat.

**What to Do**

What can you do in 4-H to develop your leadership skills? Identify someone who is knowledgeable about leadership opportunities in 4-H and arrange to spend a few minutes with them talking about the possibilities. (The person could be an older 4-H member, a 4-H professional, or someone else, as long as he or she knows about 4-H leadership opportunities.) In the table below, list the possible opportunities you discuss.

When your list is complete, place a check next to two to three opportunities you would like to pursue. Use the third column to begin figuring out how to do it and who can help you.

<table>
<thead>
<tr>
<th>Possible Opportunities</th>
<th>Opportunities I Would Like to Pursue (✓)</th>
<th>How Do I Get There and Who Can Help Me?</th>
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</thead>
<tbody>
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</table>
Some people believe leaders are born, not made. Others think leadership is like other skills: with enough practice and dedication, it can be learned. What do you think? The question is really a little bit of trap. Why does it have to be one or the other? The truth is we all are born with the capacity for skills that have to be developed. Michelangelo didn’t just sit down one day and paint. Shakespeare didn’t crank out perfect sonnets on his first go around. People who are good at something—painting, writing, singing, performing, building, competing, you name it—seem to be born with at least some ability and have the desire to practice and get better. Why should leading be any different?
**SHARE** In Activity 11, did you find it helpful to go through the decision-making process? Explain.

____________________________________________________________

____________________________________________________________

____________________________________________________________

**REFLECT** Having well-defined steps can help keep emotions out of the decision-making process. Does that help or hurt the results? Explain.

____________________________________________________________

____________________________________________________________

____________________________________________________________

**GENERALIZE** Name at least one other activity (besides 4-H) that is helping you develop leadership skills. How?

____________________________________________________________

____________________________________________________________

____________________________________________________________

**APPLY** What do you think? Can leadership be taught? Why or why not?

____________________________________________________________

____________________________________________________________

____________________________________________________________
Answer Key

Activity 4:
1. STOP
2. STOP
3. STOP
4. GO
5. GO
6. STOP
7. STOP
8. STOP
9. STOP
10. GO
11. GO
12. STOP

References

“Different Types of Human Communication.” 2012. Types of Communication: How Do We Communicate?


Penn State University College of Agricultural Sciences. Youth Leadership Development Training Materials.
# Summary of Learning Outcomes

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

*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 naselliance.org.*
I pledge
My **head** to clearer thinking,
My **heart** to greater loyalty,
My **hands** to larger service, and
My **health** to better living,
For my club, my community, my country, and my world.

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