Welcome 4-H Leaders!

Welcome to the “Discovering My Place In the World” project. There is lots of information, fun facts, and hands on activities that cover personal and leadership growth while giving members a sense of direction and purpose. This guide provides you with project meeting plans (Skill Builders) that include, a skills list, background information, activity suggestions, and ways to know if your members have learned the skills identified. An excellent resource with alternative activities is the 4-H Fun Pack available from MAFRI offices/centres.

In this project, members will examine, by learning to do by doing, personal values, construct personal missions, grow with their community, understand the roles they play and celebrate their successes. The Leader Guide is written with the expectation that the project leader(s) will have a working knowledge about leadership. If not, you may need to do some pre-work / research on the activities, or recruit assistance for certain sections.

Be sure to try out activities, demonstrations or hands on work ahead of time to ensure you have an understanding of each Skill Builder - this also allows for any adjustments should an activity not work for you or if any equipment or supplies are unavailable.

The 3D’s of Learning - Each Skill Builder has three sections of learning called “Dream it!”, “Do it!” and “Dig it!” Below is a description of each.

**Dream it! Plan for Success** - this gives members a chance to help plan their activities. A skills checklist, background information, important words, and activating questions are included in the Member Manual so they will be able to think about the topic and activity and decide how they will approach it. The Leader Guide contains in-depth background information on the topics, material lists, suggestions, time requirements for activities, and activating, acquiring, and applying questions to engage member’s thinking through each step of the learning process.

**Do it! Hands on learning** - this is where members are engaged in the activity planned / discussed in the Dream it! Section. Here members are doing the activities and leaders are observing, recording, and providing feedback on how well they are doing. Allow as much individual practice as required; you are assessing the progress and understanding of individual members.

**Dig it! What did you learn?** - this simply means that members and leaders need to ‘dig into their learning’. For the learning cycle to be completed, both need to reflect on how things went and how well they did. For members, this involves self-assessment, giving feedback, creating meaning from their experiences, and thinking about what they would do differently next time. Once this is done they will be in a good position to apply what they have learned to the next experience.

The sequence of project meetings and specific skill building outcomes for members in this project are on the chart on the following page.
What Skills Will The Member Learn?

Each section, Skill Builder (or Builder) in this project has activities that will help your project group learn to do by doing while learning new skills and having fun!

To complete this project, members must:
- Complete the activities in each Builder OR a similar activity that focuses on the same skills as you and your members may plan other activities
- Plan and complete the Showcase Challenge
- Complete the Portfolio Page
- Participate in your club’s Achievement (See the inside back cover for more information about 4-H Achievements).

<table>
<thead>
<tr>
<th>Members will be able to...</th>
<th>Activities</th>
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<td>I'M ON A MISSION</td>
<td>Mission Shield</td>
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<tr>
<td>• Explore personal values and strengths</td>
<td></td>
<td></td>
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<tr>
<td>• Understand why values and strengths are important as a leader</td>
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<td>• Develop a personal mission statement</td>
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<td>I'M GOING THIS WAY</td>
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<td>• Develop a personal vision</td>
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<td>GROWING MY COMMUNITY</td>
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<td>• Express specific ideas through creative and safe projects</td>
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<td>• Discover the value of contributing to one’s community</td>
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<td>I'M ALL THAT</td>
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<td>• Understand the idea of multiple life roles</td>
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<tr>
<td>• Identify life roles</td>
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<tr>
<td>• Understand how the roles we play affects who we are as leaders</td>
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<tr>
<td>CELEBRATING LEADERSHIP</td>
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<td>• Giving Out Stars To The World</td>
<td></td>
<td></td>
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<tr>
<td>• Value connecting with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appreciate, celebrate and value success and positives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Celebrate and review accomplishments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify positives in group members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Receive feedback</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When the member successfully complete the builders, they will showcase what they have learned.

Showcase & Portfolio
- Explain success in using the skills listed above
- Showcase Challenge | Portfolio Page | 28   |
- 29
Showcase Challenge and My Portfolio Page

At the end of the members’ section are the “Showcase Challenge” and “My Portfolio Page”. The Showcase Challenge page gets members to think about their accomplishments and explain or demonstrate how they were successful. There are a number of suggestions along with planning information to help them decide how they will best “showcase” their learning to friends, family, community members and/or fellow 4-H members.

Record keeping is an important part of every 4-H project. “My Portfolio Page” is a graphic organizer used to keep track of members’ 4-H experiences. As each member learns skills, the evidence of learning (through participation and completion of the various activities) is recorded on the page. When the Portfolio Page has been completed and confirmed by the leader, then it becomes a record of the member’s completion of the project and participation in other 4-H activities beyond the project.

4-H leader assessment of members will happen throughout the project as you assess the progress and understanding of individual members. You need to observe the members doing the skill and record what you see and hear. Your feedback should be positive and descriptive (not just “well done”). Share that feedback with members frequently so they can put your suggestions into action. How you choose to observe and record is up to you. Some methods are to create checklists, videos and notes while encouraging discussions, peer observations and questions. Recognize that members may improve over the course of a builder and that records should be updated to reflect when they demonstrated their best learning. You are discussing how well members are meeting the skills checklists that are at the beginning of each of the project books, in each Builder and on the Portfolio Page.

Projects promote technical, communication, meeting management, and leadership skills, as well as community involvement and real-world experiences. In addition to the specific skills members are to learn in each builder, the following general learning goals for members are important: Following instructions - Working with others - Using supplies safely - Using the key words - Improving with practice - Respecting timelines.

4-H Project Series Skill Development Levels

Each project topic series contains three levels of skill development: explore, discover, and master.

Explore - each project series has is one project outlining the fundamentals. All members will be expected to complete the Explore level project before moving into the Discover level projects. It introduces the basic skills and terms needed by members for subsequent projects in that series.

Discover - each project series has several project options and members are encouraged to take as many as they would like. At this level, members practice topic specific techniques and gain theme related skills through specialized builders.

Master - multiple project options encourage members to specialize in a topic. They may branch out and take advantage of community options such as cooking for a canteen or participating in a food drive. The Leader’s role is look for opportunities for their members to have more authentic experiences by: working with other mentors, partnering with outside agencies, participating in exchanges, entering competitions, etc. Projects at this level may include the “Partner-a-Project” whereby pre-approved courses will allow members to advance their skills, while applying their learning to the 4-H program.
4-H LEADER TIPS FOR SUCCESS!

♦ To complete, members **must** complete all the activities referred to on the “Project Completion Requirements” page **OR** alternate idea for an activity that would teach the same skill or an age appropriate variation. If activity substitutions are used, be sure to have the member make note in their manuals.

♦ Dependent on time available at each meeting, group size and abilities of group members, you may wish to break the Builders into more than one project meeting.

♦ The internet has lots of interesting websites and educational activities. You may choose to use a search engine to explore the options available. We do not endorse any website or the safety or functionality of any products they may sell. Information/products will be used at your own discretion.

♦ Safety is a number one priority. Care has been taken to create safe, age appropriate activities throughout this manual. As leaders, it is important for you to emphasize safety rules and manage or adapt activities in a manner that will safely match your members abilities. Ensure members have a good understanding of safe working and handling practices when using tools, that they use the appropriate safety equipment when necessary, and that appropriate supervision is provided. A quality experience needs to be a safe experience.

♦ The multiple intelligences theory teaches us that people learn in at least 8 different ways. All individuals will be stronger in some ways of “intelligences” and weaker in others. It follows that the more ways we teach, the more members we will reach. Throughout this project, you will find a mix of writing, reading, hands-on work, artwork, self-evaluation, group discussion and math calculations. Teaching projects using a broad blend will help increase the learning potential of all members.

♦ Projects are designed to teach many skills. However, the 4-H member is always more important than the subject matter. Stress cooperation in the activities where possible to develop teamwork and cooperation skills. These are valuable skills that will assist them in a number of settings. Ensure the work is completed in a manner that members feel good about themselves and their efforts. This can be done by assigning appropriate tasks or roles based on member’s individual abilities. Modelling and expecting supportive behaviour (i.e. no “put-downs”) amongst members, or by other adults, also contributes to a positive experience.

♦ There will be opportunity for experimentation and applying skills that members have learned throughout this project. Experimenting can be frustrating, but learning through trial and error is an important life skill. Explain to members that it is alright to either go onto the next builder or do the builder again if they need the practice. Help the members work through their challenges until they are satisfied with the quality of their designs. Creating inventive 4-H members will be very rewarding.

♦ Celebrating success is an important but sometimes overlooked part of our lives. We encourage you to use the final section to empower the members by celebrating all they have learned in a fun manner. Anything that you do to add to the spirit of fun and the sense of accomplishment of each member will likely be remembered as the high-light of their 4-H year.

_Have fun and thanks for your belief in young people!_
Skill Builder 1: I’m on a Mission

Skills Checklist

- Explore personal values and strengths
- Understand why values and strengths are important as a leader
- Develop a personal mission statement

Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members’ understanding try providing a synonym members know or provide examples. The more personalized the examples the better.

<table>
<thead>
<tr>
<th>Mission</th>
<th>A duty that involves fulfilling a request.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>The act of intending to do something. The reason for which something is done, or the reason it is done in a particular way. A result that is desired; an intention.</td>
</tr>
<tr>
<td>Statement</td>
<td>A declaration or remark.</td>
</tr>
</tbody>
</table>

Background for Leaders

Similar to how most businesses have a mission statement that guides their work and lets the world know what their purpose is, so do many of the great leaders. There are many forms of mission statements from a few words to complex sets of paragraphs. You can also use other mediums to create a mission statement as long as it captures and expresses your ideas, your purpose, your beliefs, and your passions. This builder gives members a chance to create a mission shield.

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Dream it!

Activating Strategies

This section reviews the values checklist from Exploring Leadership Builder # 2: My Values. Once this is done, the members should take some notes on the following questions (from the Member Manual).

- How would you describe yourself?
- How do you want to be?
- Do you have a cause?
- How you are when you are at your best?
- What do you stand for?
- What might your purpose be?

By thinking about and answering these questions, members are doing the work that will prepare them for their mission shield.
Do it!

Personal Mission Shield

Activity Goals
- To create a mission shield, a creative way to explore personal mission statements
- To encourage self awareness and inspire members to be the best they can be

Age Considerations
Great for all ages

Time Required
1hr - 1.5 hrs

Equipment / Supplies
- Poster paper (one per member with a few extra)
- Pencils, paints (with brushes and water buckets), markers, etc…
- Scissors for shaping

Instructions
- After the dream it section discussion, announce that the group is going to now work on their Mission Shields.
- Have members read the following text box from their booklet:
- Spread the group out and hand out supplies. Give them time for reflection and creation.
- Remind them that their mission can change so today is about getting it started.
- They can use images and words in their design.

Power Shields

Back in the Middle Ages, knights used designs on their shields, called "coats of arms", to identify themselves and their family. Often these coats of arms included pictures of animals like lions, leopards and dragons. They chose these animals because of what they represented. They wanted to show that they had the strength of a lion, the speed of a leopard or the power of a dragon.

What symbols would you use to show your best qualities on a shield?
Dig it!

- At the end of the activity time, each member should have a Mission Shield.
- Invite each member to present their shield and share any details of their design that they wish.
- Encourage questions from other members as to what the images and words mean.

As a final time of reflection, ask the members to consider the following questions from their manual and take some time to make notes. This allows them to start the process of moving from theory and ideals, to how they will actually use their mission to impact their choices, actions, and behaviors.

Now that you have a mission shield, how are you going to carry out your mission?
- What’s something I can do in the next 10 days?
- What’s something I can do in the next month?
- What’s something I can do in the next year?

Present the take home challenge at the end of the meeting. They can go on the internet and search “Mission Statement” with a search engine. They should find lots of great information they can use to help put a mission into words.

Mission Statement Take Home Challenge
Take a look at your shield. Can you come up with a Personal Mission Statement using words?

Leader’s Notes
Skill Builder 1: I’m on a mission

What are you leading for?

A mission statement is a short statement of purpose. So a personal mission statement is a statement that defines your strengths and values, your purpose, and what you aspire to be. In this builder you will create a Mission Shield, using images and words to create a mission that represents you and can guide you in leadership and in life.

SKILLS CHECKLIST
- Explore personal values and strengths
- Understand why values and strengths are important as a leader
- Develop a personal mission statement

Important words
Watch for these important words throughout this builder: Mission, Purpose, Statement

Dream it!

Back in the Exploring Leadership project, builder one included a list of values for you to consider. It looked like this. Do you remember it? What values stand out for you now? Are there new ones that are not on the list? Jot down some ideas on the scrolls below.

- Listening to other people’s ideas
- Respecting each other
- Working together
- Having a peaceful world
- Taking care of my body
- Making my own choices
- Being loyal to friends and family
- Having fun
- Respecting elders
- Helping your community
- Being responsible
- Doing the right thing
- Making sure everyone stays safe
- Always doing my best
- Treating people fairly
- Being kind
- Helping others
- Caring for the environment
- Volunteering
- Telling the truth
- Giving people a chance to learn and grow

Do it!

- On a large piece of paper, create your personal Mission Shield.
- It can be any shape and design. Use words, images, colors that describe your mission.
- Take a look at your notes from the Dream it! section for ideas.
- When the shields are done, present your shield to the group.

(remember it’s not what you like or what you’re good at, your mission is your purpose and how you are going to achieve that, and who you would like to become as a person and as a leader)
In the Member Manual

**Dig It!**

Now that you have a mission shield, how are you going to carry out your mission?

What's something I can do in the next 10 days?

What's something I can do in the next month?

What's something I can do in the next year?

**Mission Statement Take Home Challenge**

Take a look at your shield. Can you come up with a Personal Mission Statement using words?

Google “mission statement” to see how they are written and to get ideas. There is a bunch of great stuff online. Work on it until it’s something you can be proud of, then stick it on your bedroom wall for daily guidance as to the type of leader you want to be.

**Power Shields**

Back in the Middle Ages, knights used designs on their shields, called “coats of arms”, to identify themselves and their family. Often these coats of arms included pictures of animals like lions, leopards and dragons. They chose these animals because of what they represented. They wanted to show that they had the strength of a lion, the speed of a leopards or the power of a dragon.

What symbols would you use to show your best qualities on a shield?

What’s next?

In your next builder, you will discover the importance of having direction.
Skill Builder 2: I’m Going This Way

Skills Checklist

- Develop a personal vision
- Explore how one’s mission can be used to create a vision
- Understand why a vision is important to a leader

Important Words

Here are some examples of how to use the “important words” to increase the members understanding:

- Ask members to form a mental image of the new word.
- Get members to use a dictionary and show them the range of information it provides.
- Have members describe (rather than define) the new word in terms of their experiences.

<table>
<thead>
<tr>
<th>Vision</th>
<th>An ideal or a goal toward which one aspires.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accomplishment</td>
<td>The successful or remarkable completion or fulfillment of something (i.e. a skill or talent that has been developed).</td>
</tr>
<tr>
<td>Visualize</td>
<td>To envisage, or form a mental picture (of something).</td>
</tr>
</tbody>
</table>

Background for Leaders

Great leaders have the ability to share their ideas and inspire others to follow. Once you start to understand what your mission is, creating a clear vision is what allows you to start planning how you can achieve your mission. It’s a big picture of how things are going to be. Before you start sharing you ideas, it’s a good idea to really visualize where you are going and what the ideal future for that idea looks like. This builder will give members the chance to think about the things they want to accomplish in the short and long term and what the ideal end of their vision will look like.

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.
Dream it!

Activating Strategies

Use the following directions from the Member Manual to start the members thinking about their vision:

- Take a look at last builder’s Dig it! Did you come up with any ideas for things you would like to achieve in the next week, month, or year?
- Spend some time reviewing those ideas or coming up with a few more examples. Here’s an example using a mission about protecting the earth as the basis.

Big: I want to get my whole family into recycling and composting.
Bigger: I want to get my school into recycling and composting.
Biggest: I want to get my community into recycling and composting

Have them fill out the chart. “Your Vision - what will you create?

Do it!

4-H Star Times

Activity Goals
- To express that vision by identifying actions they will imagine themselves doing in the future
- Creative writing skills, expression, visualization, moving from theory to action
- Create a newspaper article that is an example of their vision

Age Considerations
Great for all ages

Time Required - 1.5 hrs

Equipment / Supplies
- Poster paper (one per members with a few extra)
- Pencils, paints (with brushes and water buckets), markers, etc…

Instructions
- Tell members they will be writing an article for a futuristic newspaper.
- The article will be about themselves and something that they did that is amazing!
- Use the following prompts from the Member Manual to set the tone:
  ◊ Imagine the article.
  ◊ What does it look like?
  ◊ What is the date?
- Use the following questions (on the next page) to guide you as you create the article for the paper of the future.
- Write it from the reporter’s perspective.
- When the articles are done, pass them around, sit back, and have a good read.
In this section, members will move their ideas from the newspaper article into the start of an action plan.

Using the map structure in their Member Manual they can start to figure out what the steps are they would need to explore to actually make their amazing future achievements come true.

Read out the following from the members manual:

**Map it out!** Write the name of your accomplishment (from the article) in the middle circle below. At the end of the spokes coming off the circle, identify some of the things you will need to do to make your vision come true. Later you can figure out an order in which to do them and break down the details of each task with extra spokes. Create a larger map on another sheet of paper as your plan develops.

**A Healthy Vision**

When Tommy Douglas was ten years old, he became very sick. He probably would have lost one of his legs if a doctor had not agreed to treat him for free. At the time, if a Canadian needed medical treatment, he or she would have to pay a doctor to get it. His experience gave Tommy a vision of a country where medical treatment would be available to all for free. He developed and pursued this vision, sharing it and inspiring others to support him. After many years of hard work and leadership, young Tommy’s vision became reality as the Canadian Medicare system was developed. Because of the shared vision and inspiration of Tommy Douglas, Canadians no longer have to worry about having enough money to pay for treatment when they are sick or hurt!
In the Member Manual

Skill Builder 2: I'm going this way

Sharing your vision

One thing that can make great team members into great leaders is their ability to share their ideas and inspire others to follow. Before you start sharing your ideas, it’s a good idea to really visualize where you are going and what the ideal future for that idea looks like. This Builder will give you the chance to think about the things you want to accomplish in the short and long term and what the ideal end achievement will look like.

SKILLS CHECKLIST

• Develop a personal vision
• Explore how one’s mission can be used to create a vision
• Understand why a vision is important to a leader

Important words

Watch for this important word throughout this builder:
Visualize, Vision, Accomplishment

Dream it!

Take a look at last builder’s Dig it! Did you come up with any ideas for things you would like to achieve in the next week, month, or year?

Spend some time reviewing those ideas or coming up with a few more examples. Here is an example using a mission about protecting the earth as the basis.

Big: I want to get my whole family into recycling and composting
Bigger: I want to get my school into recycling and composting.
Biggest: I want to get my community into recycling and composting

Your Vision - What will you create?


A Healthy Vision

When Tommy Douglas was ten years old, he became very sick. He probably would have lost one of his legs if a doctor had not agreed to treat him for free. At the time, if a Canadian needed medical treatment, he or she would have to pay a doctor to get it. His experience gave Tommy a vision of a country where medical treatment would be available to all for free. He developed and pursued this vision, sharing it and inspiring others to support him. After many years of hard work and leadership, young Tommy’s vision became reality as the Canadian Medicare system was developed. Because of the shared vision and inspiration of Tommy Douglas, Canadians no longer have to worry about having enough money to pay for treatment when they are sick or hurt.

Do it!

EXTRA EXTRA, READ ALL ABOUT IT!
4-H Club full of star leaders!

Change is everywhere! Hope abounds! Read about our great leaders in action!

The time is the future. You have accomplished your amazing vision! The 4-H Star Times has written an article on you and what you have done.

Imagine the article. What does it look like? What is the date? Use the following questions to guide you as you create the article for the paper of the future. Write it from the reporter’s perspective.

□ What did you do? Give some details and explain why it’s special and important.
□ Who has it helped, what is the impact of your actions?
□ What are people saying about it?
□ How are people feeling about it?
□ They interviewed a family or friend. What did they have to say?
□ Did someone get a picture? What did it look like?

When the articles are done, pass them around, sit back and have a good read. This edition of the 4-H Star Times would make a great addition to your showcase challenge.
In the Member Manual

Dig it!

Map it out!

Write the name of your accomplishment (from the article) in the circle below. At the end of the spokes coming off the circle, identify some of the things you will need to do to make your vision come true. Later you can figure out an order in which to do them and break down the details of each task with extra spokes.

Create a larger map on another sheet of paper as your plan develops.

What’s next?

In the next builder the role we will be focusing on is the one you play as a community builder. Bring your painter’s hat!

It’s choice - not chance - that determines your destiny.

- Jean Nidetch
  (Weight Watchers founder)
Skill Builder 3: Growing My Community

Skills Checklist

- Develop a sense of community service
- Look for opportunities to contribute to one's community
- Express specific ideas through creative and safe projects
- Discover the value of contributing to one’s community

Important Words

Help members define the following words and listen for members using this vocabulary in their discussions. One strategy to help members learn new vocabulary is to have them paraphrase the definitions. Having members use their own words increases connection making.

<table>
<thead>
<tr>
<th>Community</th>
<th>A group of people interacting for social, professional, educational or other purposes, while having certain attitudes and interests in common.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service</td>
<td>An act of helpful activity. To help, aid or to do someone a service.</td>
</tr>
<tr>
<td>Growing</td>
<td>To become greater in quantity, size, extent, or intensity.</td>
</tr>
</tbody>
</table>

Background for Leaders

From the Member Manual:

“When a member begins to understand what they believe in and how they want to inspire and involve others to get that accomplished, they can be called a dreamer or hopeful. When they start putting those beliefs into actions and start creating opportunities to make things happen, they can be called a leader. Some say that true leadership is only present when the leader is serving a greater cause than themselves. The cool thing is, there is no right or wrong answer, but it’s great stuff to think about as you develop your own leadership identity.”

This builder will give members a chance to think about what opportunities they might have to be a leader in their community, for their community.

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.
Dream it!

Activating Strategies

In this section members will start to think about ways for them to contribute to their community. It puts out a challenge to them to identify needed change and look at how they as leaders can make that change happen. Simple questions, powerful message.

- What are some things that you would like to help change, grow, or improve in your community?
- What opportunities are there to make those changes happen? What opportunities can you create?
- Can you picture yourself working to make that change happen?

Do it!

The Great Scene

Activity Goals
- To identify potential change initiatives that would help the community
- To envision how members might make that change happen
- To work as a team to create a positive and inspiring image incorporating everyone’s ideas and community service vision.

Age Considerations

Great for all ages

Time Required - 1.5 hrs

Equipment / Supplies
- Long roll of paper. Poster paper will do if one large piece is not possible (one per members with a few extra)
- Pencils
- Paints (with brushes and water buckets).
- Drop sheets or newspapers for keeping the floor clean
- Tape
- Clean up supplies

Instructions

Read the following instructions from the Member Manual:
- Now that you have a picture in your mind of the great things you can do for your community, let’s get it onto paper so we can see what it looks like.
- Using one large piece of mural paper (off a roll) the group will create “The Great Scene”.
- Every member must participate in creating the image.
- Each member must be represented in action.
- The images must flow and interconnect into one complete picture.
- This doesn’t just take leadership and vision to create, this takes teamwork and your small project community working together.
Discussion and Comments

Remember that the final image should be one large scene where the images are connected and make sense. It is not just a series of separate paintings. Members can portray themselves working on the same initiative if they like but we want to avoid group think and have as many unique ideas represented as possible. Encourage discussion and lots of idea sharing. This is as much a team initiative as it is a community service visioning activity.

Dig it!

Use the following questions from the members booklet to have a discussion about the great scene:

When you stand back and look at “The Great Scene”, how does it make you feel? What does it inspire you to do? What do you want to do about that?

Working for the community

For thousands of years, Indian farmers have planted and preserved many different kinds of rice. These varieties have been carefully developed for the Indian soil and climate, and when a law was passed that threatened this biodiversity, the farmers took action. Led by Dr. Vandana Shiva and inspired by Gandhi, the group Navdanya held non-violent protests, and refused to follow the unjust law. By taking this risk and standing up for what was right, they protected their community by preserving farmers’ rights, and securing the future of India’s food supply.

What’s next?

Remember to ask the members to bring 2-3 hats for next meeting. They can be costume hats and the funnier and stranger the better. They will need them for a skit.
Skill Builder 3: Growing My Community

Opportunity or Obligation?

When a person begins to understand what they believe in and how they want to inspire and involve others to get that accomplished, they can be called a dreamer or hopeful. When they start putting those beliefs into actions and start creating opportunities to make things happen, they can be called a leader. Some say that true leadership is only present when the leader is serving a greater cause than themselves. The cool thing is, there is no right or wrong answer, but it’s great stuff to think about as you develop your own leadership identity. Let’s use this builder to think about opportunities for you to become a leader in your community, for your community.

SKILLS CHECKLIST

- Develop a sense of community service
- Look for opportunities to contribute to one’s community
- Express specific ideas through creative and safe projects
- Discover the value of contributing to one’s community

Dream it!

What are some things that you would like to help change, grow, or improve in your community?

What opportunities are there to make those changes happen? What opportunities can you create?

Can you picture yourself working to make that change happen?

Important words:

- Watch for these important words throughout this builder: Community, Service, Growing

The Ladybug Foundation

Eleven year old Hannah Taylor of Winnipeg Manitoba started the Ladybug Foundation, a nonprofit organization that has raised more than 1 million dollars for shelters and food banks.

It all started when Hannah saw a homeless man, which got her thinking and asking questions. She got her class at school to organize a bake sale with the proceeds going to a local mission. Then, Hannah had seen two sets out in stores to collect money for charities and thought she could do the same thing for the homeless. With her mother’s help she gathered the jars and decorated them with paintings of lady bugs. She chose lady bugs because ladybugs are good luck. Hannah called the jars her “Make Change” jars.

For information on current foundation projects visit: http://www.ladybugfoundation.ca/
Skill Builder 4: I’m all that

Skills Checklist

- Understand the idea of multiple life roles
- Identify life roles
- Understand how the roles we play affects who we are as leaders

Important Words

Help members define the following words and look for members using this vocabulary in their discussions. Ask for sentences that "show you know." When members construct novel sentences they confirm their understanding of a new word. Have members use as many terms per sentence as they can to show that connections can be useful. Members can also create impromptu speeches using these terms.

<table>
<thead>
<tr>
<th>Roles</th>
<th>The function or position of something or someone.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>A duty that involves fulfilling a request.</td>
</tr>
</tbody>
</table>

Background for Leaders

Being a leader means being thoughtful about the way you spend your time and energy. If we have thought about our mission and we have imagined our vision then to be the most effective and efficient at accomplishing our goals in alignment with that, then we must focus our attention on the roles that will allow us to achieve those goals.

From the Member Manual:

This builder is all about the roles members play in their lives. Life roles are the categories of ways you spend your time and energy on a regular basis. The best way to use your roles to develop yourself as a leader is to have them match your mission, the direction you want to be heading, and the amazing things you want to accomplish. These roles should become a priority and where you spend your energy.

Get out some hats and start trying some on!

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.
Dream it!

Activating Strategies

In this section members will start to think about the specific roles they play in their lives. Have them use the space in their booklets to brainstorm all of the roles they have. Here is a list of some examples for the leader to share if the members get stuck while thinking of their own.

<table>
<thead>
<tr>
<th>Student</th>
<th>Neighbor</th>
<th>Artist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friend</td>
<td>4-H Club member</td>
<td>Musician</td>
</tr>
<tr>
<td>Family member</td>
<td>Church group member</td>
<td>Writer</td>
</tr>
<tr>
<td>Job</td>
<td>Volunteer</td>
<td>Teacher</td>
</tr>
<tr>
<td>ME (personal development and renewal)</td>
<td>Peacemaker</td>
<td>Coach</td>
</tr>
<tr>
<td>Soccer Team</td>
<td>Environmentalist</td>
<td>Athlete</td>
</tr>
<tr>
<td></td>
<td>Youth advocate</td>
<td>Farm worker</td>
</tr>
</tbody>
</table>

Do it!

A Dozen Hats a Day

Activity Goals
- To think about the kinds of roles we play each day
- To be aware of how much time we spend in each role
- To understand that as leaders we need to spend time in the roles that will help us achieve our mission and vision
- To work in teams to create and perform a fun skit about roles

Age Considerations

Great for all ages

Time Required: 1.5 hrs

Equipment / Supplies
- Pen and paper for writing ideas
- Hats to identify the different roles being acted

Instructions

Together, read the following instructions from the Member Manual:
- Split into 2 groups. These are your theater “companies”.
- Each company will design and perform a short skit with the theme “a dozen hats a day”!
- The skit should be based on a single character moving through different roles over the course of their day.
**Plan it out**

- Decide on the kinds of roles your character will have. Create the same amount of roles as there are actors in your company.
- Everyone choose a role that they want to represent in the skit. Every time this role comes up in the story, you get to the play that part. Be sure that each role comes up an equal amount of times throughout the day to give everyone a chance to play in the skit.
- Write a skit outline showing a day in the life of your character. Figure out the basic details you need to tell the story and to have the scenes flow from one to the other but leave room for spontaneous creativity.
- Use the hats to represent different roles.

**How to switch roles**

When your part is done and you’ve amazed the audience with your brilliant theatrics, simple say “role out” and then freeze (hopefully in a funny position). The actor who is playing the next role will tag you and take your position. (you can sit down). When they are ready to start the show again, they say “role in” and begin.

**Discussion and Comments**

Just follow the directions and it’s pretty straight forward. This skit structure is really fun and leaves a lot of room for improvisation and creativity.

**Dig it!**

Have a discussion about the skits. Some questions to help get things started could be:

1. Was it hard to figure out what roles your characters played?
2. How did you decide who played what role?
3. Do you think some of the roles were more productive and meaningful than others?
4. Are there some things that we do during our days that just don’t really fit into a specific role?
5. One answer from each member: What is one thing that you learned about roles by watching the skit?

Wrap up this builder with the following questions from the members booklet:
- Of all the roles you play in your life, which 3 are the most important roles?
- What are some simple things you can do to grow those roles?

Give the members time to jot down some notes in their manuals.
Skill Builder 4: I'm all that

How many hats do you wear?

This builder is all about the roles you take on in your life. Life roles are the categories of ways you spend your time and energy on a regular basis. The best way to use your roles to develop yourself as a leader is to have them match your mission, the direction you want to be heading, and the amazing things you want to accomplish. These roles should become a priority and where you spend your energy. Get out some hats and start trying some on!

SKILLS CHECKLIST
- Understand the idea of multiple life roles
- Identify life roles
- Understand how the roles we play affect who we are as leaders

Important Words
Watch for these important words throughout this builder.
Roles, Mission

Dream it!
- First, write down your key roles. Here are some examples to help you get started.
- Cross off those that don’t make sense and use the space to add your own.

Do it!

A dozen hats a day. And you get to try them on for size!
- Split into 2 groups. These are your theater “companies”.
- Each company will design and perform a short skit with the theme “a dozen hats a day”!
- The skit should be based on a single character moving through different roles the course of their day.

Plan it out
- Decide on the kinds of roles your character will have. Create the same amount of roles as there are actors in your company.
- Everyone choose a role that they want to represent in the skit. Every time this role comes up in the story, you get to play that part. Be sure that each role comes up an equal amount of times throughout the day to give everyone a chance to play in the skit.
- Write a skit outline showing a day in the life of your character. Figure out the basic details you need to tell the story and to have the scenes flow from one to the other but leave room for spontaneous creativity.
- Use the hats to represent different roles.

How to switch roles

When your part is done and you’ve amazed the audience with your brilliant theatrics, simple say “role out” and then freeze (hopefully in a funny position).

The actor who is playing the next role will tag you and take your position. (you can sit down)

When they are ready to start the show again, they say “role in” and begin.
In the Member Manual

Dig it!

Of all the roles you pay in your life, which 3 are the most important roles? What are some simple things you can do to grow those roles?

Desire is the key to motivation, but it’s the determination and commitment to an unrelenting pursuit of your goal - a commitment to excellence - that will enable you to attain the success you seek.

- Mario Andretti (NASCAR Driver)

What’s next?
The next builder is the last one of this series. Time to celebrate!

GET ON LINE!
Check out: www.mbvoluteer.ca or www.myop.ca for more roles for you to take part in within and around your community!
Skill Builder 5: Celebrating Leadership

Skills Checklist
- Value connecting with others
- Appreciate, celebrate and value success and positives
- Celebrate and review accomplishments
- Identify positives in group members
- Receive feedback

Important Words
Help members define the following words and look for members using this vocabulary in their discussions. A few strategies you can use include:

- Teach synonyms by providing a synonym members know.
- Also, teach antonyms. Not all words have antonyms, but thinking about opposites requires the members to evaluate the critical attributes of the words in question.
- Provide non-examples. Similar to using antonyms, providing non-examples requires students to evaluate a word's attributes. Invite students to explain why it is not an example.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celebration</td>
<td>The act of showing appreciation, gratitude and/or remembrance, notably as a social event. A social gathering for entertainment and fun; a party.</td>
</tr>
<tr>
<td>Appreciate</td>
<td>To be grateful or thankful for, to view as valuable, and to be fully conscious or aware of someone or something.</td>
</tr>
<tr>
<td>Balance</td>
<td>A state in which various parts form a satisfying and harmonious whole and nothing is out of proportion.</td>
</tr>
</tbody>
</table>

Background for Leader
From Member Manual:

*In our fast paced, competitive, and highly technological world things seem to move faster and faster all the time. There’s another challenge around every corner and our days get filled “putting out fires”. An important aspect of leadership is to slow things down to find some balance and remember to celebrate all the things that are going well. What are the things that you want to celebrate?*

To lead others effectively and motivate them to work together towards a common vision, it’s important to celebrate accomplishments and achievements along the way. This builder focuses on what has been great about this project, what the team and the individual members have achieved, and what the members appreciate about each other.

Thinking Ahead
- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success
- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.
Dream it!

Activating Strategies

This section provides the member an opportunity to review the previous 4 builders and celebrate and appreciate the best parts. There is a space to answer at least one of the following questions for each builder, in the Member Manual.

The four questions that are asked in the Member Manual are:

1. What was the most interesting part of this builder? Something new or exciting?
2. What did I do really well? What am I most proud of?
3. What did our group do well?
4. What was the best part of the experience for helping me develop as a leader?

Do it!

Handing Out Stars

Activity Goals
- To think about the strengths and accomplishments of fellow members
- To practice looking for positives in everyone
- To practice sharing positive feedback
- To receive positive feedback from the group

Age Considerations

Great for all ages

Time Required - 1.25 hrs

Equipment / Supplies
- Thick poster paper (a couple of sheets per member, lots of colors)
- Several pairs of scissors (as many as you can find but no more than you have members)
- Markers
- String or ribbon
- Metal or wooden hangers OR wooden doweling rods OR nice sticks or drift wood

Instructions

Together, read the following instructions from the Member Manual:

Giving out stars!

- Using construction paper, cut out as many stars as there are members of your club or project group. (so in a group of 8, each member cuts out 7 large stars)
- You are going to give one star to each member (each member will make and gift a star to each of the other members)

- Instructions Continued on Following Page
• Using both sides of the star, write the following:

1. The person’s name
2. Something that you appreciate about them as a person
3. 2 things you think they do well as a leader
4. 2 positive words to describe them as a group member
5. Come up with a wish for the leadership journey of everyone in the group. Share that on each star.
6. Do not put your name.

**Release your stars to the world!**

• Figure out a fast and effective way to exchange your stars (it can be done anonymously if you want).
• Enjoy the warm fuzzies you’ll get when reading your stars.
• Punch a hole in the top of each star. Thread string or a ribbon through the top.
• Attach the stars to a hanger or wooden rod to create a mobile.

**Dig it!**

• Lead a discussion using the following prompts:

1. Why is it important that everyone gets a star?
2. Did it take effort and energy to find words and comments for that many stars?
3. Why is it important that you took that time?
4. What was it like for you to read all of your stars? How does that make you feel?
5. Why is celebrating important to a leader? What does it do for the leader and the group?

Hang up the mobiles in the room and encourage the members to go for a tour. Once everyone has taken a look at the mobiles, invite the members to take them home and hang it where you can see the stars!
In the Member Manual

**Skill Builder 5: Celebrating leadership**

Don't forget to party!

In our fast paced, competitive, and highly technological world things seem to move faster and faster all the time. There’s another challenge around every corner and our days get filled “putting out fires”. An important aspect of leadership is to slow things down to find some balance and remember to celebrate all the things that are going well. What are the things that you want to celebrate?

**SKILLS CHECKLIST**
- Value connecting with others
- Appreciate, celebrate and value success and positives
- Celebrate and review accomplishments
- Identify positives in group members
- Receive feedback

**Important words**
Watch for these important words throughout this builder:
- Celebration
- Appreciate
- Balance

**Dream it!**

Flip back through your manual and re-visit the first four builders. Answer at least one of the following questions for each builder:

1. What was the most interesting part of this builder?
2. What did I do really well? What am I most proud of?
3. What did our group do well?
4. What was the best part of the experience for helping me develop as a leader?

1. I’m on a mission
2. I’m going this way
3. Building my community
4. I’m all that

**Do it!**

**Giving out stars!**

- Using construction paper, cut out as many stars as there are members of your club or project group.
- You are going to give one star to each member.
- Using both sides of the star, decorate the stars by completing the follow six steps:

1. The person’s name
2. Something that you appreciate about them as a person
3. 2 things you think they do well as a leader
4. 2 positive words to describe them as a group member
5. Come up with a wish for the leadership journey of everyone in the group. Share that on each star.
6. Do not put your name.

**Release your stars to the world!**

- Figure out a fast and effective way to exchange your stars.
- Enjoy the warm fuzzies you’ll get when giving your stars.
- Punch a hole in the top of each star. Thread string or a ribbon through the top.
- Attach the star to a hanger or wooden end to create a mobile

**Dig it!**

- Hang up the mobiles as party decorations for the rest of your meeting. Enjoy the atmosphere and go for a walk amongst the stars.
- At the end of the meeting, take the mobile home and hang them where you can see your stars!

**Don’t be shy, celebrate your leadership stars!**

You earned them!

**What’s Next**

The Showcase Challenge is near! You will have a chance to bring together all of your new knowledge and share it with others.

---

*Success seems to be connected with action. Successful people keep moving. They make mistakes, but they don’t quit.*

- Conrad Hilton (Hilton Hotels’ Founder)
Showcase Challenge
Bringing it all together!

Now that you have finished this project, it is time to think about how you will share your experiences and knowledge with others. You may put your new skills to work by helping at a community event or at your club Achievement or teaching others about your topic. The goal of the Showcase Challenge is to help highlight your new skills and help you understand how you can use them. It can be an opportunity to receive feedback from others on your project. So go back through your manual and find some highlights of your learning (what you are proud of) and think about how you will “showcase” it.

Dream It!
Here are some Showcase Challenge Suggestions:

- Demonstrate something you made or learned about
- Make a poster or display
- Make a pamphlet
- Give a speech
- Use your new skills to help with the Club Achievement plan
- Or come up with your own idea. It is up to you and your leader!

Dig It!

- Make a computer presentation (e.g. PowerPoint)
- Write a report

Do It!
Insert or attach your finished product or a photo of you sharing your skills in your Showcase Challenge.

Showcase Challenge Plan

My Showcase Challenge Plan

My showcase idea:

What materials and resources do I need?

Who do I need to help me?

When do I need to have things done by?
Portfolio Page

Once members have completed all the builders they will have a lot of information recorded in their manuals. These are products of their learning. As a final project activity, members and leaders will pull together all this learning in completing the Portfolio Page in the Member Manual. There is a skills chart that lists the skills members are expected to complete by the end of the project. Members and leaders must indicate how they know the member was successful at a particular skill. Leaders will find evidence if they think about what they have observed members doing, what discussions they have had with members, and what members have produced. If leaders think that members need to go back and improve on any skill, this chart helps them clarify what needs to be done.

My 4-H Portfolio Page

Name: __________________ Date: ___________ Year in 4-H: _____
Club: ____________ Hours Spent on 4-H: ____ (Project and Other 4-H Activities)

My Place In the World Project Skills Chart
To be completed by the leader and the member based on observations and conversations throughout the project.

<table>
<thead>
<tr>
<th>Skill Builder</th>
<th>Members will be able to…</th>
<th>We know this because…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>Explore personal values and strengths</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understand why values and strengths are important as a leader</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop a personal mission statement</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>Develop a personal vision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explore how one's mission can be used to create a vision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understand why a vision is important</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>Develop a sense of community service</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Look for opportunities to contribute to one's community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Express specific ideas through creative and safe projects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discover the value of contributing to one's community</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>Understand the idea of multiple life roles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify life roles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understand how the roles we play affects who we are as leaders</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Value connecting with others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Appreciate, celebrate and value success and positives</td>
<td></td>
</tr>
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</tr>
<tr>
<td></td>
<td>Identify positives in group members</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Receive feedback</td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments/Activities:

Leader Point of Praise!

I am most impressed by…

I acknowledge that the member has completed the 4-H project requirements.

Leader’s Signature: ________________________________
**Above and Beyond!**

In addition to project skills, 4-H also increases skills in meeting management, communications, leadership, community involvement through participation in club, area, or provincial 4-H events or activities. List below any activities you participated in this year in 4-H. (Some examples include Executive Positions Held, Workshops, Communication, Community Service, Rally, Bonspiels, Conferences, Judging, Camps, Trips, Awards, Representation to Area or Provincial Councils, etc)

**Feel Free to add additional pages that include awards, certificates, new clippings, photos or other items that describe your 4-H involvement.**

**Member Point of Pride!**

What I learned…

What I need to improve on…

What I want others to notice…

Member’s Signature: ____________________________

**Point of Praise! Another’s perspective on your achievements in 4-H.**

(community professionals, MAFRI staff, 4-H club head leaders, 4-H Ambassadors, friends of 4-H)

I am most impressed by…

I believe that you have learned…

In the future I encourage you to…

Signature: ____________________________
4-H Achievement

4-H Achievement is... a 4-H club celebration when members have completed their projects. Achievements are planned by the club to give recognition to members and leaders for their accomplishments in their 4-H projects and club activities.

A 4-H Achievement can take many different formats: from choosing a theme, to member project displays, to members using their new skills for the event (entertainment, food, decorating, photographer, etc.), to members presenting their project to the whole group, the options are endless and open to the creativity of the members and leaders in each club!

Clubs may also plan their Achievement to promote 4-H to the community or to recognize sponsors and others who have helped the club.

Members and leaders - be sure to check your project books for the project completion requirements, so you will be ready for your club’s Achievement celebration!

If you have any questions, comments or suggestions for this or other 4-H projects contact:

Manitoba 4-H Projects
Manitoba Agriculture Food and Rural Initiatives
1129 Queens Avenue
Brandon, MB R7A 1L9

Email: 4h@gov.mb.ca
Phone: 204-726-6613
Fax: 204-726-6260

For more information about 4-H and the many 4-H opportunities available please visit

http://www.gov.mb.ca/agriculture/4-h/
What is 4-H?

4-H is an international youth organization involving more than 7 million members in 80 countries around the world.

In Canada, 4-H began in 1913 in Roland, Manitoba as a community-based organization dedicated to growth and development of rural youth. Today’s 4-H program reaches both farm and non-farm youth across Canada. The motto of “Learn to Do by Doing” is embodied in the program, as 4-H focuses on skill development as well as personal development of life skills such as communications, leadership and citizenship.

4-H Motto

“Learn To Do by Doing”

4-H Pledge

I pledge,
My HEAD to clearer thinking,
My HEART to greater loyalty,
My HANDS to greater service,
My HEALTH to better living,
For my club, my community, and my country.

4-H Quality Equation Principles

Quality People

- Promote responsibility, respect, trust, honesty, fairness, sportsmanship, citizenship, teamwork and caring.

Quality Experiences

- Provide members with personal development and skill development experiences.

Quality Projects

- Promote and value quality effort.
- Promote high quality, safe food production within industry standards.

Manitoba 4-H project material is developed by
Manitoba Agriculture, Food and Rural Initiatives (MAFRI)