

## SECTION VII – PERSONAL DEVELOPMENT & LEADERSHIP

### Dept. F – Entrepreneurship

- Entrepreneurship exhibits help participants learn more about starting a business, developing products, and marketing strategies. Participation in this category will give 4-H'ers experience in the entrepreneurial world. The purpose of entrepreneurship exhibits is to help 4-H'ers prepare for the business world.

#### General Information:

- All exhibits are directly related to activities in the project manual. Refer to the manual for ideas, suggestions and additional information to enhance project exhibits.
  - o **Exhibit Guidelines:** The 4-H member's name, age, town and county must be listed on the back of the exhibit.
  - o If exhibit is a poster, it must be 14" x 22" and may be arranged either horizontally or vertically.
  - o Poster may not use copyrighted materials, such as cartoon characters or commercial product names.
  - o Exhibits which do not conform to size or content guidelines will be lowered one ribbon placing.
  - o Posters may include photographs, charts or examples as well as a written explanation.
  - o Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hentrepreneurship>.

### Division 531 – Entrepreneurship (ESI)

#### ESI Unit 1 – Discover the E-Scene

- <sup>sf</sup> Class 1 **Interview an Entrepreneur** – (SF181) - Share what you learned from the person about starting and running a business or how they deliver excellent customer service. How will what you have learned through this interview change your future plans or ways of thinking about business? (based on pages 2.1 - 2.4 of manual)

#### ESI Unit 2 – The Case of ME

- <sup>sf</sup> Class 2 **Social Entrepreneurship Presentation** – (SF181) -Prepare a five slide power point presentation about a social entrepreneurship event to benefit a group or individual in your community. Social entrepreneurs are people

who are in business to help others. Submit a print out of the note pages which show each slide and include an explanation of each slide. Enter exhibit in a report with fasteners (no slide bars). Refer to page 2.4 of Unit 2: The Case of Me for ideas.

#### ESI Unit 3 – Your Business Inspection

- <sup>sf</sup> Class 3 **Marketing Package** (SF181) -(mounted on a 14" x 22" poster) – must include at least three items (examples) developed by the 4-H'er from the following list: business card, brochure, advertisement, business promotional piece, printout of an internet home page, packaging design, signs, logo design, direct mail piece, etc. The marketing package should be for an original business developed by the 4-H'er and not an existing business.

- <sup>sf</sup> Class 4 **Sample of an Original Product** – (SF181) - with an information sheet (8 ½" x 11") answering the following:

1. What did you enjoy the most about making the product?
2. What challenges did you have when making the product? Would you do anything differently next time? If so, what?
3. What is the suggested retail price of the product? How did you decide on the price?
4. Market analysis of the community -data gathered through a survey of potential customers.
- a. Use the three questions on page 3.3 and survey at least 10 people in your community about your product.
5. How much would you earn per hour? Show how you determined this figure.
6. What is unique about this product?

- <sup>sf</sup> Class 5 **Photos of an Original Product** - (SF181) - (mounted on a 14" x 22" poster) must include three photos of developed product and a mounted information sheet answering the following questions. **If exhibiting both Class 4 and Class 5, products must be entirely different products.**

#### Information Sheet:

1. What do you enjoy most about making the product?
2. What challenges did you have when making the product? Would you do anything differently next time? If, so, what?

3. What is the suggested retail price of the product? How did you decide on the price?
4. Market analysis of the community – data gathered through a survey of potential customers.
  - a. Use the three questions on page 3.3 and survey at least 10 people in your community about your product.
5. How much would you earn per hour? Show how you determined this figure.
6. What is unique about this product?

- The Case of Me – Learn about the importance of reputation; Sell your product or idea; Learn about a business plan  
[https://4hcurriculum.unl.edu/index.php/main/program\\_project/94](https://4hcurriculum.unl.edu/index.php/main/program_project/94)
- Your Business Inspection – Develop a concept; Find resources; Learn about business start up  
[https://4hcurriculum.unl.edu/index.php/main/program\\_project/95](https://4hcurriculum.unl.edu/index.php/main/program_project/95)
- Blueprint – Working knowledge of entrepreneurship; Understand financials and feasibility; Understand marketing principles, including global markets; Understand what it takes to be in business  
[https://4hcurriculum.unl.edu/index.php/main/program\\_project/96](https://4hcurriculum.unl.edu/index.php/main/program_project/96)

## ENTREPRENEURSHIP – All Units

<sup>sf</sup> Class 6 **Entrepreneurship Challenge** – (SF181) -Take on the entrepreneurship challenge. Entrepreneurship Challenge is open to 4-H'ers enrolled in any of the three units of ESI. Complete five (5) or more of the challenges from the following list. The exhibit will include highlights from these five (5) challenges. Consider labeling each challenge so the viewer will understand what the challenge was. Enter a poster, video, report or scrapbook related to the learning from the challenge. Use your creativity to show and share what you learned.

Select your five (5) challenges from the list below:

1. Sell something.
2. Introduce yourself to a local entrepreneur and take a selfie with them.
3. Be a detective! Look for Nebraska-made products and find out more about the business.
4. Tour 2-3 entrepreneurial businesses and create a photo story.
5. Investigate what it takes to be an entrepreneur (Skills Assessment ESI 4.1.)
6. Make a prototype (sample/model) of a new product idea. (Include the prototype or a photo of prototype.)
7. Work with a friend to develop a new business idea!
8. Contact your local extension Office to learn about entrepreneurship opportunities.
9. Create an activity to teach others about entrepreneurship (coloring page, puzzle, game, etc.)

Resources:

- Discover the E-Scene – Learn about entrepreneurs; Take Entrepreneur Skills Assessment: Investigate the risk  
[https://4hcurriculum.unl.edu/index.php/main/program\\_project/93](https://4hcurriculum.unl.edu/index.php/main/program_project/93)

## Dept. F – Leadership

*General Information:*

- 4-H'ers will develop exhibits that best show what they have learned. The exhibit may include but is not limited to: posters (14" by 22"), notebooks (8½" by 11"), PowerPoint with printed copy of slides, scrapbook (any size) or any other means that would best show skills learned in the project to accomplish exhibit.

## Division 800 – Leadership (No State Fair)

- Class 1 **Junior Leader- *Serving as a Junior Leader*** – Completed record book (4-H F14) to be judged by personal interview. Interview may include member, parents, and leader along with the judge.
- Class 2 **News Reporter & Secretary Books** – Poster displaying at least 3 news report. Three or more news clippings from daily or weekly newspaper(s) mounted horizontally on a single sheet poster (8 ½ " x 11"). Clippings must be from newspapers dated from the current 4-H year starting October 1. Display must have the name, age and county of the club member. Name of paper and date of clipping should also be listed. The news article may be about any subject related to 4-H Clubs and will be judged on news value and style.
- Class 3 **Other Records/Management** – 4-H'ers carrying projects related to records and management not listed under other categories may enter an exhibit related to what they have learned. Exhibit can be a poster, notebook, article made or display board.

Class 4 **Community Awareness** – Exhibit may be a poster, including photographs of activities as part of project or map of area showing activities as part of project.

Class 5 **Club Display** – A club may display an outstanding project or an educational exhibit of a specific idea in a project or activity, consider topics not shown in other exhibits such as careers, cultural understanding, global issues. Display might be a poster, scrapbook or table display. Display will be judged on subject (one main idea), public appeal, attractiveness and originality. Community Service activities should be entered as Citizenship Club Exhibit in Dept. A Division 120 Class 10.

Class 16 **Other Educational Display or Poster** – learned from My Leadership Workbook

### MY LEADERSHIP JOURNAL (Grades 6-8)

Class 20 **Becoming Accountable for Your Responsibilities** – Develop a chart that shows your responsibilities. List each responsibility with the time you spent on that activity. List how you can reorganize your time to become more accountable to your responsibilities.

Class 21 **Leader Essay** – Write a 1-2 page essay that identifies a local, regional, state or national leader; discuss their strengths and weaknesses as a leader and leadership characteristics.

Class 22 **Interview a Leader** – Interview a person close to you. What is very important to them? Explain an activity or event they enjoy. Why is it important? Who is important to them, and why? Have the person interviewed describe something about themselves that is not known by many people. How has the person's life been shaped because of this? Exhibit should include the questions asked and the responses. Examples could be as a tape recording, video, written format, etc.

### MY LEADERSHIP WORKBOOK (Grades 3-5)

Class 10 **Assess Myself** – Develop an exhibit about “Me” that depicts who you are by using at least five of the questions on page 8 in the manual.

Class 11 **Who is Responsible** – Make a list of activities that you control in your life. Keep a record of your choices for these activities. Were they positive or negative? What are the consequences for your choices? Write ways of how you can make positive choices. How will positive choices affect your leadership potential?

Class 12 **Observation of Non-Verbal Communication Skills** – Observe three conversations for 10 to 15 minutes each. Complete the chart on Page 18. Answer the questions in the “Step Inward” box on Page 19 of the grade 3-6 manual.

Class 13 **Get Organized** – Develop a plan for organizing your room. Take a “Before Picture”. Then use pictures to show the steps taken to complete the task. Complete Step Out and Step Inward Activities on pages 22-23 of the manual.

Class 14 **Plan a Vacation** – Follow guidelines on pages 26-27 on Step Out and Step Inward Activities to help you develop a vacation timeline to depict what needs to be completed to have a successful vacation. Exhibit could be a poster, notebook or calendar with steps listed and dated. Also pictures could be added to better tell your story.

Class 15 **Make a Decision** – Complete the decision making process. See pages 32-33 in the manual for direction. Plan a group or individual event. Follow the Seven Steps of Decision Making. Exhibit could be a notebook.

### MY LEADERSHIP PORTFOLIO (Grades 9-12)

Class 30 **Interview a Leader** – Develop interview questions for someone you want to interview. Complete the interview and write a story based answers from in the interview. Exhibit should include the questions and responses in a written format. Examples: What is very important to them? Explain an activity or event they enjoy. Why is it important? Who is important to them, and why? What leadership characteristics do they possess? What are their strengths and weaknesses as a leader? What would they like to improve? How will what you have learned through this interview change your future plans or way of thinking about leaders? What can you apply to your own life and how?

Class 31 **My Treasure Chest** – Develop an exhibit that shows your skills as a leader and skills that you would like to achieve to become a better leader. Include a plan for how you could obtain those skills.

- Class 32 **Your Mission** – Review/critique mission statements and vision statements for an organization to which you belong or write a mission statement and a vision statement for your organization. Mission statements should include 3 points: 1) What is the purpose of the organization? 2) What is the business of the organization? 3) What are the values of the organization? Vision statements identify where the organization intends to be in the future.
- Class 33 **Decisions, Decisions, Decisions** – Explore an issue and develop recommendations to how you should respond to the issue. Example could include homelessness, school violence,

community improvement or any other topic facing youth today.

- Class 34 **Youth Leadership Experience** – Share what you have learned while participating in a youth leadership role through photos and narrative. May cover a single event or ongoing experience.

- Class 35 **Career Essay** – Choose a career and job shadow in that career. Write a 1-2 page essay to share your experience and what you learned. What type of leadership skills did this person utilize in their position? What goals will you set as a result of this experience?