

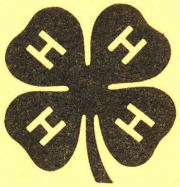
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The Teen Leader  
Michigan State University Cooperative Extension Service  
4-H Club Bulletin  
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# THE TEEN LEADER

4-H – Youth Programs  
Cooperative Extension Service  
Michigan State University

This publication was prepared by Joe Waterson, Program Leader, 4-H – Youth, Michigan State University. Acknowledgment is given to the members of the Older Youth Developmental Committee who are Mrs. Mary Ammond, Conwell Holben, and Mrs. Morris Johnson, 4-H Leaders; Marvin Eppelheimer, Janice Harwood, Lester Howard, Bernard Jardot, and Alan Snider, Extension 4-H – Youth Agents.

## TEEN LEADERSHIP

### WELCOME

Welcome to Teen Leadership!

As you reach this step in leadership development, more will be expected of you.

You will be given more responsibilities as you demonstrate your effectiveness as a leader. Sometimes it takes extra drive and enthusiasm to convince your adult advisor that you are ready, capable, and desirous of greater responsibilities. This must be done openly but carefully and tactfully.

### DEVELOPING A MEMBER'S SELF-CONCEPT

What is self-concept? It is how you see yourself and how you think others see you. A person is likely to do about what he thinks he can do. We are limited most by the limits we set within ourselves. Your willingness to assume leadership is an indication of your positive self-concept.

Your job as a teen leader is to help members realize how much they can do. This means believing in members and helping them believe in themselves. How can you help? Provide experiences for members that will give members success - a feeling of accomplishment, a feeling of confidence within themselves. Help them to discover that there can be fragments of success even with failure. (Example - even though your seam didn't hold, your stitches were even.) Your encouragement and belief in younger members will help them to develop a positive self-concept. If a member learns to evaluate what he has done and can experience personal satisfaction from it, he will strengthen his own self-concept.

LISTENING TO PEOPLE

Most of us listen for a split second of silence indicating we can start talking. How much do you listen to other people? Do you listen with your eyes as well as your ears? Look for feelings as well as words. Perhaps what is not said speaks louder than what is said. At times we say one thing and feel another. Keep these things in mind as you listen to younger members, fellow teens, parents, advisors, and other adults.

TEACHING AND LEARNING

Some say teaching is actually the removing of blocks which keep people from learning. Learning is most likely to happen when the learner:

1. is not threatened by failure.
2. wants to learn.
3. has need for the learning.
4. is free of fear and anxiety.
5. has a voice in what is to be learned.
6. has a voice in how learning is to take place.
7. clearly understands the learning task.

Asking questions is usually more effective than always making statements.

Example - I wonder what would happen if . . . . . I wonder why . . . . .

TREATING PEOPLE AS SPECIAL PEOPLE

Treat people as individuals with personal worth. Do you work as hard at impressing a 9-year old as you do at impressing your Extension 4-H - Youth Agent? A person who cares about people shows it by his every action. You care more about people you know. So....get to know younger members. Find out what they like, what they

want to learn, what makes them happy or sad, where they live, what worries them, and many other questions which will help you really get to know them. When you see them on the street or at school, stop and say hello. They look up to older teen-agers. It is a great thrill for them to be noticed by you.

They will be copying your looks, your style, your action, and your mannerisms. You will teach them more by example than by words. Are you setting a good example?

WHAT ARE YOU EXPECTED TO LEARN IN TEEN LEADERSHIP?

- I. Study and practice methods of significantly involving others in a way that will develop leadership in them.

This means carefully delegating responsibility to others. Why should you do something that a 10- or 11-year old could do? Help younger members discover their own potential. Give them opportunities to be in the spotlight. Help them begin to believe in themselves. Try to find a meaningful task for every member in your group. One caution - stretch a member into doing as much as he can, but don't put him into a situation where he will likely fail. This could do more harm than good.

- II. Learn the basic needs of various age groups with special emphasis on 9- to 12-year olds (grades 4 through 7). In this way, you will learn to understand younger 4-H members.

- A. What do you know about 9- to 12-year olds?

1. Do they have a long or short interest span?
2. Do they prefer co-educational groups or groups of their own sex?
3. Are they enthusiastic or hard to get interested in doing a task?
4. Do they resent adult authority or do they accept adult leadership readily?

B. Experience and research tells the following about characteristics of

9- to 12-year olds:

1. Live in a neighborhood world and are loyal to it.
2. Are not too busy except at play. Vacation periods are relatively free.
3. Want to belong to a gang, probably not co-educational. Like symbols and regalia. Accept rules and regulations.
4. Are eager, enthusiastic, and easily motivated. Are learning how to make choices.
5. Accept direction and leadership blindly; have developed a little leadership ability. Want to be self-reliant, but lack foresight.
6. Have a short interest span. Need to have work laid out in small pieces. Project lessons need to be short.
7. Want to earn spending money.

C. Significance to 4-H Program

1. Small local clubs, in walking distance if possible.
2. Meetings may be frequent. Camping and other activities may be long. Can meet after school and on Saturdays.
3. Single sex groups. Meetings and group activities are important for their own sake. Use symbols and regalia, ceremonies, songs, etc.
4. Projects are required, but allow for self-selection. Awards and incentives needed. Achievement recognition needed.
5. Adult leader takes most responsibility at first. Develop leadership through assigning leadership jobs whenever possible.
6. Closely supervise individual projects, demonstrations, etc. Plan instruction carefully, and apply it in small doses. Literature and records should not be difficult. Include some recreation, mostly simple games at every meeting.

7. Projects and activities which provide members spending money may be important.

III. Learn to work effectively with adults. Adults come in all ages, shapes, and sizes. They are a reflection of their own past experiences. They have feelings, doubts, fears, and hopes just like you do. If you are willing to be honest and open (say what you really think and feel), it will help. Adults need to feel wanted, loved, and accepted, and to feel important just like younger members. If you treat them as people of personal worth and dignity, they will do the same with you. For adults, time goes faster; they may still think of you as a 10-year old and not be willing to think of you as you are now. This means you may have to convince them of your maturity and your capabilities. The best way of doing this is by example.

IV. Learn to work with members and leaders to develop a local club program for the year. Getting a plan down on paper insures that things will happen. Help the club be flexible and change the program if necessary as the year goes along. Make sure that everyone has a voice in the program plan. This voice can be in helping to develop the plan, or even altering, accepting, or rejecting it at the local club meeting. Help the members plan according to the needs and wants of all members. This means something for everyone.

V. Learn more about the adult leadership tasks such as visiting the homes of members, planning tours and local club achievements, working with club records, etc.

HERE ARE SOME JOBS TEEN LEADERS CAN DO

- A. Plan the project.
- B. Select specific responsibilities in your local club in consultation with adult advisor, such as:



1. A division of project work.
2. Assisting and training club officers.
3. Assisting others in recreation for the 4-H club.
4. Assisting with training for demonstrations or judging work.
5. Membership relations and recruitment, parent relations, visiting new members, and serving on the program planning committee.
6. Assist members with project reports and help leaders with administrative reports (book work).
7. Provide leadership in other activities such as safety, health, citizenship, club publicity, careers, tours, etc.
8. Other activities approved by the county teen leadership chairman or the county Extension staff.
9. Help members develop goals and assist in evaluation periodically during the project year as well as at the end.
10. Participate in county teen leadership training programs.
11. Attend adult leader training where appropriate.
12. Encourage experienced teen leaders to participate in a leadership role in county events such as camp, achievement day, fair, and 4-H Sunday.
13. Assist in local club programs, county activities, and community service activities.
14. Counsel periodically with adult advisor.
15. Participate in individual or group interview for apprentice leaders at least once during the project.
16. Member evaluation with leader.