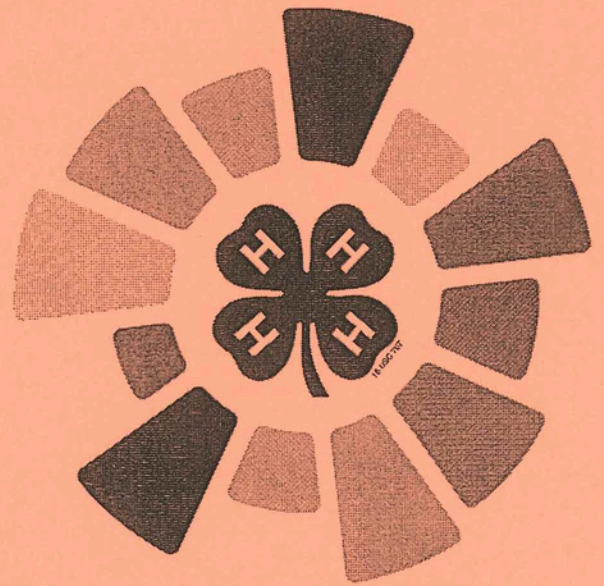


Junior Leaders

INDIANA 4-H



Hamilton County Manual 2025

(Please PRINT)

Name _____ Years in 4-H Jr. Leaders _____

School _____

Years in 4-H _____ Grade _____

4-H Club Name _____

4-H Leader's Name _____

This manual is due into the Extension Office by the July Junior Leader Meeting
June 25, 2025

Table of Contents

This manual includes leadership information for you to use as resources throughout your leadership development.

- 4-H Junior Leader Project
- 4-H Junior Leader Requirements
- The Meaning Behind the Pledge
- Leadership Characteristics
- Leadership Initiatives
- Tips For Effective Demonstrations
- Decisions in Motion - The Four Steps
- Communicating
- Leadership Website Resources
- **Leadership Activities you can use during your club meetings.**
(Must complete 3 of these activities for Junior Leaders)

- *Chain Gang-Problem Solving, Teamwork
- *Group Treasure Hunt-Self Esteem
- *Body Basketball-Problem Solving
- *Back To Back Drawing-Communication
- *Marshmallow Tower-Decision Making, Problem Solving
- *Programming Your Goals-Practicing Goal Setting
- *Knee to Knee-Get Acquainted
- *The 5-Minute Personality Test-Self Evaluation

- Project Manual Activities Resource Page
- Jr. Leader Record Sheet



4-H Junior Leader Project

Serving as a 4-H Junior Leader is an honor, an opportunity, and a responsibility. 4-H Clubs are most successful when your enthusiasm, energy, and ideas are combined with the experience of your Adult 4-H Leader or Jr. Leader Advisor, other club members, and your Extension Educator. Junior Leaders is a project which requires careful planning. Your adult leaders/advisors will supervise your work and be a source of help when you have questions or problems. However, these adults cannot make you a leader... you must put forth the effort yourself to be an effective leader.

Leadership is the ability of being able to influence the thinking and actions of people. It is the willingness to try a new job and see it through. Leadership does not depend upon the amount of talent you have, but upon what you do with your ability and how you get along with other people. You can be a leader if you have the desire, the willpower, and the urge to develop the qualities and characteristics that make a leader.

Cooperate with your Extension Educators, Adult Leaders/Advisors, other Junior Leaders, and 4-H members to develop the best program for your club, your county, and also for your greatest personal achievement.

There Are Several Reasons Why You Might Want To Be A 4-H Junior Leader... You Can...

1. mentor younger 4-H members.
2. help develop the local and county 4-H Club program.
3. develop your ability to work with other youth and adults
4. make new friends
5. gain workforce development knowledge
6. experience diversity, and a sense of inclusion and belonging
7. participate in Youth-led, age-appropriate instruction
8. become eligible for 4-H awards, opportunities, trips at county, area, state and national levels
9. develop your abilities to plan, to organize, and to reason.
10. participate in community activities.
11. become acquainted with the entire 4-H Club program.
12. help other 4-H members to have some of the same opportunities that you have had in 4-H Club work.

What makes a Good Leader?

Be well prepared...know leadership takes work as well as practice.

Regard yourself as a part of the group...say "we" instead of "I."

Do not try to run the club. But be guided by the desires of the club.

Like people...be understanding and friendly.

Be poised...don't let irritations bother you.

Have humility...be confident, but not cocky. Do not be afraid to reveal you don't know everything.

Be creative...enjoy trying new ideas.

Be a hard worker...don't ask anyone to do something that you would not be willing to do yourself.

Be responsible...live up to your word and duties.

Be cooperative...learn how to work with others and enjoy being with them.

Be a fun-lover...enjoy life, the simple things as well as the big.

Have vision...help the persons in your group to learn and grow through the activities.

The boss assigns the task; the leader sets the pace.

The boss fixes the blame for the breakdown; the leader fixes the breakdown.

The boss knows how it is done; the leader shows how.

The boss makes work a drudgery; the leader makes it a game.

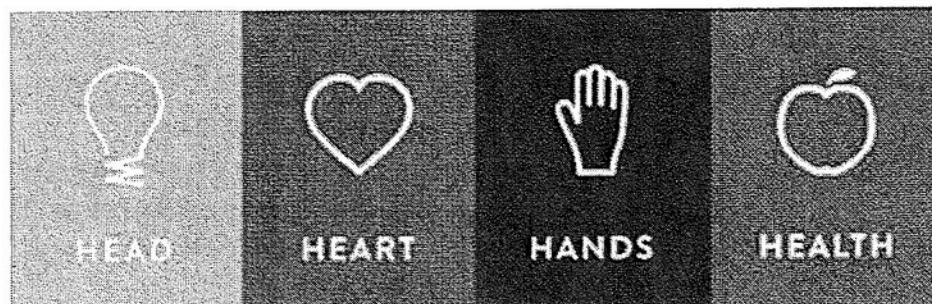
The boss says, "Go"; the leader says "Let's go!"

By Albert Edward Wiggam

4-H Junior Leader Requirements

The following are the requirements you will need to meet in order to complete this project:

1. Be enrolled in 4-H for the current year.
2. Be enrolled in the Junior Leader project.
3. Be in 7th grade or above during the current school year.
4. Work in the Junior Leader Concession Stand 4 hours during the county fair.
5. Assist with a project check-in, **OR** check out **AND** judging during the county fair
6. Give a demonstration at their local club's meeting.
7. Help your 4-H Club leader organize the local club's programs for the year
8. Complete three (3) activities out of this manual
9. Complete one (1) optional activity for each year you've been in Junior Leaders
 - Assist in Hamilton County Day Camp
 - Assist with Project Workshops or Recruitment Night, Ag Day, or other County 4-H Event
 - Help your club members learn parliamentary procedure to run club meetings
 - Serve on committees for planning and conduction of Junior Leader activities
 - Speak to groups, other than your local 4-H club, about 4-H
 - Assist local club officers in understanding and completing their duties
 - Assist young 4-H members in completing their projects—this may include demonstrating techniques, answering questions, helping them get necessary supplies, etc.
 - Recruit new members or encourage current members to re-enroll
 - Help members prepare and give good demonstrations
 - Assist younger members in completing record sheets and white "My Record of Achievement" cards.
 - Assist young members in choosing projects and completing the online 4-H enrollment.
 - Encourage members to apply for trips and fill out their white "My Record of Achievement" cards
 - Encourage younger members to go to 4-H Camp
10. Turn in Junior Leader project manual with record sheet complete by July Junior Leader meeting **June 25, 2025.**



The Meaning Behind the Pledge:



My head to clearer thinking

4-H:

Helps you learn to plan before you take action.

Lets you learn things you can use as an adult.

Lets you make decisions.



My heart to greater loyalty

Through 4-H you:

Make many friends.

Learn about trusting and respecting others.

Learn about people who are different from you.

Learn about values.



My hands to larger service

4-H is:

Learning by doing.

Learning to complete tasks.

Serving your community.

Helping others.



My health to better living

4-H:

Encourages activities that are fun and healthy.

Teaches about protecting the environment.

Promotes wise use of leisure time.

For my club, my community, my country, and my world

Through 4-H you learn:

To be a good citizen.

Learn about community relationships.

Learn that you are part of a larger group and that you belong.

Learn about 4-H across the nation and around the world.

Leadership Characteristics

Leadership is the art of influencing and direction people in such a way as to obtain their willing confidence, respect, and loyal cooperation to accomplish a task. A leader is not selfish or boastful; rather, a leader is cooperative and poised. By setting a positive example, a leader is someone whom others follow. A leader uses creativity and determination to make a dream become a reality. The leader does not always seek to control others, but knows that with the help of others, the group will reach its goals.

Leadership requires a person to have the following characteristics:

Have self-confidence. If you believe in yourself and your goals, you will be more successful.

Demonstrate responsibility. If you say that you will do something, follow through and do it to the best of your ability. After all, if you do not have the time to do it right the first time, where will you find the time to do it all over again?

Build up others. By building up others' self-esteem through public and private compliments and praises, you will build your own self-concept.

Use imagination. Without creativity, the other characteristics make a boring leader who simply repeats the ideas of others.

Listen to others. Listen to adults, peers, and other 4-H members to hear their perspectives on an issue.

Solve problems. Work diligently on the problem until it no longer exists.

Take risks. A leader is not afraid to try something different, such as talking in front of large groups, or leading a new activity.

You do not need to hold an office to be a leader. You do not have to be a snob, an athlete, a totally organized person, a nerd, or an "unknown" to be a leader. You can be whoever you want to be and still be a leader as long as you understand what a leader does.

As a leader, you use your skills and techniques to:

- Provide an opportunity for every member to participate.
- Set clear expectations for the members.
- Involve others in activities that are of interest to them.
- Guide members through their work
- Recognize individuals for their contributions to the group.
- Provide helpful, constructive criticism as needed to help the members improve themselves.
- Hold meetings that maintain the interest of the members.
- Provide new experiences for the members.
- Set an example for others through your words and actions.

Leadership Initiatives

MIXERS

Who Am I - Write the name of a famous person on a small slip of paper and pin it to the back of each member. Have members ask each other questions about their name. These questions must be answered yes or no. The object is to try to identify the name on your back. (Names used can be of any theme, e.g., movie stars, sports figures, famous people, places or things.)

Guessing Games - As members come into a meeting, have items which they must guess something about. Have them write out answers and give a small prize to winners. Examples of guessing games are: A large book—how much does it weigh? Baby picture of someone in the club—who is it? Jar of corn—how many kernels in it? Antenna—what is it?

"Sign My Paper" Scavenger Hunt - This game can be used many different ways for different information. An example of the game follows: on a paper list all the projects that your club members are taking. Draw a line to the right side of the project. Make enough copies of this for each member in the club. At the meeting give everyone a pencil and the list. Have them get a signature from someone who is taking each project. (This is really fun when only one person is taking one of the projects listed. That person then has to sign everyone's paper.)

Secrets - As members come into the meeting, have them write the name of an animal on a piece of paper, fold it up, and place it in a hat. (Before the meeting have some slips of paper already made up and in the hat.) As they put theirs in the hat, they must take one out. The member finds the person who placed the animal's name in the hat. This becomes fun as several may name the same animal. See how many animals were named and which animal was named the most times. This will work with other names also (e.g. cars, cities, trees, etc.)

MAKE THEM THINK

Marshmallow River - The object is to move the entire group from one side of the river to the other without falling into the hot cocoa before the time runs out and using only the few marshmallows (props) you have. You will need about 1/3 the number of props as people. You can use paper plates, boards, or other stepping objects. Make the river about 40 feet across. Only one person at a time can be on each prop, but they may be picked up and moved at any time. You can make up any scenario to add to the overall experience such as crossing toxic yogurt or man-eating eels. The key to the game is that only part of the team can go at once and some must come back to help the rest. You can also make it more challenging by adding handicaps such as blindfolds, no talking, etc.

All Aboard - For this activity you will need one large blanket, sheet or tarp. Spread your sheet out on the ground and ask the group to climb aboard. The entire group must be on the sheet without anybody touching the ground. The first time should be easy. Then have the group step off and fold the sheet in half. Continue this process reducing the size of the sheet however you like. You'll notice that it gets harder to fit your group into the space the smaller it gets. This is where you have to get creative!

Welded Ankles - Use a length of rope or masking tape to mark start and finish lines for the area to be crossed. Have people link arms and line up on one side of the marked area standing ankle to ankle. Feet and ankles are NOT tied together. They must cross the space without their feet becoming separated. If contact is broken the whole group must start over.

Instead of crossing an open area, challenge the line of people to rotate 180 degrees to face in the opposite direction without breaking ankle contact, or form a circle and rotate 360 degrees.

References - We would like to acknowledge the following authors and their respective books.

Priest, S., Sikes, S., and Evans, F. (2000). 99 of the Best Experiential Corporate Games We Know . USA : eXperientia.

Bower, Nancy. (1998). Adventure Play . Needham Heights : Simon & Schuster Publishing.

SKILL SHEET:

Tips for Effective Demonstrations



Demonstrations are talks that show, one step at a time, how to perform an activity.

Planning Tips

Your demonstration may take only 10 minutes, but the time you spend planning those 10 minutes will determine your success or failure. Here are some questions to ask yourself and points to consider:

Will my topic work as a demonstration?

- Pick a well-defined skill or activity that can be demonstrated in a short time period. For example, showing how to toss a salad is easier than explaining how to cook.

- Select a topic that can be easily broken down into illustrated steps that the audience can be successful at doing themselves. For example, you may be able to wiggle your ears, but others may not find it as easy to do!

- Consider how much background your audience will need on your topic before you begin demonstrating. For example, if you are showing how to saddle a horse, you may need to first explain how to approach the horse and make it hold still.

What is my audience going to be like?

- Plan your demonstration around the size of the group. Will you have a small group that can cluster around you, or will you need large visual aids and a microphone to be seen and heard?

- Try to anticipate how much your audience may already know about your topic. Pick a skill level that you think will be high enough to hold your audience's attention but not so high that they can't keep up with you.

What do I want my demonstration to accomplish?

- Decide if the purpose of your demonstration will be to educate the audience on how to do something, inform them on how something works or persuade them that one method works better than another. You can do all of these in one demonstration if you plan well.

- Think about what response you want from your audience. For example, do you want them to try a new skill, or change an old way of doing something?

- Consider how much time you have, the skill level of your audience and your own expertise.

Organizing

Once your initial planning is done, make a detailed outline or script for what you plan to cover in your talk and what visuals or props you will need for each step. A well-organized speech contains the following basic parts:

1. Introduction - Where you capture the audience's attention with a relevant story, quote, challenge or other interesting remarks and then explain what the demonstration will be about.

2. Body - Where you present a step-by-step procedure, explaining key points as you go along. You can outline the steps by doing the activity and writing the steps down as you go.

3. Conclusion - Where you restate the purpose of your demonstration and give a brief summary of the steps.

Tips for Choosing & Using Visual Aids

Use visuals such as posters, slides and overheads to help the audience understand your topic. Visuals can help keep the audience's attention, but don't overdo it - too many visuals can be distracting. It's very important to practice your demonstra-



tion using your visuals. Keep them within reach and in the order you will present them. When you're done using each one, set it aside so it doesn't distract from your next point. Make sure your visuals:

- Are attractive.
- Are readable from the farthest distance they will be viewed.
- Highlight important points.
- Are simple and neat.
- Are easy to use.

Props may be helpful when realism is needed. Make sure that your props are practical for the setting you will be in. For instance, including your dog as part of a demonstration on pet grooming might make it more realistic, but you'll also need to think about any problems that might arise from bringing an animal into a unfamiliar situation.



If you're planning to use electronic equipment, make sure you'll have outlets available nearby and anticipate any replacement bulbs or batteries you might need. Have a back-up plan in case your equipment fails.

Tips for Good Delivery

- Be enthusiastic!
- Dress for the part.
- Briefly introduce yourself, explaining your interest or special skills in your topic.
- Start with your opening, then get right into the action. Keep things moving but don't rush.
- Know your subject and explain what you're doing as you do it.
- Practice in advance, but if something doesn't go the way you planned it in the final demonstration, explain briefly what happened and continue.
- Be sure your audience can see what you're doing at all times. Store items away from the center of interest when you're not using them.
- Speak clearly. If you must use noisy equipment like a blender, explain what you're doing before and after you use it. Don't try to shout over the noise.

• Stay within your allotted time. To show all the steps of a process, you may need to have materials ready to show in various stages (baking bread, for example).

• End your demonstration by showing the audience your finished product and letting them ask questions. If you don't know an answer, say so - don't guess.

Practice Makes Perfect

Assemble everything you need for your presentation (and friendly volunteers to be your test audience) and practice. Videotaping your practice demonstration is another good way to help you fine-tune it. Afterwards ask yourself (or your test audience):

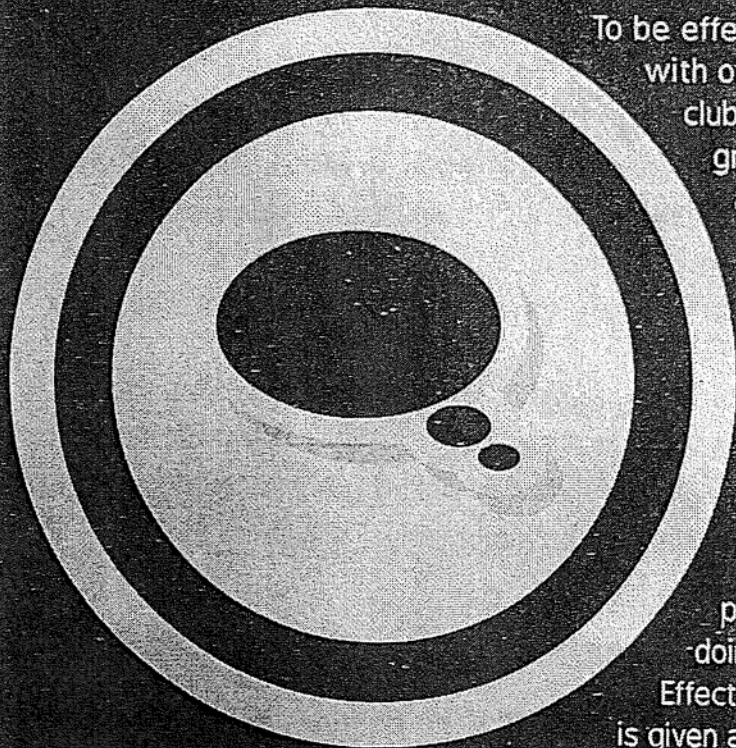
- Are my actions in logical order?
- Did I explain what I was doing while I was doing it?
- Did I give complete information?
- Are my visual aids effective?
- Did I keep to my time limit?
- Do I know enough about my topic to answer questions from the audience?

Decisions in Motion – The Four Steps



1. A member uses a **MOTION** to make a suggestion to the group. A motion includes the words, "I move." To make a motion, a member states, "I move that..." followed by the suggestion. Example: "I move that we bake cookies and take them to the nursing home for our community service project." This motion is what members will discuss in step three and vote on in step four.
2. A **SECOND** is the next step of a motion. Another member of the group who agrees with the motion will second the motion. This person simply says, "I second the motion."
3. A **DISCUSSION** is step three and provides the only time members can speak for or against the motion. DISCUSSION of the motion can happen after it has been seconded. During the DISCUSSION, all members are allowed to discuss their opinions of the motion. Everyone's opinion is to be respected; no person or idea should be put down. To end the DISCUSSION part of the motion and move the group to step four, the President puts the motion to a vote.
4. **VOTING** is the final step of the process. In this step, members are asked either to agree or disagree with the motion. The chair of the group will repeat the motion and then put the question of adopting the motion to a vote by saying, "All those in favor raise your hand." Each member agreeing with the motion will reply by raising his/her hand. The number of raised hands will be counted. Then the chair will say, "All those opposed raise your hand." Each member disagreeing with the motion will reply by raising his/her hand. The number of raised hands will be counted. Whichever answer gets the most responses will determine whether the motion passes or not. The chair announces the results of the voting by saying, "The yeses have it, motion passed," or "The noes have it, motion denied."

Communicating



To be effective leaders, we must communicate well with others! We can be leaders in our schools, clubs, families, and communities. In all these groups, good communication can lead to a better understanding of people, great teamwork, more fun, and tremendous success!

Believe it or not, we spend most of our time communicating. We communicate in many ways such as talking with friends; listening to iPods, radio, and TV; surfing the Internet; sending emails; making phone calls; leaving voice mails; sending text messages; posting messages on MySpace or Facebook; doing homework; and writing notes or reports.

Effective communication happens when information is given and received. For example, leaving a voice mail that is never heard or sending an email that can't be read isn't communicating. Messages need to be heard, seen, or read in order for effective communication to happen.

Besides giving and receiving, there are other aspects to communicating: verbal and nonverbal, reading and writing, talking and listening. All parts are important to good communication. Verbal communication happens when people use their voices and words to speak a message. Nonverbal communication happens when people use their body language to send a message instead of using their voices and words. Body language communicates messages through facial expressions, gestures, or movements made with one or more parts of the body. For example, frowning and folding your arms across your chest might communicate that you are unhappy.

Good communication has many important parts. Maybe you have experienced a time when you or someone you know communicated one message with words and another with body language. For example, you might say "yes" to your mom about cleaning your bedroom, but you stomp your feet and roll your eyes. Or perhaps you misunderstood a text message or email because you didn't hear the person's tone of voice. A good leader is aware of the many parts to good communication.

As leaders, we need to be good communicators and make sure that good communication happens. The lessons that follow will help you learn what communicating is all about and how to be a better communicator.

Chain Gang

Topic Areas: Problem Solving, Working Together

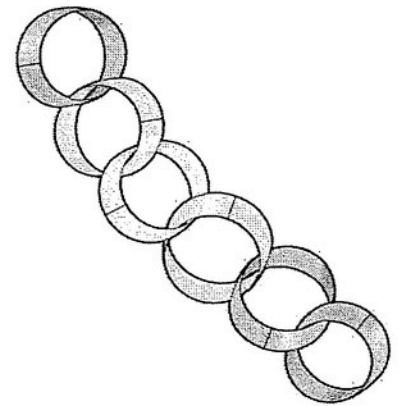
Concept: Dealing with problems that require concentrated effort and communicating with others is difficult. We need to learn to work with each other and to communicate in such a way that we are understood. Making wise group decisions is sometimes much harder than making individual decisions.

Method: Classroom activity

Time Needed: 20 minutes and discussion time

Materials Needed:

- 2-3 pairs of scissors for each team of five
- 2-3 long strips (about 2 feet in length) of masking tape for each team
- 20 sheets of scrap paper for each team
- 1 blindfold for each person



Activity: Divide your group into teams of five. Have them sit down on the floor in a circle or around a table. Give each team a stack of paper, 2-3 pairs of scissors, and 2-3 long strips of masking tape. Use the blindfolds to tie each team's wrists together. They should now be sitting side-by-side in a circle with their wrists tied together. Tie their wrists tight enough that they have to work together to use their hand, but not so tight that the blood is cut off to the hands.

Explain that the object of this activity is to work as a team to create the longest chain using paper and masking tape. The chain is just like the ones kids make out of construction paper at Christmas time and put on their Christmas tree. Decide on a time limit. I like to use about eight to ten minutes. Every minute call out how much time they have left in the activity. At the end of the allowed time, compare chains to see which team has the longest one.

Leadership Website Resources

For more information on how to get involved in the youth leadership movement

www.yli.org

Youth Leadership Institute builds communities where young people and their adult allies come together to create positive social change.

www.generationon.org Generation On Make Your Mark on the World!

Generation On is the global youth service movement igniting the power of all kids and teens to make their mark on the world.

4-H Websites

www.4-h.org

National 4-H Website

www.extension.purdue.edu/4-H/

Purdue 4-H Website

www.extension.purdue.edu/county/hamilton

Hamilton County 4-H website



Group Treasure Hunt

Topic Area: Self Esteem

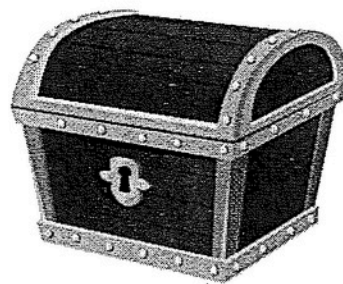
Concept: Each person is unique. This uniqueness is what makes our society work. If we were all the same, with similar interests, backgrounds, skills and characteristics, our society would be missing much of its creativity. This diversity allows for multiple points of view, with the end result being various perspectives to problems or situations. Telling students that they are unique seems to gloss over what actually makes them unique. By discussing various topics on how we are unique, we can get kids thinking about diversity and how valuable that is for society.

Method: Classroom Activity

Time Frame: 25 minutes plus discussion time

Materials Needed:

- One pencil per team of five people
- One handout per team of five people



Activity: Divide your group into teams of five. Give each group a pencil and a scoring sheet. Have each team designate a recorder. This person will total the points for each question and keep a combined running total after each question is answered. Explain that scoring involves a team total which is the combined points for all members of the team. To keep all teams on the same question, you will read the questions one at a time, and go on when you feel all groups have finished.

You may wish to clarify the questions, depending on your age group. Allow for discussion time after each question since part of the intent of this activity is to allow an exchange among the team members about their answers. This permits the team to discover the uniqueness of the various team members. If time permits, you can have each team read out their scores after each question and keep track of which team has the most points by question. The purpose of this would be to point out during the discussion that the same team did not have the most points for all the questions. After all the questions have been answered, have the teams read out their total running scores. Don't play this up too much since the object of the activity is not to produce a winning team, but to provide a forum for interaction among team members.

Variations: Instead of tying their hands together, make them keep one hand behind their back throughout the activity. If you choose this variation, have half of the people on each team use the hand that they don't write with. You could also blindfold some of the team members. Be sure that you don't blindfold the ones using the scissors. Another option is to make them go through this activity without talking.

Discussion Ideas:

- What problems did you encounter?
- How did you solve the problems?
- Did the activity get easier as you went along? Explain.
- What procedures did you use to work together?
- Did any of you observe other groups and make changes based on what you saw? Explain.
- Is it OK to get ideas from others when trying to solve a problem? Why or why not?
- Did your group choose a leader? How did you choose one? How did it work if you didn't choose one? Do you wish you had chosen a leader?
- What would you do differently if you were to repeat this activity?
- What effect did the calling out of how much time you had left have on your group?
- How can this activity relate to other activities in your life?
- What can you learn about working with others from this activity?

Treasure Hunt Questions

1. One point for each person living in your home.
2. One point for each button on your clothes.
3. One point for each team member who was born outside of the state.
4. One point for each pet in your family. (Fish only count as one pet)
5. One point for each team member with brown hair.
Two points for each team member with blonde hair.
Three points for each team member with black hair.
Four points for each team member with red hair.
Five points for each team member with a hair color not listed above.
6. One point for each shoelace hole or hook on one shoe of each team member.
7. One point for each team member who has been in a state other than this one.
8. One point for each team member who has flown in an airplane.
9. One point for each musical instrument team members know how to play.
10. One point for each organized sports team that you have participated on in the past year.

Discussion Ideas:

- List ways in which people are different.
- Can all differences between people be seen when you look at someone? Why not?
- Are differences among people important? Why or why not?
- How do differences among people help our society?
- What would happen if everyone was the same?
- How did differences show themselves during the activity?
- Are some differences more important than others?
- Was everyone able to answer every question? Why not?
- Are any two or more people the same? Why not?
- How can people be similar but not the same?
- How important is it to have many types of people in a workplace?
- Why is it important to have people with various skills in a community?
- What characteristics among people in our society do we perceive as more desirable than others?
- How do society norms impact what we think about various individual differences or characteristics?

Score Sheet for Group Treasure Hunt

**Total team points
for each question**

**Total combined team points for all
previously answered questions**

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Add points from question 1 & 2

Continue to add points together

**This total is your combined score
for all ten questions**

Body Basketball

Topic Area: Problem Solving

Concept: Many times we work on problems alone and then become frustrated when the solution seems to elude us. Sometimes it is pride that makes us do it alone, other times it is stubbornness and in some situations it is just that we don't know who to go to for help. Being able to ask for help and knowing who to ask for it from are key ingredients in solving some of the problems that we face.

Method: Classroom activity

Time Needed: 15 minutes and discussion time

Materials Needed:

- 1 nine inch round balloon per person, plus a few extras
- 2 chairs
- String or rope about 15 feet long
- 1 to 3 trash cans or paper grocery sacks
- Masking tape



Activity: Set up the activity in an area that has about 15 to 20 feet of space in one direction. Set two chairs at one end of the room however far apart your string or rope is long. Stretch your rope from one chair to the other and tie it to the chairs. The rope should be about three feet off the ground. Leave some space behind the rope at the end away from the starting line. Use your masking tape to mark a starting line at the end of the room opposite the rope. Put two or more (depending on how large your group is) trash cans or paper grocery sacks on the floor about two feet behind the rope.

Give each person a balloon. Have them blow it up as large as they can and tie it off. Explain that the object of the activity is to move the balloon from one end of the room to the other. They may not use their hands, arms, or mouth to move or toss their balloon. When they reach the rope, they must get the balloon over the rope and into the trash can or bag. If their balloon touches the ground along the way or if they try to get it into the trash can and miss, then they must go back to the starting line and begin again. Allow the group about five or so minutes to try and accomplish this task. Do not give any suggestions on how to move the balloon. You will be amazed at the various techniques that will be used.

For round number two the rules are the same except that they will complete the activity with a partner. Even though they will each have a balloon, only one balloon will be used. The second balloon can be used if the first one pops.

Body Basketball (cont.)

Discussion Ideas:

- What methods did you try when moving the balloon by yourself?
- How well did these methods work?
- What methods did you try when moving the balloon with a partner?
- How well did these methods work?
- What did you find most difficult about the activity? Why?
- Was the activity easier or harder with a partner? Explain.
- When trying to solve a problem, do you think that it is easier to do it by yourself or to get help from others? Explain.
- Are some problems easier to solve by yourself rather than with others? Explain.
- What are some problems that usually require the help of others to solve?
- What kinds of people would you seek out to help you when you have a problem?
- Have you ever been in a situation where you have provided help to someone else? Describe the situation.
- What are some of the reasons that people do not seek help even when they need it?

Back to Back Drawing

Topic Area: Communication

Concept: For real communication to take place it is important to use good listening skills. These would be skills such as eye contact, body language, concentration, facial expression, etc. To really get your point across you need to utilize these skills in your conversations. When you do not use these skills, communication becomes difficult and understanding becomes impossible.

Method: Classroom Activity

Time Frame: 15 minutes plus discussion

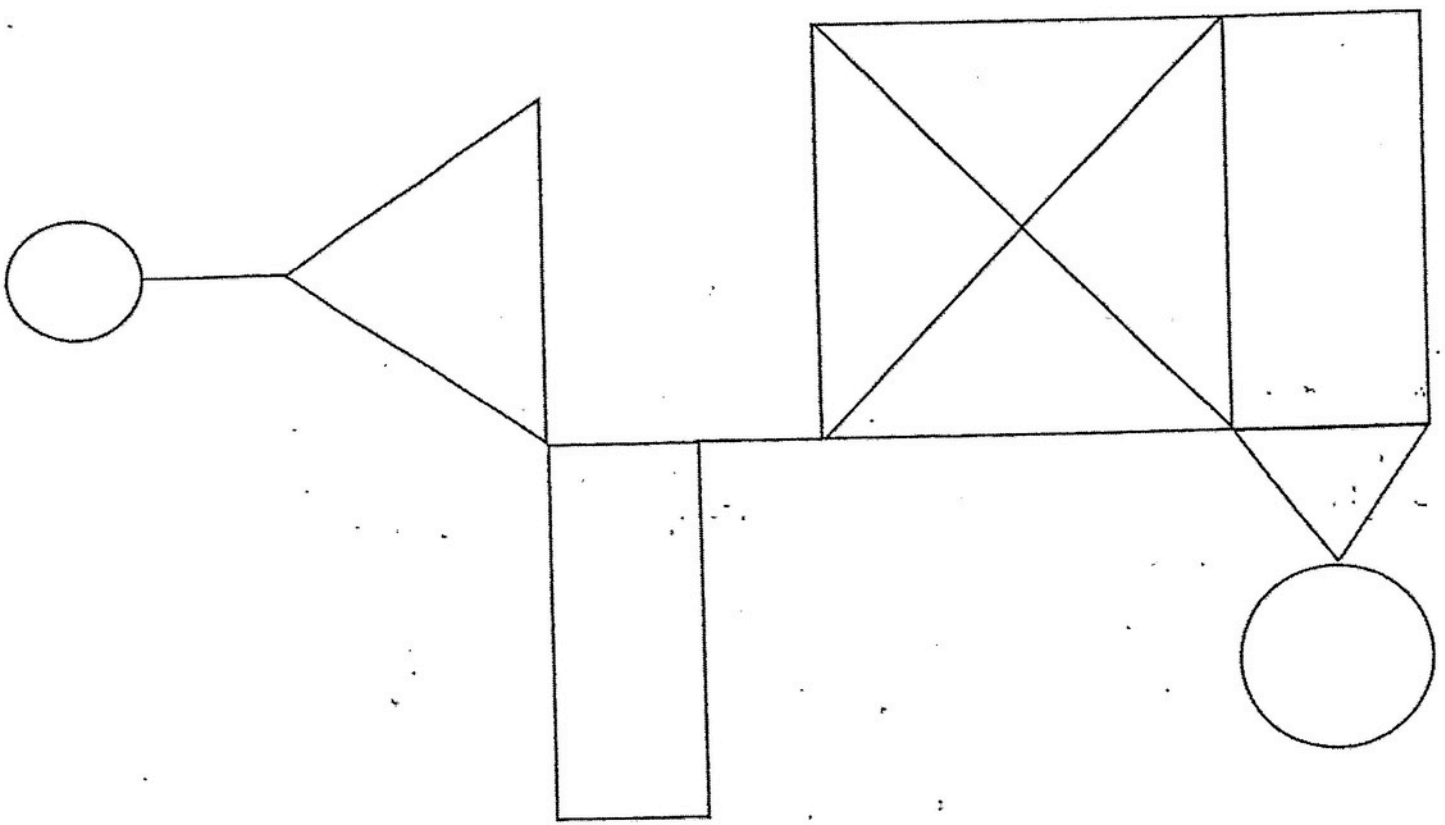
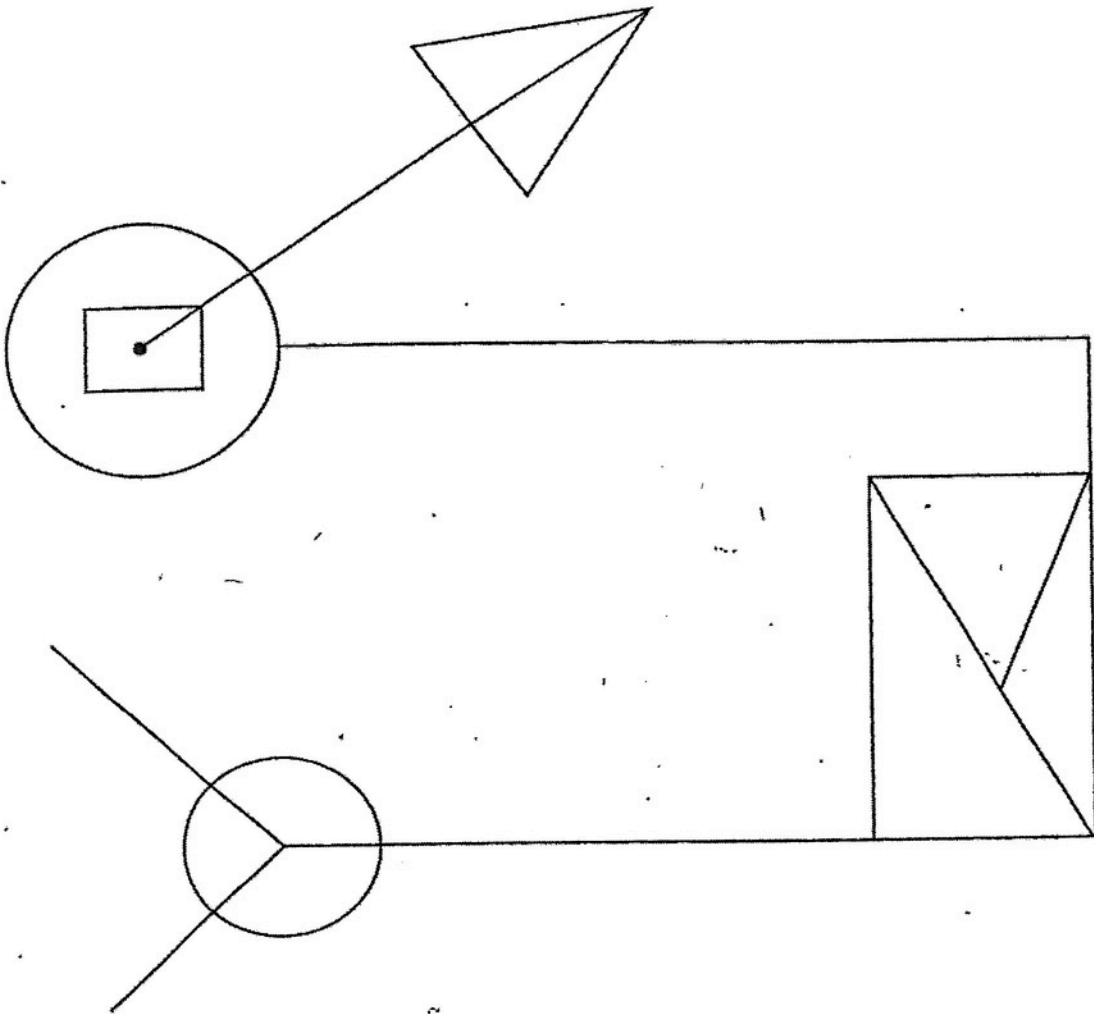
Materials Needed:

- A pencil for every two students
- A blank piece of paper for each student
- Two different pictures of various geometric shapes (two pictures for each pair of students)

Activity: Have each person in the class get with a partner. Have the partners sit back-to-back. There should be enough space between the pairs so they can not see what another pair is drawing. Give one of the partners a pencil and a blank piece of paper. If possible, give them a hard surface to draw upon. Give the other partner a picture. Have them return to their partner and begin describing the picture to their partner while the partner tries to draw the picture they are describing. The person giving the instructions may not look at what their partner is drawing nor may the partner look at the picture that is being described. If you wish, you may let them ask questions of each other. If you are working with older kids or wish to repeat the exercise with a new picture, then you would not allow them to ask questions until the second round. Once the first person is done describing the picture and his partner has drawn it to the best of his ability, let them compare pictures. Now have them switch roles. Give the person who drew the first picture a new picture and he will now be the one giving instructions.

Discussion Ideas:

- How similar did your picture that you drew look to the picture that your partner was describing?
- What were some of the things that made it difficult to complete the activity?
- What were the feelings that you felt when you were the person describing the picture to your partner?
- Why did you feel this way?
- What were the feelings that you felt when you were the person trying to draw the picture from your partner's description?
- Why did you feel this way?
- How do you think this applies to communicating with others?
- Describe situations where you have felt this way with your friends.
- Describe situations where you have felt this way with your parents.
- What steps could you take to be sure that others do not feel this way when they are talking to you?
- What steps could you take if others made you feel this way when you were talking with them?



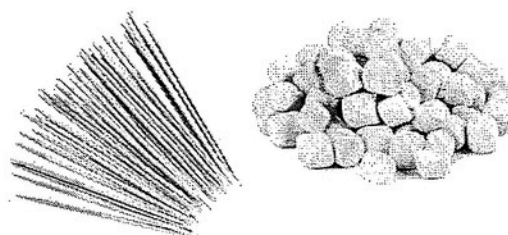
Marshmallow Tower

Topic Areas: Decision Making, Problem Solving

Concept: Sometimes the decisions we make are not ours alone to make. There might be a group of people involved. You need to know how decisions are made in a group and the dynamics that take place. Our ability to influence a group decision will play a major role in our staying out of trouble since many of our troubles occur in groups and not by ourselves.

Method: Classroom Activity

Time Frame: 20 minutes plus discussion time



Materials Needed:

- Approximately 75 round toothpicks and 100 miniature marshmallows for every six people.
- A stop watch or a phone timer.

Activity: Divide your group into smaller groups of six people each. Give each group a handful of toothpicks and a pile of miniature marshmallows. They may get more toothpicks or marshmallows from you if they run out. Explain that the object of the activity is to have each small group build the tallest, free standing tower that they can. They will have ten minutes to complete the building of their tower. In exactly ten minutes, you will call time and every team must take their hands off of their tower. Exactly fifteen seconds later you will judge the towers to see which one is the tallest. This means that the tower must still be standing, without any help from the group or any other devices for fifteen seconds.

Discussion Ideas:

- How did you decide what the tower was going to look like?
- Did you come up with a plan before you started or did you just start and make changes as you went? Was this a good or bad method? Why?
- Was a leader chosen in your group? Did one emerge? How was your group led?
- Was your end product satisfactory? What would you change next time?
- What can this activity tell us about making decisions?
- Describe the roles that each person in your group played.
- Were some people in your group more involved than others? Why?

Programming Your 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 to Do

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):

LEARNING OUTCOMES

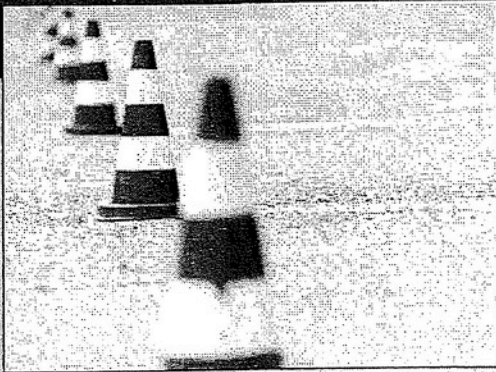
Project skill: Practicing goal setting

Life skill: Developing a sense of purpose

Educational standard: NASEI 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

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



More Challenges

*F*ind 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.



*W*hether 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.

It's Easier with Help

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!



4-H LEADERSHIP Did You Know

Each summer, national 4-H Council hosts Citizen Washington Focus, a program for 4-H youth that provides a hands-on view of government. Want to go? Learn more at www.4hcenter.org.



Knee to Knee

A Get Acquainted Activity

Directions: Line up 2 rows of chairs facing each other. Participants sit in the chair so they are "knee to knee" with a partner (actually about 1 foot apart). Leader explains this is a get acquainted activity. What participants will do is introduce themselves to each other and then answer the question you ask. Each person has approximately 1 minute to answer the question. (I usually direct them to shake hands and introduce themselves because I think shaking hands is a nice way to connect and is also a life skill).

When time is up, ask participants to stand up and move X seats to the left (or right). Persons on the end rotate around to the other end of their line. Always have people move the same direction for each switch, otherwise you end up with people getting back to a partner they've had before. They then introduce themselves to their new partner and answer a new question you give them. Play as long as you like or as time allows. Usually 5 or 6 questions is a good amount.

Questions

1. Tell about a favorite vacation you've taken.
2. If you were a vending machine, what would you dispense?
3. Tell about your favorite way to relax.
4. Something that always makes you laugh when you think about it.
5. If you could invent something, what would you invent?
6. Tell about a favorite toy/game you had as a child.
7. If you could win an award or prize for something, what would you like to win it for?
8. Tell about the first job you ever had.
9. What is one thing you want to accomplish this year?
10. If you were a hot air balloon, where would you go?
11. If you won \$1000 on a call in radio contest today, what would you do with the money?
12. Tell about a favorite book you've read.
13. Tell about your favorite thing to do in your free time.
14. Other questions can also be used.



THE 5-MINUTE PERSONALITY TEST

Below are ten horizontal lines with four words on each line, one in each column. In each line, put the number "4" next to the word that best describes you in that line; a "3" next to the word that describes you next best; a "2" to the next best word, and a "1" by the word that least describes you. On each horizontal line of words, you will then have one "4", one "3", one "2", and one "1".

For example: One choice for the first line of words would be as follows:

3 Likes Authority 4 Enthusiastic 2 Sensitive Feelings 1 Likes Instructions

L

O

G

B

1. <u> </u> Likes Authority	1. <u> </u> Enthusiastic	1. <u> </u> Sensitive Feelings	1. <u> </u> Likes Instructions
2. <u> </u> Takes Charge	2. <u> </u> Takes Risks	2. <u> </u> Loyal	2. <u> </u> Accurate
3. <u> </u> Determined	3. <u> </u> Visionary	3. <u> </u> Calm, Even Keel	3. <u> </u> Consistent
4. <u> </u> Enterprising	4. <u> </u> Very Verbal	4. <u> </u> Enjoys Routine	4. <u> </u> Predictable
5. <u> </u> Competitive	5. <u> </u> Promoter	5. <u> </u> Dislikes Change	5. <u> </u> Practical
6. <u> </u> Problem Solver	6. <u> </u> Enjoys Popularity	6. <u> </u> Gives In To Others	6. <u> </u> Factual
7. <u> </u> Productive	7. <u> </u> Fun-Loving	7. <u> </u> Avoids Confrontations	7. <u> </u> Conscientious
8. <u> </u> Bold	8. <u> </u> Likes Variety	8. <u> </u> Sympathetic	8. <u> </u> Perfectionist
9. <u> </u> Decision Maker	9. <u> </u> Spontaneous	9. <u> </u> Nurturing	9. <u> </u> Detail-Oriented
10. <u> </u> Persistent	10. <u> </u> Inspirational	10. <u> </u> Peacemaker	10. <u> </u> Analytical
<u> </u> TOTAL "L"	<u> </u> TOTAL "O"	<u> </u> TOTAL "G"	<u> </u> TOTAL "B"

Total up the numbers for each vertical column (L, O, G, B).

THE 5-MINUTE PERSONALITY TEST

Now that you've taken the survey, what does it all mean? Each letter (L, O, G, B) stands for a particular personality type. The column with the highest score is your dominant personality type, while the column with the second highest number is your sub-dominant type. While you are a combination of all four personality types, the two types with the highest scores reveal the most accurate picture of your natural inclinations, strengths and weaknesses, and how you will naturally respond in most situations.

The four personality types can be likened to animals to make them easier to understand and remember. Below are complete descriptions of each one.

L = Lions

Lions are leaders. They are usually the bosses at work...or at least they think they are! They are decisive, bottom line folks who are observers, not watchers or listeners. They love to solve problems. They are usually individualists who love to seek new adventures and opportunities.

Lions are very confident and self-reliant. In a group setting, if no one else instantly takes charge, the Lion will. Unfortunately, if they don't learn how to tone down their aggressiveness, their natural dominating traits can cause problems with others. Most entrepreneurs are strong lions, or at least have a lot of lion in them.

Natural Strengths

- Decisive
- Goal-oriented
- Achievement driven
- Gets results
- Independent
- Risk-taker
- Takes charge
- Takes initiative
- Self-starter
- Persistent
- Efficient
- Competitive
- Enjoys challenges, variety and change
- Driven to complete projects quickly and effectively.

Natural Weaknesses

- Impatient
- Blunt
- Poor listener
- Impulsive
- Demanding
- May view projects more important than people
- Can be insensitive to the feelings of others
- May "run over" others who are slower to act or speak
- Fears inactivity, relaxation
- Quickly bored by routine or mechanics

Basic Disposition:	Fast-paced, task oriented
Motivated by:	Results; challenge, action, power, and credit for achievement.
Time Management:	Lions focus on NOW instead of distant future. They get a lot more done in a lot less time than their peers. Hate wasting time; and like to <i>get right to the point</i> .
Communication Style:	Great at initiating communication; not good at listening (one way communicator)
Decision Making:	Impulsive; makes quick decisions with goal or end result in mind. Results-focused. Needs very few facts to make a decision.
In Pressure or Tense Situations:	The lion takes <i>command</i> and becomes autocratic.
Greatest Needs:	The lion needs to see results, experience variety, and face new challenges. He needs to solve problems and wants <i>direct</i> answers.
What the Lion Desires:	Freedom, authority, variety, difficult assignments, opportunity for advancement.

Retrieved online from: mrfarshtey.net/Psychology/5minute_personality_test.doc

Originally developed by Smalley and Trent, 1999.

The Two Sides of Love, Gary Smalley and John Trent, 1999, Tyndale House Publishers, Carol Stream, Illinois

O = Otters

Otters are excitable, fun seeking, cheerleader types who love to talk! They're great at motivating others and need to be in an environment where they can talk and have a vote on major decisions. The otters' outgoing nature makes them great *networkers*—they usually know a lot of people who know a lot of people. They can be very loving and encouraging unless under pressure, when they tend to use their verbal skills to attack. They have a strong desire to be liked and enjoy being the center of attention. They are often very attentive to style, clothes, and *flash*. Otters are the life of any party, and most people really enjoy being around them.

Natural Strengths

- Enthusiastic
- Optimistic
- Good Communicator
- Emotional and Passionate
- Motivational and Inspirational
- Outgoing
- Personal
- Dramatic
- Fun-loving

Natural Weaknesses

- Unrealistic
- Not detail-oriented
- Disorganized
- Impulsive
- Listens to *feelings* above *logic*
- Reactive
- Can be too talkative
- Excitable

Basic Disposition:	Fast-paced, People-oriented.
Motivated by:	Recognition and approval of others
Time Management:	Otters focus on the future and have a tendency to rush to the next exciting thing
Communication Style:	Enthusiastic and stimulating, often one-way, but can inspire and motivate others.
Decision Making:	Intuitive and fast. Makes lots of "right calls" and lots of wrong ones.
In Pressure or Tense Situations:	The otter ATTACKS. Can be more concerned about their popularity than about achieving tangible results.
Greatest Needs:	The otter needs social activities and recognition; activities that are fun, and freedom from details.
What the Otter Desires:	Prestige, friendly relationships, opportunity to help and motivate others, and opportunities to verbally share their ideas.

G = Golden Retrievers

One word describes these people: LOYAL. They're so loyal, in fact, that they can absorb the most emotional pain and punishment in a relationship and still stay committed. They are great listeners, incredibly empathetic and warm encouragers. However, they tend to be such pleasers that they can have great difficulty being assertive in a situation or relationship when it's needed.

Natural Strengths

- Patient
- Easy-going
- Team player
- Stable
- Empathetic
- Compassionate
- Sensitive to feelings of others
- Tremendously loyal
- Puts people above projects
- Dependable
- Reliable
- Supportive
- Agreeable

Natural Weaknesses

- Indecisive
- Over-accommodating
- May sacrifice results for the sake of harmony
- Slow to initiate
- Avoids confrontation even when needed
- Tends to hold grudges and remember hurts inflicted by others
- Fears change

Basic Disposition:	Slow-paced, people-oriented
Motivated by:	Desire for good relationships and appreciation of others
Time Management:	Golden Retrievers focus on the present and devote lots of time to helping others and building relationships.
Communication Style:	Two-way communicator; great listener and provides empathetic response.
Decision Making:	Makes decisions more slowly, wants input from others, and often yields to the input
In Pressure or Tense Situations:	The Golden Retriever gives in to the opinions, ideas, and wishes of others. Often too tolerant.
Greatest Needs:	The Golden Retriever needs security, gradual change and time to adjust to it; an environment free of conflict.
Desires:	Quality relationships; security; consistent known environment; a relaxed and friendly environment; freedom to work at own pace.

B = Beavers

Beavers have a strong need to do things right and *by the book*. In fact, they are the kind of people who actually read instruction manuals. They are great at providing quality control in an office, and will provide quality control in any situation or field that demands accuracy, such as accounting, engineering, etc. Because rules, consistency and high standards are so important to beavers, they are often frustrated with others who do not share these same characteristics. Their strong need for maintaining high (and oftentimes unrealistic) standards can short-circuit their ability to express warmth in a relationship.

Natural Strengths

- Accurate
- Analytical
- Detail-oriented
- Thoroughness
- Industrious
- Orderly
- Methodical and exhaustive
- High standards
- Intuitive
- Controlled

Natural Weaknesses

- Too hard on self
- Too critical of others
- Perfectionist
- Overly cautious
- Won't make decisions without "all" the facts
- Too picky
- Overly sensitive

Basic Disposition:	Slow-paced, task-oriented.
Motivated by:	The desire to be right and maintain quality.
Time Management:	Beavers tend to work slowly to make sure they are accurate.
Communication Style:	Beavers are good listeners, communicate details, and are usually diplomatic.
Decision Making:	Avoids making decisions; needs lots of information before they will make a decision.
In Pressure or Tense Situations:	The beaver tries to avoid pressure or tense situations. They can ignore deadlines.
Greatest Needs:	The beaver needs security, gradual change and time to adjust to it.
What the Beaver Desires:	Clearly defined tasks, stability, security, low risk, and tasks that require precision and planning.

Junior Leader Record Sheet



**Turn in completed project manual by
June 25, 2025
into the Extension Office or at the
July Junior Leader Meeting.**

**"A LOT OF GROUPS GO OUT THERE
AND TALK ABOUT IT—WE GO OUT
THERE AND ACTUALLY DO IT."**



JOIN | THE REVOLUTION 
OF RESPONSIBILITY

2025 Hamilton County Junior Leader Project Manual Activities Resource Page

Chain Gang-*More Activities That Teach by Tom Jackson*

Group Treasure Hunt-*Activities That Teach by Tom Jackson*

Body Basketball-*More Activities That Teach by Tom Jackson*

Back To Back Drawing-*Activities That Teach by Tom Jackson*

Marshmallow Tower-*Activities That Teach by Tom Jackson*

Programming Your Goals-*Leadership Road Trip Where Are You Going? 4-H 375*

Knee to Knee-*University of Minnesota 4-H Extension Service, 10 Minute Leadership Lessons*

The 5-Minute Personality Test-*The Two Sides of Love, Gary Smalley and John Trent*



JUNIOR LEADER RECORD

I have completely and honestly completed this Junior Leader Manual.

4-H Junior Leader Signature _____

Date _____

1. Check the meetings/activities you have attended this year.

- | | |
|---|---|
| <input type="checkbox"/> Sep. Election of Officers | <input type="checkbox"/> Feb. Improv (Skit) Night |
| <input type="checkbox"/> Oct. Russel Farms Hayride,
Bonfire, Corn maze | <input type="checkbox"/> Mar. Outer Space Night |
| <input type="checkbox"/> Oct. Halloween Party Set Up | <input type="checkbox"/> Mar. Murder Mystery Dinner |
| <input type="checkbox"/> Oct. Community Halloween Party | <input type="checkbox"/> April Teamwork |
| <input type="checkbox"/> Nov. Community Service, Coat
and Pet Supply Drive | <input type="checkbox"/> April Community Easter Egg Hunt |
| <input type="checkbox"/> Dec. Ornament Painting, Coat
and Pet Supply Drive | <input type="checkbox"/> May Relationships |
| <input type="checkbox"/> Dec. Poinsettia Sale Pick Up | <input type="checkbox"/> June Community Service Harvest Food
Bank-shopping at Meijer |
| <input type="checkbox"/> Dec. Christmas At the Zoo | <input type="checkbox"/> June Indiana Beach/Madam Carroll Trip |
| <input type="checkbox"/> Jan. 4-H Project Night | <input type="checkbox"/> June Executive Election/Games/Ice-
Cream Party |
| <input type="checkbox"/> Jan. Outdoor Winter Activity | <input type="checkbox"/> July Set-up Fairgrounds for 4-H Fair |
| | <input type="checkbox"/> July 4-H Fair clean up |

2. List the days and shifts that you worked in the Jr. Leader 4-H Fair Concessions.

Day _____ Time _____
Day _____ Time _____

Served as Day Chairman. List what day _____

3. Below check all of your local club activities –

(Club name)

Check which activities you participated in.

NOTE: You must assist with planning at least one local club activity and report on it.

- ☐ *Gave a demonstration – List Topic _____
- ☐ ***Each Junior Leader must give a demonstration at their local 4-H Club Meeting.**
- ☐ Committee – List committee _____
- ☐ Recruit New Members – List new member name _____
- ☐ Promotion of Club – List activity _____
- ☐ Club Float _____
- ☐ Scenery painting _____
- ☐ Club fund-raising project – List project _____
- ☐ Mentored a younger 4-H'er – List Member _____
- ☐ Planned activity for Mini 4-H'ers – List activity _____
- ☐ Was an officer – List office _____
- ☐ Club service project – List project _____
- ☐ Other – List _____

4. Leadership Activity in your local club. This would be an activity you led in your local club or at a 4-H workshop.

List activity _____ Date of activity _____

What did you learn about yourself in leading this activity? _____

5. Check all of the county activities you participated in. NOTE: You must assist with one activity for each year you have been in Junior Leaders including this year and report on it.

_____ 4-H Recruiting – List Activity _____
_____ Help Members prepare and give good demonstrations
_____ Assist with a 4-H Project Workshop – List workshop _____
_____ 4-H Camp Counselor
_____ Halloween Party
_____ Easter Egg Hunt
_____ Assist younger members in choosing projects and completing 4-H enrollment.
_____ Assist with Ag Day.
_____ Assist local club officers in understanding and completing their duties.
_____ Encourage Members to apply for trips and complete their white "My Record of Achievement" cards.
_____ Assist younger members in completing record sheets and white "My Record of Achievement" cards.
_____ Assist with 4-H Fair Event (i.e. Talent Show) – List role _____
_____ 4-H Fair Building Host – List building/date/time _____
_____ Exploring 4-H Day Camp Counselor
_____ Serve as chairman of a committee for planning and conducting Junior Leader activities.
_____ Help your club members learn parliamentary procedures to run club meetings.
_____ Help young 4-H Members in completing their projects – this may include demonstrating techniques, answering questions, helping them get necessary supplies, etc.
_____ Other – List example _____

6. Below list the three Junior Leader Project Manual Activities you completed and what you learned.

*Name of Project Manual Activity Completed _____ Date Completed _____

What you learned _____

*Name of Project Manual Activity Completed _____ Date Completed _____

What you learned _____

*Name of Project Manual Activity Completed _____ Date Completed _____

What you learned _____

7. Check all of the life skills gained by being a Junior Leader and completing the activities checked or circled above.

☐ Accepting Others
☐ Communication (Public
Speaking/Recruiting/Teaching)
☐ Community Service/
Service Learning
☐ Concern for Others
☐ Decision Making
☐ Leadership
☐ Motivation
☐ Organizing/Planning

☐ Problem Solving
☐ Record Keeping
☐ Responsibility
☐ Social Skills
☐ Teamwork
☐ Thinking – Creative
☐ Thinking – Critical
☐ Time Management
☐ Other – List: _____

Hamilton County 4-H Junior Leader Yearly Evaluation

- 1.) The program/activity I liked best was _____ because...
- 2.) I think the Hamilton County Junior Leaders could take a more active role in...
- 3.) What part of Junior Leaders do you think has helped you the most to develop leadership skills?
- 4.) What other comments, ideas, or suggestions do you have to improve the Hamilton County 4-H Junior Leader program?

Junior Leader Record Sheet due in the Extension Office by Wednesday, June 25, 2025.