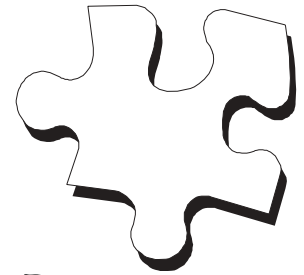
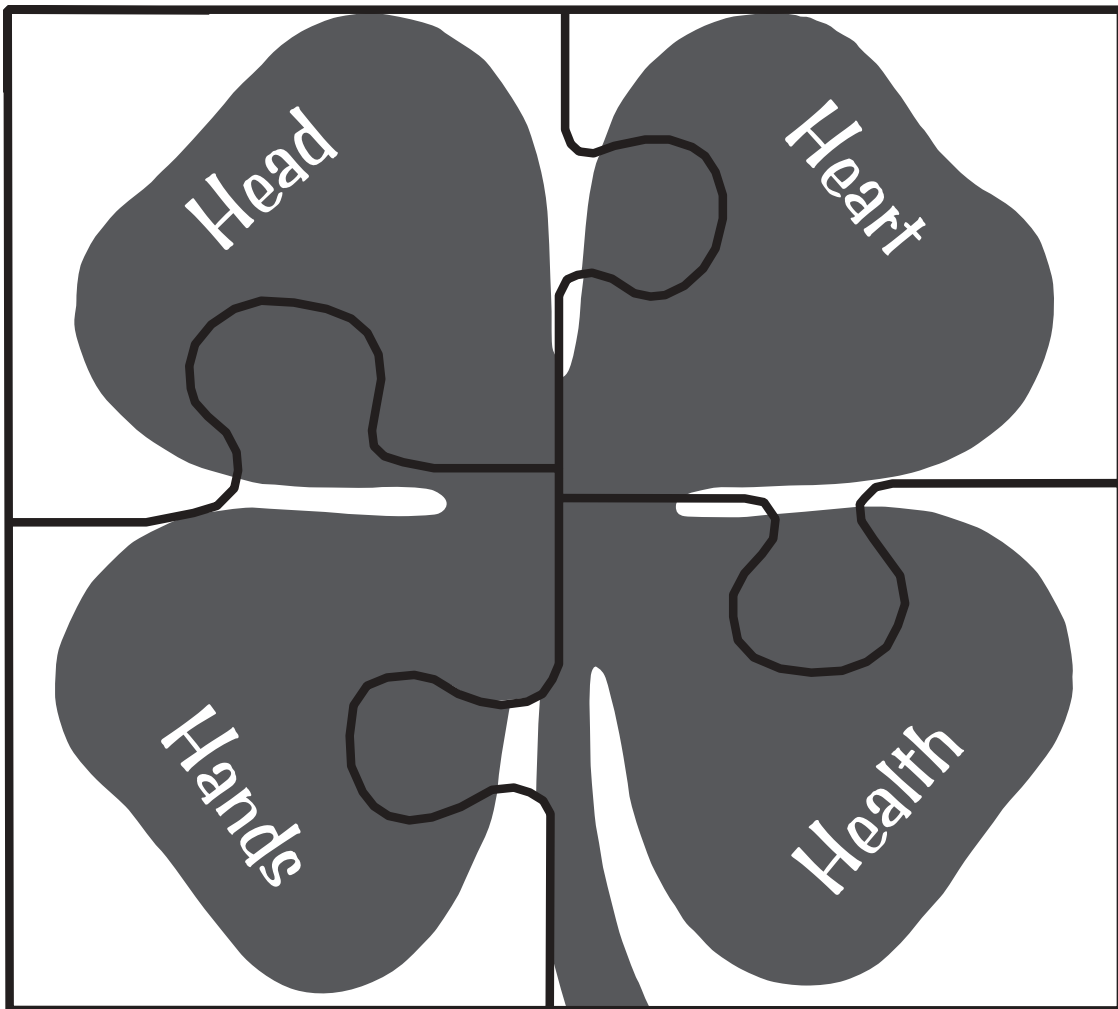


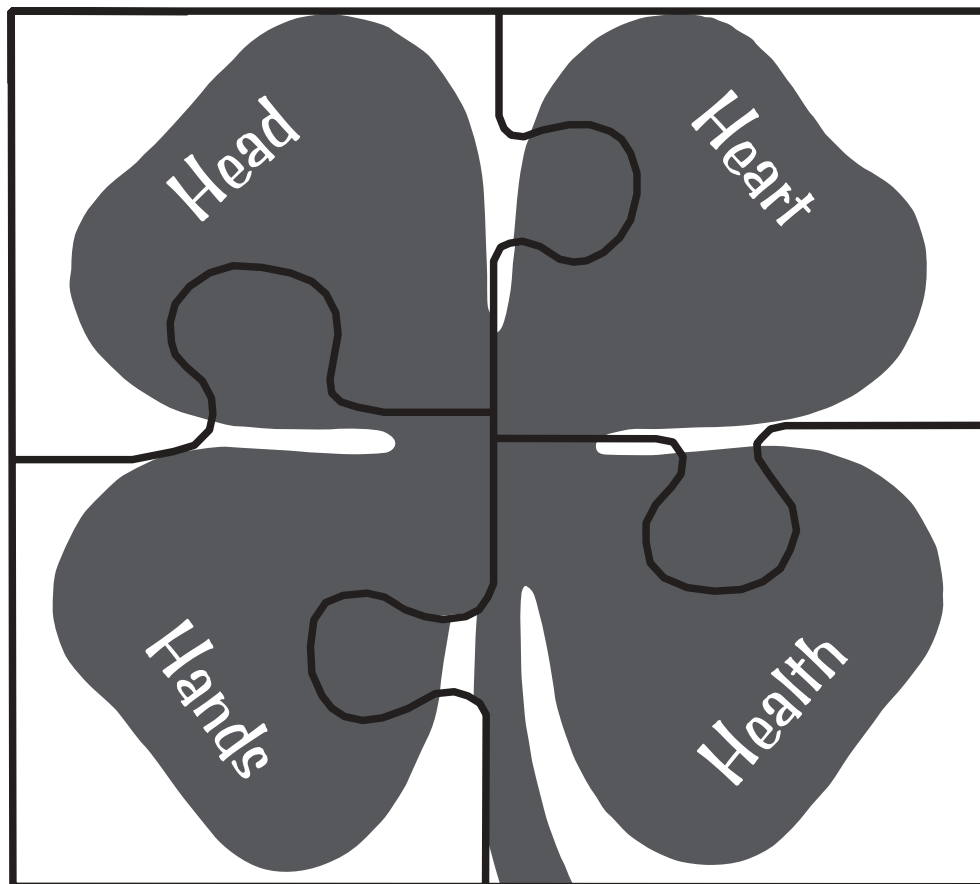
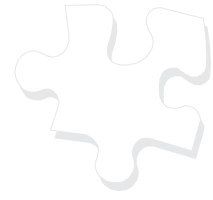
Putting the Pieces Together



A 4-H Leadership Curriculum/Building Leadership Life Skills



Putting the Pieces Together



For more 4-H
information click on
<http://texas4-h.tamu.edu>

Credits and Acknowledgments

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Sources and references for this curriculum have included:

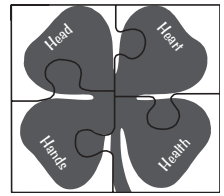
A Kaleidoscope of Leadership, Minnesota Extension Service, University of Minnesota
A Winning Hand in 4-H Leadership, Texas Agricultural Extension Service, Texas A&M University
Leadership 2000, Cooperative Extension Service, Mississippi State University
Leadership Building Skills for Life, Purdue University Cooperative Extension Service
It's Up To Me, Texas Agricultural Extension Service, Texas A&M University

A large portion of this curriculum uses the following as a reference:

Unlock Your Leadership Potential, Florida 4-H Leadership Program, Cooperative Extension Service, University of Florida



Preface



Putting the Pieces Together: Building Leadership Life Skills was written to be an experiential learning curriculum for youth and adult volunteers of the Texas 4-H and Youth Development Program to use in teaching leadership life skills to program participants. This curriculum includes four sections: Head, Heart, Hands and Health. Each section contains chapters that center on leadership life skills. Within the chapters are hands-on lessons written on four levels (Levels 1 through 4) of leadership experience. These lessons are designed to take the learner from program participant (Level 1) to program leader or coordinator (Level 4) teaching lessons to younger youths.

Below is an outline for the curriculum

Section 1 - Head

Chapter 1 - Use of Resources
Lessons Levels 1-4

Chapter 2 - Goal Setting
Lessons Levels 1-4

Chapter 3 - Creativity
Lessons Levels 1-4

Chapter 4 - Problem Solving and Decision Making
Lessons Levels 1-4

Chapter 5 - Learning to Learn
Lessons Levels 1-4

Chapter 6 - Resiliency
Lessons Levels 1-4

Section 2 - Heart

Chapter 1 - Communication
Lessons Levels 1-4

Chapter 2 - Cooperating and Working with Others
Lessons Levels 1-4

Chapter 3 - Conflict Resolution
Lessons Levels 1-4

Chapter 4 - Accepting Differences
Lessons Levels 1-4

Section 3 - Hands

Chapter 1 - Leadership Styles
Lessons Levels 1-4

Chapter 2 - Teamwork
Lessons Levels 1-4

Chapter 3 - Self-Motivation
Lessons Levels 1-4

Chapter 4 - Service/Learning
Lessons Levels 1-4

Chapter 5 - Marketable Skills
Lessons Levels 1-4

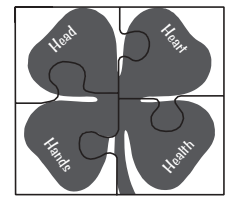
Section 4 - Health

Chapter 1 - Knowing Self
Lessons Levels 1-4

Chapter 2 - Self-Responsibility
Lessons Levels 1-4

Chapter 3 - Character
Lessons Levels 1-4

Chapter 4 - Visioning
Lessons Levels 1-4



What is Leadership?

Leadership is a process by which one group member exerts positive influence over other members; it is the ability to help oneself and other people achieve goals through guidance and influence.

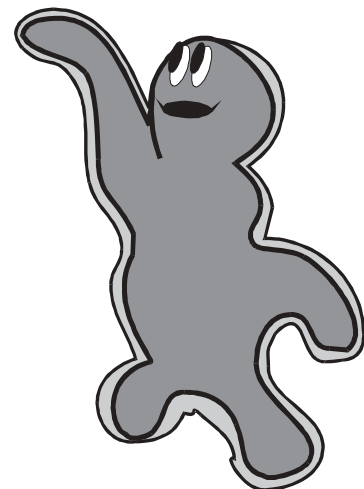
Although the term “leadership” has been in use since the 1800s, leadership has been studied for thousands of years. In earlier times, it was believed that a person had to be “born” a leader. Later, people came to believe that a person needed to possess certain traits to be a productive leader. However, research has established that the skills and traits necessary for effective leadership change from situation to situation, depending on the needs of the group. Studies examining traits of “great leaders” found that although some traits can affect one’s ability to lead, there was no definite set of skills that each leader possessed.

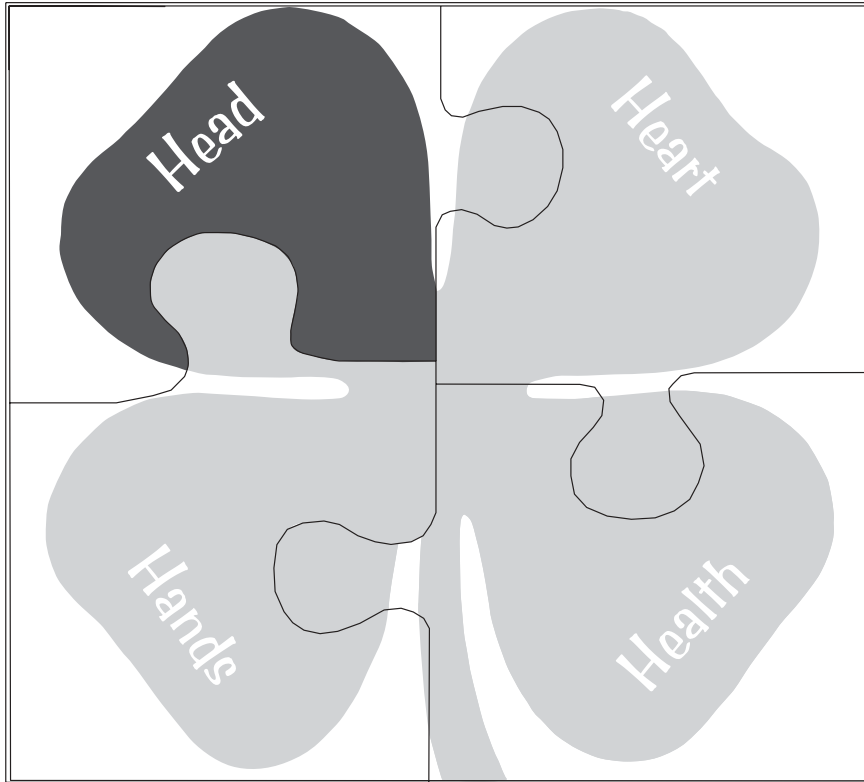


Leadership authorities believe that a person is not necessarily a leader all the time. Rather, leadership should change as situations and followers change. The best leaders are those who have good “people skills.” They are good at sensing needs and deciding how to bring others along with them as they work toward a goal.

Some important behaviors of good leaders include: encouraging others (being friendly and responsive to others, giving recognition); expressing group feelings (being aware of moods and relationships, sharing feelings with other members); harmonizing (managing conflict, reducing group tension); compromising (admitting error, being open-minded to ideas and solutions); facilitating (keeping communication channels open, involving others’ in participation); and setting standards (establishing working standards for the group, evaluating the group’s progress).

Skills and qualities associated with effective leadership can be learned. Evaluating other leaders helps us observe the traits needed by leaders for different situations. Knowing the positive traits associated with productive leadership helps us focus on building those qualities with ourselves. Knowing our personal leadership styles can help us strengthen those areas which we need to improve. By practicing leadership skills, we can improve our effectiveness in working with groups to achieve goals.

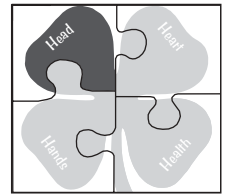




Section 1: Head



Use of Resources



“To see things in the seed, that is genius.”
Lao-tzu

Purpose
To teach youths to choose and use resources wisely

Objectives
Youths will be able to:

- ❖ Identify the resources around them
- ❖ Effectively manage their resources
- ❖ Observe how others around them use resources
- ❖ Work with others to bargain and trade resources
- ❖ Organize their resources
- ❖ Explore options for accomplishing their goals

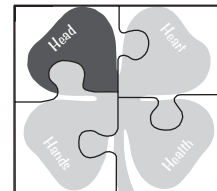
Background basics.....
Many different resources can help us reach our goals. Some of these include time, money, material goods, space, people and natural resources. To be successful leaders, we must learn to choose and use these resources wisely.

When we set a goal, we must first decide what resources we will need to accomplish it. The next step is to identify the resources we already have and those we need to obtain. How will we work to acquire these resources? Who will help us acquire them? Then we must formulate a plan of action to use these resources once we obtain them.

It is important to use our resources wisely:

- ❖ **Time:** Manage our time and balance our work time with leisure time.
- ❖ **Money:** Budget income and expenses.
- ❖ **Materials:** Use material items wisely and recycle when we can.
- ❖ **Space:** Use the facilities that are available; create an efficient room arrangement.
- ❖ **People:** Use people’s talents and expertise efficiently.
- ❖ **Natural resources:** Conserve the resources available to us in our environment.





Level 1: Identifying Resources

Head

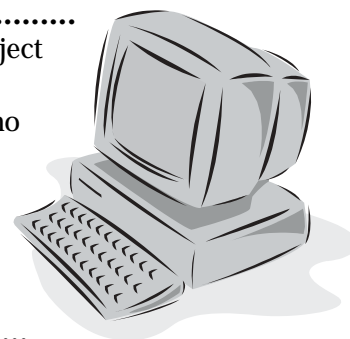
Use of Resources

Chapter 1

Objectives:	Youths will be able to: ❖ Identify resources to help accomplish goals
Life skills:	Use of resources
TEKS:	Language arts, social studies
Developmental assets:	Social competencies, Commitment to learning
Time:	20 minutes
Setting:	Room with tables and chairs
Materials:	Pen and paper

Do.....

- ❖ Have the youths list the specific things they want to learn in one 4-H project this year (that is, set goals for their project).
- ❖ Ask them to list the people whom they could interview or talk to and who could help them accomplish their goals.
- ❖ If they can't think of a person to help them, have them identify places they could visit to learn about that specific goal (tours, Internet, library, etc.).

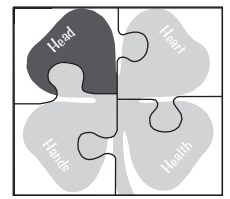


Reflect.....

- ❖ Ask: How hard was it to find people to help?
- ❖ Have the group members read some of their identified resources and then ask others to add more resources to the lists.

Apply.....

- ❖ Talk with a county Extension agent about finding people who can help you learn about your 4-H project.
- ❖ Why would you encourage your friends to try learning from others?
- ❖ What can people learn from you?

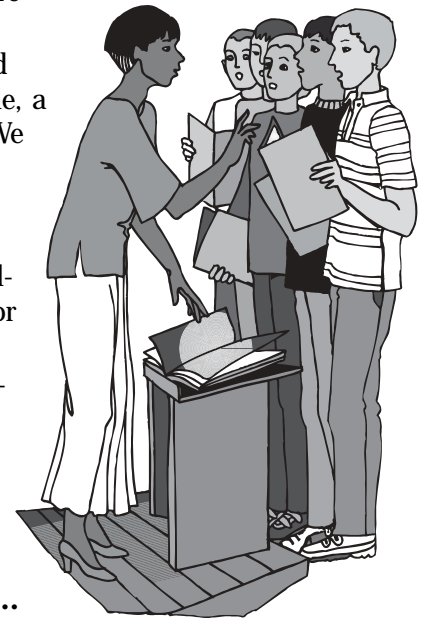


Level 2: Use of Resources

Objectives:	Youths will be able to: ❖ Understand the importance of human resources ❖ Work cooperatively as a group
Life skills:	Use of resources
TEKS:	Health education and physical education, social studies
Developmental assets:	Social competencies
Time:	1 to 1½ hours
Setting:	A large area
Materials:	None

Do.....

- ❖ Divide the group into teams of six to ten members. Several groups are needed.
- ❖ Instruct each group to think of a challenge that they can achieve and perform better, faster, higher, etc., than the other groups. For example, a group may come up with one of the following types of challenges: We can build the tallest pyramid; we can stretch out the longest line while holding hands; our group has the most coins, our group can say the alphabet backwards the fastest.
- ❖ All group members must participate in the challenge, and each challenge must be something that all the other groups could possibly do or meet (not something such as “Our group has the tallest member”).
- ❖ Provide time for each group to identify and practice its selected challenge.
- ❖ Each group then will take a turn challenging the other groups, with the other groups attempting to meet the challenges.
- ❖ Keep score of how many challenges each group meets.



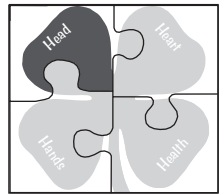
Reflect.....

- ❖ How did your team decide on a challenge?
- ❖ How did you use the skills and talents of group members to reach the group goal?
- ❖ What difficulties did your group face? How did you overcome them?
- ❖ What resources did your group have? Were they limited?

Apply.....

- ❖ In what situations have you been where resources were limited?
- ❖ How can you apply what you learned to such situations?

Level 3: Unequal Resources



Head

Use of Resources

Chapter 1

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ See how groups use resources that have been distributed unequally❖ Observe the bargaining and creative processes that occur when resources are allocated unequally
Life skills:	Use of resources
TEKS:	Social studies, home economics education
Developmental assets:	Social competencies, positive values
Time:	30 to 45 minutes
Setting:	Any comfortable room
Materials:	Tables and chairs for each group, scissors, ruler, paper clips, glue, felt-tipped markers, construction paper in six colors, Unequal Resources Task Sheet for each group, large envelopes to hold each group's resources

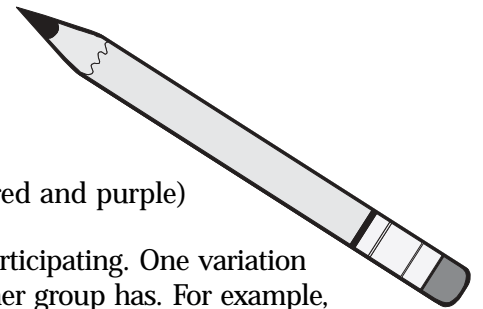
One possible example of the resources for each envelope:

Group 1: Scissors, ruler, paper clips, pencils and two 4-inch squares of red paper and two of white

Group 2: Scissors, glue and 8½- by 11-inch sheets of paper (two blue, two white, two gold)

Group 3: Felt-tipped markers and 8½- by 11-inch sheets of paper (two green, two white, two gold)

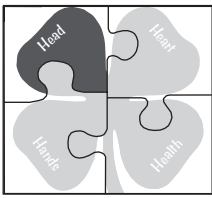
Group 4: 8½- by 11-inch sheets of paper (one each: green, gold, blue, red and purple)



The resources may vary with the number and creativity of the groups participating. One variation is to give one group some information about one of the tasks that no other group has. For example, the “T” must be 3 inches tall and 5 inches wide, with green being the 3-inch piece and white being the 5-inch piece.

Do.....

- ❖ Prepare an envelope for each group.
- ❖ Divide the participants into groups of three to six. As few groups as three and as many as six or seven can participate.
- ❖ Give each group an envelope and an Unequal Resources Task Sheet.



Level 3: Unequal Resources

Head

Use of Resources

Chapter 1

❖ Give them these instructions: Do not open the envelope until you are directed to begin the activity. Each group must complete the tasks listed on its task sheet. Everyone has the same tasks. When the members of a group think they have successfully completed the tasks, they should signal the facilitator, and their tasks will be evaluated. The other groups should continue working until a winner is declared. The first group to complete all of the tasks is the winner.



- ❖ Give the signal to begin. Observe the different groups' creativity, bargaining and other behavior.
- ❖ Stop the activity when a winner has been declared and the groups have been allowed to complete their tasks.

Reflect.....

- ❖ Discuss the activity. What happened?
- ❖ Allow the participants to make their own observations about what happened.
- ❖ Discuss bargaining, sharing, competing and any other behaviors observed.
- ❖ Was this activity fair? Is it realistic?

Apply.....

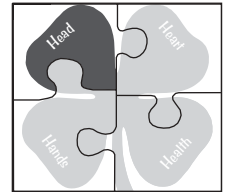
- ❖ Ask the participants to give real-world examples of unequal resources.
- ❖ How can we overcome unequal resources (creativity, sharing and bargaining)?

Variations

You can alter this activity to meet the various needs of different groups' sizes, purposes and age levels. The tasks and resources are not limited to the example given in this resource. You can tailor the activity to create analogies pertinent to specific groups.



Unequal Resources Task Sheet



Complete the following tasks:

Make a 3- by 3-inch square of white paper.

Make a 4- by 2-inch rectangle of gold paper.

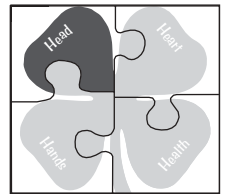
Make a four-link paper chain, each link in a different color.

Make a T-shape of 3- by 5-inch paper in green and white.

Make a 4- by 4-inch flag, in any three colors.

The first group to complete all tasks is the winner. Groups may bargain with other groups for materials and tools to complete the tasks on any mutually agreeable basis.

Level 4: Recycling Regatta



Head

Use of Resources

Chapter 1

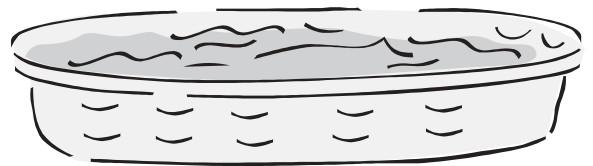
Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Use available resources to accomplish a team goal❖ Develop creative problem-solving techniques❖ Recognize alternative uses for everyday objects
Life skills:	Use of resources
TEKS:	Fine arts, social studies
Developmental assets:	Social competencies
Time:	1 to 1½ hours
Setting:	A large area where teams can work separately
Materials:	Rubber bands, cans, bottles (plastic and/or glass), milk jugs, detergent bottles, sticks/skewers/popsicle sticks, plastic bag, newspapers/magazines, etc.
Equipment:	Markers or crayons, scissors for each group Calm body of water to sail “boats” (Any small body of water will do—a small child’s swimming pool works well.)

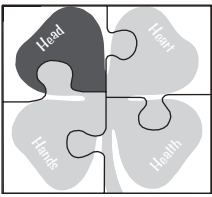
Pre-lesson preparation:

- ❖ For each group, prepare a bag filled with the recyclable materials and equipment listed above.
- ❖ Locate (or prepare) a calm body of water.

Do.....

- ❖ Divide the group into teams of four to six members.
- ❖ Instruct each team to use everything in its bag to design a “boat” or object that will float. Suggest that groups develop a plan before constructing the boats.
- ❖ Allow groups to work independently.
- ❖ Tell the teams that no materials may fall off the boat while it is sailing.
- ❖ After an allotted time (about 30 minutes), have each group make a small presentation to explain why it has constructed its boat as it has.
- ❖ Sail boats on the body of water.
- ❖ Judge the boats on creative use of resources, how well they sail and their buoyancy.





Level 4: Recycling Regatta

Head

Use of Resources

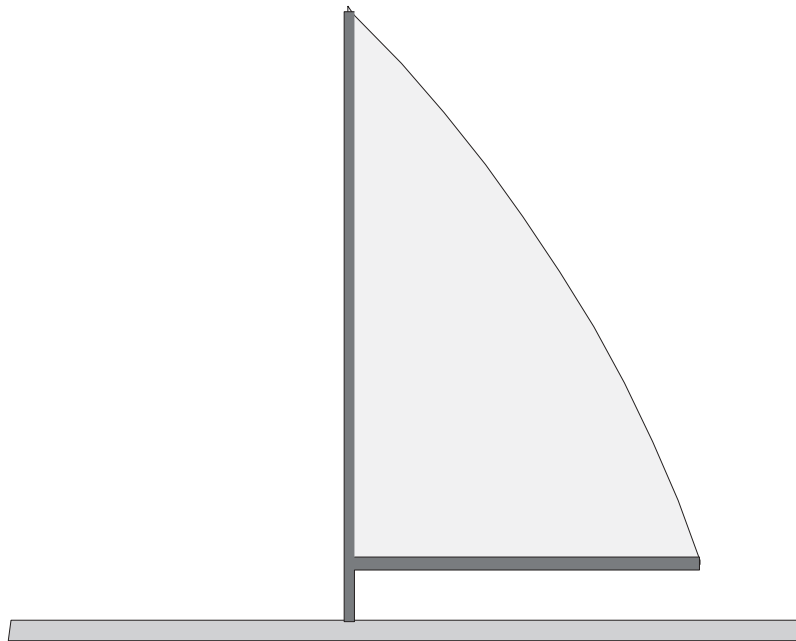
Chapter 1

Reflect

- ❖ How did your team develop its particular boat design?
- ❖ How did you decide to use different resources for certain tasks?
- ❖ What challenges did your group face in accomplishing the tasks?
- ❖ What did you learn about creative problem-solving?

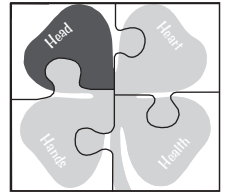
Apply.....

- ❖ What resources are available to help you reach goals or accomplish tasks?
- ❖ How does this activity relate to situations in which you are involved?
- ❖ What implications does creative cycling have for the environment, your community, yourself?





Goal Setting



"We write our own destiny...we become what we do."
Madame Chiang Kai-shek

"Life's greatest thrill is ... Tomorrow!"
Russell DeYoung

*"I visualized where I wanted to be, what kind of player I wanted to become.
I knew exactly where I wanted to go, and I focused on getting there."*
Michael Jordan

Purpose

To teach youths to set realistic goals that they can work toward and accomplish

Objectives.....

Youths will be able to:

- ❖ Understand how their goals can affect their behavior
- ❖ Learn how to set and achieve their goals
- ❖ Determine the importance of setting goals
- ❖ Work as a team to achieve a goal
- ❖ Understand the relationship between time management and goal setting
- ❖ Identify the steps to attaining their personal goals
- ❖ Set and reach goals as a group
- ❖ Improve their resource management skills

Background basics.....

Goal setting identifies a desired result, giving a person or a group something to work toward. A leader is responsible for making sure the group achieves its goals, no matter what those goals are. Learning to become a better manager makes it easier to guide a group to achievement of its goals. Goals help groups set priorities, make decisions and motivate their members.

Goals can be short-range (today, this week, now) and long-range (this month, this year, in 5 years, in 10 years, etc.).

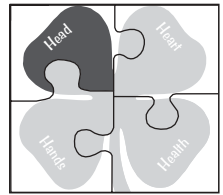


The six steps to setting a goal are:

- ❖ Determine your purpose or intended result.
- ❖ Write down your goal and objectives. (An objective is described as one specific way to accomplish a goal. Several objectives may be planned to reach a goal.)
- ❖ Form an action plan.
- ❖ Follow through on the plan.
- ❖ Evaluate the results.
- ❖ Revise the plan if the intended result was not met.

Only 5 percent of people write down their goals; 10 percent of people think about goals at some time; and 85 percent of people dream about the future and what they hope to accomplish.

Good leaders set goals and keep their goals in mind by writing them down and continually reviewing them. Groups must set goals together so that each member feels ownership for the goals and will work with other team members to achieve them.



Level 1: What are My Goals?

Head

Goal Setting

Chapter 2

Objectives:	Youths will be able to: ❖ Understand how goals affect behavior ❖ Understand the process of setting and achieving goals ❖ Set goals
Life skills:	Goal setting
TEKS:	Language arts, social studies
Developmental assets:	Positive view of personal future, sense of purpose, personal power, planning and decision-making
Time:	30 minutes
Setting:	Any comfortable room
Materials:	Magazines

Do.....

- ❖ Ask the participants to think about their lives at home, in school, in general. Point out that people who have poor self-concepts may need to do something about their view of themselves. They can take action by setting goals.
- ❖ Ask: "What is a goal?" (Wait for responses.)
- ❖ The dictionary defines a goal as "the purpose toward which an endeavor is directed; an end; objective; the finish line of a race." A goal is something we set and plan to reach. Some goals are short term; they will be achieved this week or this month. Other goals are long term; they will happen in months or years.
- ❖ Ask each participant to find a magazine picture that illustrates one of his/her goals.
- ❖ Other options: Have each youth draw pictures or write a story about something he/she plans to do tomorrow and something he/she wants to do 5 years from now.

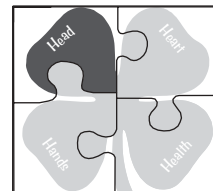


Reflect.....

- ❖ What did you choose for your picture goal and why?
- ❖ How did you decide what you would do to achieve your goal?

Apply.....

- ❖ What steps do you have to take to reach this goal?



Level 2: Win, Lose or Draw

Head

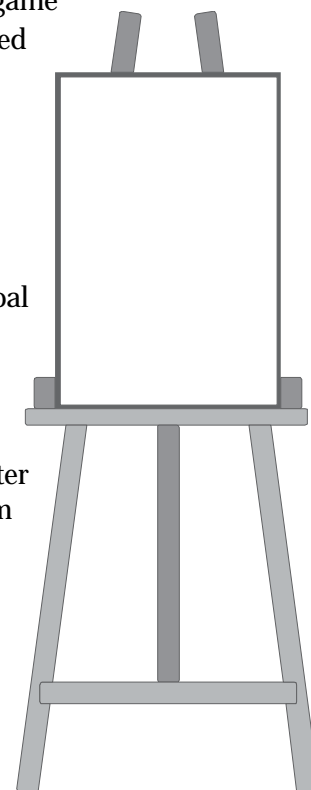
Goal Setting

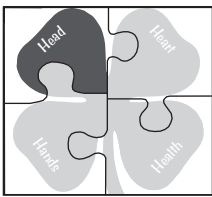
Chapter 2

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Determine the importance of setting goals❖ Work as a team to achieve a goal
Life skills:	Goal setting
TEKS:	Language arts, speech communication
Developmental assets:	Positive identity, social competencies
Time:	15 minutes
Setting:	Room with chairs arranged in a semicircle; flip chart at the front of the semicircle; facilitator sits in a chair opposite the flip chart
Materials:	Flip chart, marker, Goal Setting: Win-Lose-Draw Activity Sheet, cut into strips along lines.

Do.....

- ❖ Divide the participants into two teams. Explain that the purpose of this activity is for them to discover the benefits of setting goals. Each team will select a member to fill each of the following roles:
 - Team captain:** Keeps the group on task and calls the coin toss to begin the game
 - Encourager:** Makes sure that each team member is supported and encouraged by the team
 - Scorekeeper:** Keeps an accurate record of the team's score
 - Timekeeper:** Works the timer accurately and objectively
- ❖ Instruct the teams to choose a team name that reflects their spirit of teamwork.
- ❖ Tell Team 1 to send a representative to the flip chart.
- ❖ Give the representative a goal-setting benefit as found on the strips of the Goal Setting: Win, Lose or Draw Activity Sheet.
- ❖ The representative has 1 minute to draw a picture of the goal-setting benefit described on the slip of paper. If the other members of Team 1 guess what benefit is being drawn, the team gets 10 points. If they do not guess correctly, Team 2 sends a representative to draw the same goal-setting benefit. If after 1 minute, Team 2 guesses the correct benefit, it receives 15 points. If no team guesses correctly, neither team receives points.
- ❖ Continue allowing the teams to alternate guessing the benefits being drawn. The team with the most points at the end of the game wins.





Level 2: Win, Lose or Draw

Head

Goal Setting

Chapter 2

Reflect.....

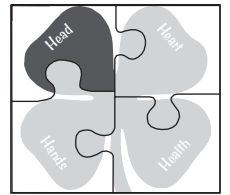
- ❖ Are there other benefits to setting goals?
- ❖ Why would someone choose not to set goals?
- ❖ Why is it important to have leaders (captain, encourager, score keeper, timekeeper) on a team?
- ❖ How does each team member make a difference in helping the group reach a goal?



Apply

- ❖ What are some goals you have set in your own life?
- ❖ Name a goal that you want to accomplish this week.

Win, Lose or Draw Activity Sheet



Sense of Direction

Measure Progress

Motivation

Sharpen Skills

Leadership

I feel Good

Show Strength

Overcome Obstacles

Improve Weaknesses

Set Priorities

Plan for the Future

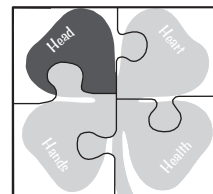
Responsibility

Be Committed

Create Friendships

Work with Others

Accomplishment



Level 3: Goal Pictures

Head

Goal Setting

Chapter 2

Objectives:	Youths will be able to: <ul style="list-style-type: none"> ❖ Learn about the relationship between time management and goal setting ❖ Identify and rank personal goals ❖ Begin thinking about attaining their personal goals
Life skills:	Goal setting
TEKS:	Language arts, speech communication
Developmental assets:	Social competencies, positive identity
Time:	20 minutes
Setting:	Comfortable room with tables and chairs
Materials:	Markers, crayons, pens, pencils, piece of colored or construction paper for each participant

Do.....

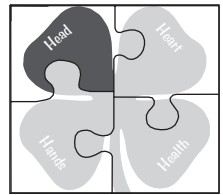
- ❖ Give a piece of colored paper or construction paper to each youth.
- ❖ Ask the participants to divide the page into four equal parts or sections.
- ❖ In one section they should write, “Tomorrow”; in the next section write, “Next week”; in the next write, “5 years from now”; and in the last section, “10 years from now.”
- ❖ Explain that in each section they are to use pictures to illustrate what they want to be doing or what they see themselves doing tomorrow, next week, 5 years from now and 10 years from now. They should use not words, but pictures.
- ❖ After they have finished their drawings, give the participants time to show their drawings to others in the room.

Reflect.....

- ❖ Discuss as a group the answers to these questions:
 - How easy or hard was it to put your goals into pictures?
 - Did you become aware of goals you had not realized you had?
 - How do your goals for tomorrow or next week differ from those for 5 and 10 years from now?
 - Will your goals for tomorrow or next week help lead to your goals for 5 and 10 years from now?

Apply.....

- ❖ How can making pictures of your goals help you achieve them?
- ❖ Why is it important to think about what you want to be doing 5 and 10 years from now?
- ❖ Choose one of the goals you set for 5 or 10 years from now, and list the specific actions you will need to take each year to accomplish this goal.



Level 4: Budget Planning

Head

Goal Setting

Chapter 2

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Set a special events budget❖ Explain and justify budget expenditures❖ Learn to research methods for creating a budget❖ Find and explore resources for special events❖ Improve their resource management skills
Life skills:	Head: Managing
TEKS:	Language arts, speech communication, business management
Developmental assets:	Empowerment, social competencies
Time:	1 hour
Setting:	Comfortable room with tables and chairs and telephone access
Materials:	Telephone book; telephone; flip chart paper; markers; event scenarios; copies of Budget Planning Activity Sheet and Planning a 4-H Event Information Sheet for each participant; scissors; pens and pencils

Do.....

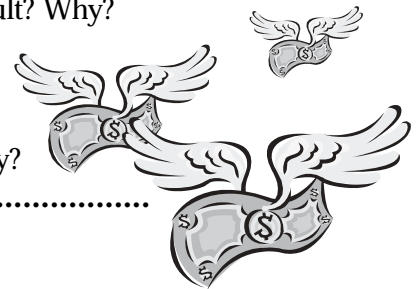
- ❖ Divide the participants into five teams. Give each team an event scenario, a Budget Planning Activity Sheet, a Planning a 4-H Event Information Sheet, flip chart paper and markers.
- ❖ Explain to the teams that they are in charge of their events and that it is their responsibility to create budgets using the financial resources listed. They are to use the Budget Planning Activity Sheet as a guide when allocating funds. (Not all items on the activity sheet will be used for each event.) The only requirement is that they stay within the allotted budget. (No additional funds can be used.) Tell the participants that they will present their budgets to the entire group.
- ❖ Allow the group members to use the telephone, etc., to find out prices of different materials. Because this is not a competition, the different groups can share their cost information.
- ❖ Have the teams write their budgets using the markers and flip chart paper and present their event scenarios and proposed budgets. Allow the teams to talk and offer suggestions to each other.

Reflect.....

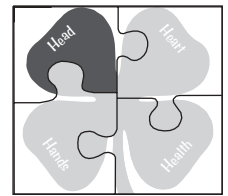
- ❖ What was the easiest part of planning your budget? The most difficult? Why?
- ❖ What did you learn during this process?
- ❖ How did you set priorities for your needs when planning your budget?
- ❖ Which scenarios were the easiest to budget? The most difficult? Why?

Apply.....

- ❖ Why is important to be able to plan a budget?
- ❖ When in the future might you need these skills?



Planning a 4-H Event Information Sheet



Plan with others

Decide the purpose of the event. Relate this to the 4-H goals. What do the members and leaders hope to achieve by the event? Base your decisions on the situations and the needs of the group.

Encourage the group to list all jobs that are suggested and to assign responsibilities. Keep records so that you can check the group's progress and express your appreciation.

Add a new feature if this event was held last year.

Include some recreation with an educational event and some education with a recreational event.

Outline several kinds of advance publicity. For example, inform others through news stories, personal contacts, notes to parents, newsletters and radio.

Invite parents and others to attend if interested.

Carry out your plan

Follow your plans. Time your schedule as closely as possible. Don't be afraid to change the plan at any point if necessary.

Check before the event to make sure that all group members involved understand their responsibilities and how to carry them out. Avoid correcting committee members in front of the whole group.

Provide ways for all to participate.

Remain in the background, guiding those in charge of the different phases of the program.

Provide means of recognizing all who have helped with the event. "Thank you," "Good job" and pats on the back are all effective recognition.

Follow up your event

Prepare follow-up news releases.

Ask members and leaders to:

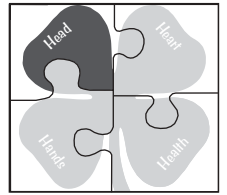
- ❖ Decide whether or not the purposes were achieved
- ❖ List strong points and parts in need of improvement
- ❖ List new ideas for another event

File these recommendations for future events.

Assess how this event influenced your club and others. Are members, leaders and parents more interested in 4-H? Are members eager to hold other events? Did members who served on committees show confidence and willingness to participate in further planning and service?

Planning a 4-H Event

Budget Planning



I. Publicity/advertising

1. Advertising design/production \$ _____
 2. Fliers/banners/posters \$ _____
 3. Advertising space \$ _____
- Total \$ _____

II. Other promotions

1. Give-away/prizes \$ _____
 2. Gifts/souvenirs \$ _____
 3. Other \$ _____
- Total \$ _____

III. Printed materials

1. Program design/printing \$ _____
 2. General copies/printing \$ _____
 3. Invitation design/printing \$ _____
 4. Mailing/postage \$ _____
 5. Name tags/badges \$ _____
 6. Other event materials \$ _____
- Total \$ _____

IV. Event location and materials

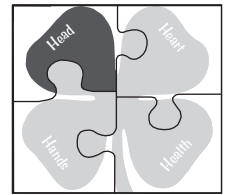
1. Space rental \$ _____
 2. Sound system \$ _____
 3. Lighting system \$ _____
 4. Table/chair rental \$ _____
 5. Additional location fees \$ _____
- Total \$ _____

V. Special services/entertainment

1. Food/beverage \$ _____
 2. Decorations \$ _____
 3. Entertainment/speaker expenses \$ _____
 4. Transportation/accommodations \$ _____
 5. Photography/video services \$ _____
 6. Additional staff \$ _____
- Total \$ _____

Overall total \$ _____

Event Scenarios



Plan a 4-H Volunteer Recognition Ceremony for 100 people using \$1,000.

Plan a high school dance for 150 people using \$750.

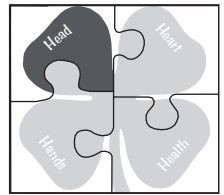
Plan a countywide officer-training retreat for 60 people using \$200.

Plan a 4-H Fall Carnival for 150 people using \$300.

Organize an overnight retreat for camp counselor training for 20 youths using \$150.



Creativity



“The greatest gift is a portion of thyself.”
Ralph Waldo Emerson

Purpose

To encourage youths to express themselves and feel confident about their abilities and talents; to encourage youths to think in new and creative ways

Objectives

Youths will be able to:

- ❖ Identify solutions while realizing their creative potentials
- ❖ Understand the importance of thinking “outside the box”

Background basics.....

Creativity comes from within. Just as no two people have the same fingerprints, no two people have the same creative talents.

Creativity helps leaders and groups identify new and innovative ways to work toward accomplishing goals. Good leaders are equipped with vision and imagination. Having creative and open minds allows leaders to see possibilities and options for achieving goals and to help enlarge the vision of those they lead.

Everyone possesses some degree of creativity. Research has shown that people are not necessarily born creative and that people can improve their own creativity. Our creativity is limited only by the boundaries we ourselves set. Several mental and experiential activities may assist a person’s drive to become more creative.

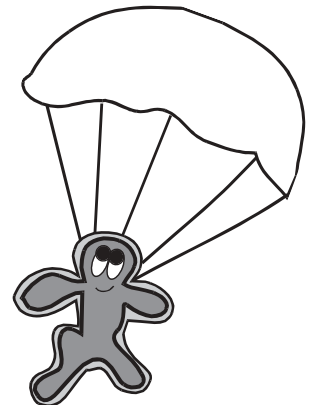
Creativity is looking at the same opportunity as everyone else, but recognizing something different. Many refer to this concept as “thinking outside the box.” To improve our creativity, we should try to view challenges not as problems but as opportunities to change the way we think, act and exist.

Creativity is strongly tied to leadership. Leaders must constantly find new ways to work with others to achieve goals. Leaders must actively engage followers a task or mission while keeping things new and lively. Leaders must be willing and able to change before change forces them to adapt.

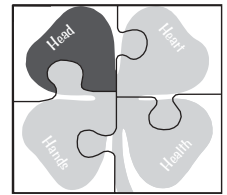
Some traits of creative people include:

- ❖ Open-mindedness
- ❖ Flexibility
- ❖ Spontaneity
- ❖ Tolerance for incongruity
- ❖ Determination
- ❖ Intuitiveness
- ❖ Persistence

Think about a person you identify as highly creative. What does that person do? How does he or she act? What creative behaviors are displayed? What can you learn from that person and apply to your life? These questions may assist you in your quest for creativity.



Level 1: Newspaper Costume



Head

Creativity

Chapter 3

Objective:	Youths will be able to: <ul style="list-style-type: none">❖ Work together using creative thinking skills to plan and develop a team costume
Life skills:	Wise use of resources, problem solving, communication
TEKS:	Language arts, communication
Developmental assets:	Social competencies, positive identity
Time:	30 to 45 minutes
Setting:	Any comfortable room
Materials:	Many old newspapers and several rolls of tape (at least one roll per group).

Do.....

- ❖ Depending on the size of the group, have the members select partners, or divide them into small groups of three to six members.
- ❖ Give each group an equal amount of newspaper and tape.
- ❖ Have each group select a member to be the “model,” for the group.
- ❖ Each group is to make a costume for the “model,” using the newspaper and tape. Encourage the groups to be creative in their designs.
- ❖ A complete costume may include a hat, jacket, gloves, shoes, pants, dress or anything that adds to the desired “look.”
- ❖ Each group must dress its model in the costume.
- ❖ Set a time limit for this activity (20 minutes recommended).
- ❖ After the model is dressed and before time has expired, each team should choose a narrator who will describe the team’s costume to the other groups.
- ❖ At the end of the time limit, each model will step forward in costume while the narrator gives a 1-minute description.

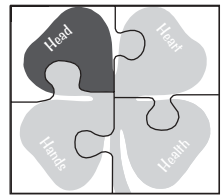


Reflect.....

- ❖ How did you first decide who the model would be?
- ❖ Who helped in deciding how the costume would look?
- ❖ How were members involved in making the costume?
- ❖ What did you learn about yourself?
- ❖ How did you feel about your participation in this activity?

Apply.....

- ❖ What did you observe about the group process as a result of this experience?



Level 2: Uncommon Uses

Head

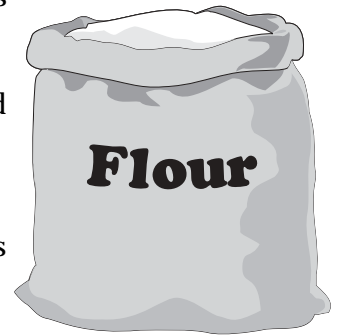
Creativity

Chapter 3

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Understand the fundamental aspects of brainstorming❖ Identify solutions while realizing their creative potentials❖ Understand the importance of thinking “outside the box”
Life skills:	Critical thinking, problem solving, communication
TEKS:	Social studies, home economics education
Developmental assets:	Social competencies, positive identity
Time:	10 to 20 minutes
Setting:	Table and chairs or area for teams to gather in and write
Materials:	One sheet of paper and one pen per team

Do.....

- ❖ Divide the group into teams of four to eight participants. Give each team a sheet of paper and a pen.
- ❖ Tell the teams that they must listen to each member and record all the ideas presented.
- ❖ Tell the teams that they will compete against the other teams to see which team can, in 3 minutes, write down the most uses for a common household product. The goal is to come up with the most ideas, not to determine how feasible the ideas are. All ideas should be recorded.
- ❖ Tell the teams the name of a product (such as baking soda, baking powder, flour or vinegar). Announce that time starts now. Keep reminding the teams to come up with the most ideas that they can and not to filter out any ideas.
- ❖ After 3 minutes, ask the teams to share three or more of their most creative answers and to tell the group the number of responses they generated.

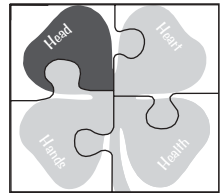


Reflect.....

- ❖ Discuss with the group the following aspects of generating creative ideas:
 - Fluency:** How many responses were generated? Usually, the more, the better and more creative.
 - Originality:** Are the responses common or unusual?
 - Flexibility:** Are the responses alike (same category) or are they diverse?
- ❖ Did your group write down all of the ideas that were shared? Did you share every idea that came to mind? What implications does this have for creativity?

Apply.....

- ❖ How does creativity relate to leadership? To your everyday life?
- ❖ What are ways that you can strive to be more creative?



Level 3: Concept Cars

Head

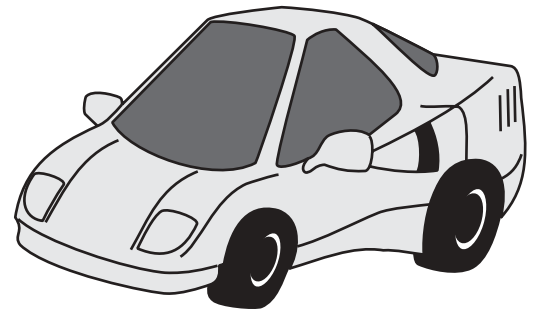
Creativity

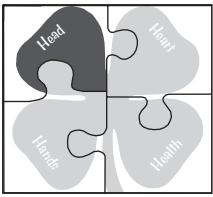
Chapter 3

Objective:	Youths will be able to: <ul style="list-style-type: none">❖ Identify creative solutions to proposed situations❖ Work independently and cooperatively to develop creative results❖ Effectively communicate in a team and a large-group setting
Life skills:	Problem solving and decision making
TEKS:	Fine arts, language art
Developmental assets:	Social competencies, commitment to learning
Time:	1 to 1½ hours
Setting:	A large area where teams can work separately
Materials:	Masking tape, flip charts or large roll of butcher paper, colored markers

Do.....

- ❖ Divide the group into teams of four to six members (at least three groups; the more groups the better.)
- ❖ Have each team split into two equal sub-groups (that is, an A and B sub-group of team #1).
- ❖ Instruct each team to develop a new concept vehicle (provide parameters: sports car, SUV, specific use, etc. The sky is the limit!).
- ❖ Instruct the teams to separate into their sub-groups (A and B) and move to opposite sides of the room. The sub-groups are not to communicate during the next step of the development of the concept vehicle.
- ❖ Instruct the participants that the A sub-groups will design/draw the front half of their teams' concept vehicles on one sheet of paper and the B sub-groups will design/draw the back half of their teams' concept vehicles on a separate sheet of paper.
- ❖ Provide all sub-groups with a large sheet of paper (of equal size) and colored markers.
- ❖ After an allotted time (about 30 minutes), the A and B sub-groups of each team should come back together and tape the two halves of their vehicle together.
- ❖ The teams must then develop a 3-to-5 minute marketing/sales presentation to give the entire group, highlighting the innovative features and creative design of their vehicles. Allow the teams some preparation time for their presentations.
- ❖ Each team then will present its marketing/sales pitch to the entire group. (You could have the presentations judged by observers or voted on by the entire group.)





Level 3: Concept Cars

Head

Creativity

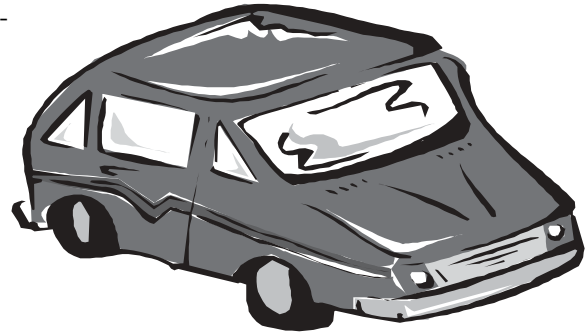
Chapter 3

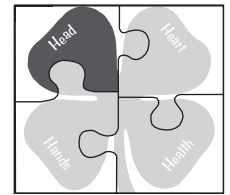
Reflect.....

- ❖ What challenges did your team face? How did you overcome these challenges?
- ❖ What skills did your team use to develop your vehicle?
- ❖ How did your team begin the task?
- ❖ How did your team react when the sub-groups came together?
- ❖ How did your team come together to develop and present the marketing/sales presentation?

Apply.....

- ❖ How can you use what you learned today in other situations?
- ❖ Ask youths to give examples of other situations in which (1) two or more groups had to make a collective decision; (2) you had to utilize creativity to solve a problem; (3) you or a group had to communicate results effectively.





Level 4: Create-a-Game

Head

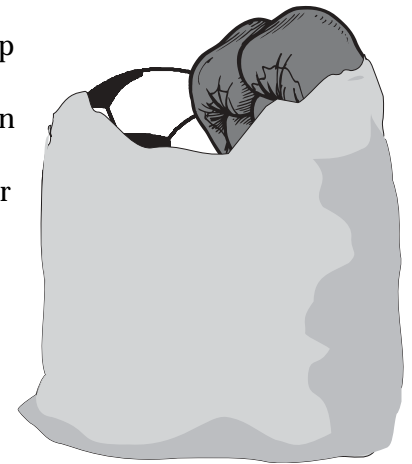
Creativity

Chapter 3

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Identify creative solutions to proposed situations❖ Work cooperatively to develop creative results❖ Effectively communicate in a team and a large-group setting
Life skills:	Problem solving, critical thinking, decision making
TEKS:	Health education and physical education, social studies, language arts
Developmental assets:	Social competencies
Time:	1 to 1½ hours
Setting:	A large area where teams can work separately
Materials:	Large garbage bags (one per team); each bag should contain 6 to 10 random objects (different for each bag), such as ball, frisbee, water gun, bucket, dice, baseball, bat, army men, tape, paper, yarn, etc.

Do.....

- ❖ Divide the group into teams with four to six participants.
- ❖ Provide each team with a bag.
- ❖ Tell participants that each team will have 45 minutes to plan, develop and practice an activity or game using all of the resources in its bag.
- ❖ Tell participants that they cannot use any other resources other than those provided in their team's bag.
- ❖ Tell participants that, after 45 minutes, their team will be leading their new game/activity, with the other teams participating.
- ❖ Allow the groups to plan
- ❖ Have each team lead its new game/activity.



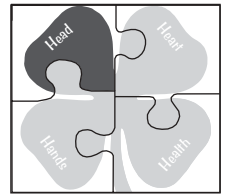
Reflect

- ❖ What challenges did your team face? How did you overcome these challenges?
- ❖ What skills did your team use to develop your game/activity?
- ❖ How did your team begin to accomplish the task?

Apply.....

- ❖ How can you use what you learned today in other situations?
- ❖ How does this activity relate to creativity?
- ❖ How does this activity relate to working together toward a common goal?

Problem Solving and Decision Making



Head

Chapter 4

"The first step toward solving a problem is to begin."

Anonymous

"The greater the obstacle, the more glory in overcoming it."

Moliere

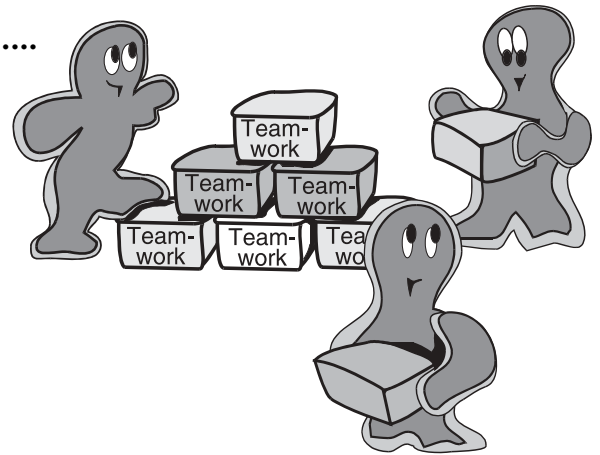
Purpose

To teach the youths to use the decision-making process to make important decisions

Objectives

Youths will be able to:

- ❖ Work in groups to solve problems and make decisions
- ❖ Identify resources to help solve problems and make decisions
- ❖ Assess needs and interests
- ❖ Consider alternatives and set priorities
- ❖ Organize and coordinate events and activities
- ❖ Delegate responsibility
- ❖ Evaluate the events and activities they plan



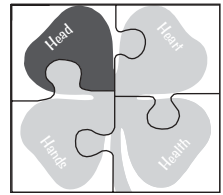
Background basics

Making sound decisions is another key to effective leadership. Leaders must understand and use effective decision-making methods.

Decisions fall into two categories: personal/individual decisions and group decisions. The decisions we make individually are affected by a variety of factors—our upbringing, values and outside influences such as our peers, family, church, schools, the media, etc. These influences may be either negative or positive. For example, peer pressure often exerts a negative influence. Being aware of our personal value systems helps us make decisions that do not conflict with these values.

Some of the more difficult decisions we make involve ethical dilemmas. Sometimes a problem has more than one correct solution, while sometimes all possible choices seem wrong. Examining our values and anticipating the consequences of solutions can make difficult decisions easier.

Many times, we must make decisions in groups. The most common method of group decision making is by majority vote. Other forms of group decision making are: decision by a small group or committee, decision by one person (such as the expert on a particular topic or a leader in the group) and consensus.



Level 1: Forced Out

Head

Problem Solving and Decision Making

Chapter 4

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Experience being left out of groups or being forced to be accepted
Life skills:	Problem solving, decision making
TEKS:	Language arts, communication
Developmental assets:	Planning and decision making, interpersonal competence, cultural competence, peaceful conflict resolution, caring, Self-esteem
Time:	15 minutes
Setting:	Any comfortable room
Materials:	None

Do.....

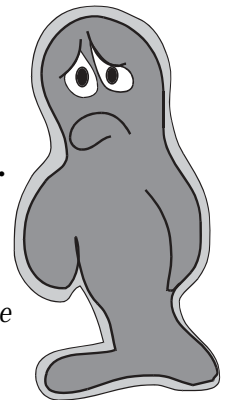
- ❖ Divide participants into groups of four or five.
- ❖ Select one person in each group to be “it.”
- ❖ Instruct the others to form a circle and prevent “it” from entering the circle.
- ❖ Time them for 1 minute.

Note: It is important that the person selected to be “it” understands that this activity is just to illustrate a concept so that the game does not become a negative experience for him or her.

Reflect.....

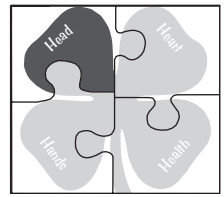
- ❖ How did it feel to be left out?
- ❖ How did it feel to have someone force his or her way in?

Note: It is important that you ask the people who are “it” to express their feelings about the experience to avoid anxiety or hostility from the experience.



Apply.....

- ❖ How does it feel when you are with a group of friends and you feel left out?
- ❖ What can we do to make sure all people feel as if they are a part of the group?



Level 2: Get Out the Map

Head

Problem Solving and Decision Making

Chapter 4

Objective:	Youths will be able to: <ul style="list-style-type: none">❖ Identify alternative solutions❖ Work cooperatively to make a decision❖ Effectively communicate in a team
Life skills:	Problem solving, decision making
TEKS:	Social studies, language arts, mathematics
Developmental assets:	Positive identity, social competencies
Time:	30 minutes
Setting:	A large area where team can work separately
Materials:	Road maps (one for each team)

Do.....

- ❖ Divide the group into teams with four to six participants.
- ❖ Provide each team with a map.
- ❖ Instruct each team to find each of the member's hometowns on the map.
- ❖ Have each team choose one hometown for their team.
- ❖ Have each team choose one place on the map that members would like to visit on vacation.
- ❖ Instruct teams to "map out" several different routes from their team's hometown to their team's vacation destination. Examples could be provided, such as most direct, most scenic, using inter-states, back roads etc. Have the teams keep track of the number of alternate routes they come up with.
- ❖ Ask the teams to discuss the advantages and disadvantages of each route.
- ❖ Instruct the teams to choose the "best" route.



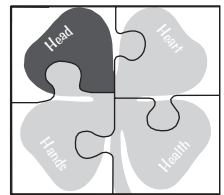
Reflect.....

- ❖ How did your group make decisions?
- ❖ Did your group have disagreements? If so, how did your group handle the situation?
- ❖ Was it easier or harder to choose a route as a group than if you had chosen a route by yourself?

Apply.....

- ❖ Describe a situation in which you were involved in a group decision.
- ❖ How does the opinion of others affect your own decision-making process?
- ❖ How does this activity relate to working together toward a common goal?

Level 3: Whom to Leave Behind



Head

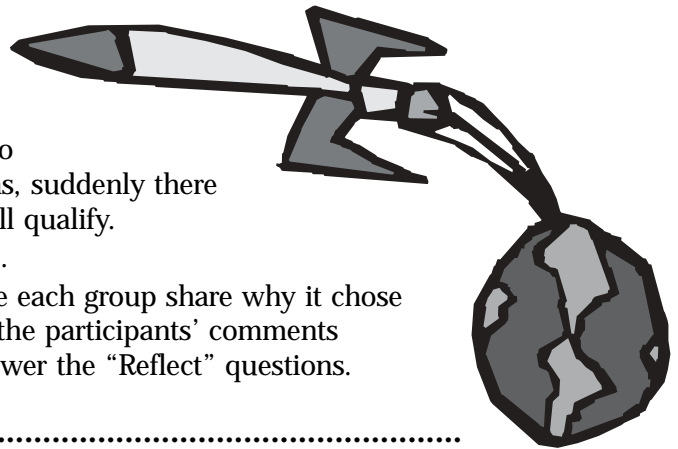
Problem Solving and Decision Making

Chapter 4

Objective:	Youths will be able to: ❖ Use the decision-making process to make important decisions
Life skills:	Problem solving, decision making
TEKS:	Language arts, social studies, speech communication
Developmental assets:	Youth programs, caring, equality and social justice, planning and decision making, interpersonal competence, cultural competence, peaceful conflict resolution
Time:	20 minutes
Setting:	Any comfortable room
Materials:	Whom to Leave Behind Work Sheet

Do.....

- ❖ Divide youth into groups of three to five.
- ❖ Distribute copies of the “Whom to Leave Behind” Work Sheet.
- ❖ Explain that the 10 people listed on the work sheet have been selected as passengers on a spaceship for a flight to another planet, because tomorrow Earth is doomed to destruction. Because of space craft limitations, suddenly there is room for only seven people. Any seven will qualify.
- ❖ The youths must decide which seven will go.
- ❖ Once groups have made their decisions, have each group share why it chose the seven people it did. What were some of the participants’ comments while they were making their decisions? Answer the “Reflect” questions.



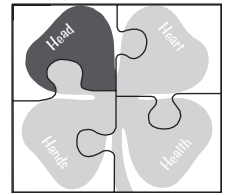
Reflect

- ❖ How did you decide whom to take?
- ❖ How did you decide whom to leave behind?
- ❖ What factors affected your group’s decisions?

Apply.....

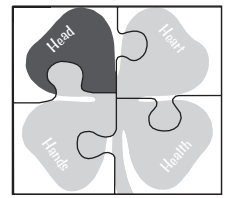
- ❖ How would you feel if you were forced to make these decisions in a real life situation?
- ❖ How do decisions made in this activity relate to decisions you make every day?

Whom to Leave Behind



Your task is to select seven of these passengers to leave on a spaceship to escape the Earth's destruction. Three people now on the list will not go. Place the number 1 by the person who should be removed first from the list of passengers; place the number 2 by the person who should be removed second from the list; and finally, place the number 3 by the person who should be removed third from the list. Choose only three. These are the three people who will not make the trip. They will be left behind.

- _____ An accountant (male)
- _____ The accountant's pregnant wife
- _____ A liberal arts college student (male)
- _____ A professional basketball player (female)
- _____ An intelligent movie star (male)
- _____ A black medical student (female)
- _____ A famous novelist (male)
- _____ A biochemist (female)
- _____ A 70-year-old minister (male)
- _____ An armed police officer (female)



Level 4: You Be the Judge

Head

Chapter 4

Objective:	Youths will be able to: <ul style="list-style-type: none">❖ Identify alternative solutions❖ Work cooperatively to make a decision❖ Effectively communicate in a team
Life skills:	Problem solving, decision making
TEKS:	Language arts
Developmental assets:	Positive values, social competencies
Time:	45 minutes
Setting:	A large area where teams can work separately
Materials:	You Be the Judge—Situations Sheets or list of your own situations

Do.....

- ❖ Divide the group into teams with four to six participants.
- ❖ Provide each team one or two situations from the situations sheet.
- ❖ Instruct each team to read its situation(s) and follow the instructions.
- ❖ Allow the teams ample time for discussion.
- ❖ Have each group share its situation(s) and solutions with the entire group.

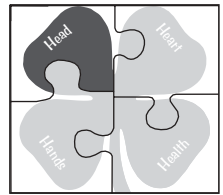


Reflect.....

- ❖ Was it easy or difficult to make your decisions?
- ❖ How did your group make decisions?
- ❖ Did your group have disagreements? If so, how did your group handle the situation?
- ❖ Was it easier or harder to make a decision as a group than if you had chosen by yourself?
- ❖ How did consequences play a role in your decision-making?

Apply.....

- ❖ Describe a situation in which you were involved in a group decision?
- ❖ How does the opinion of others affect your own decision-making process?
- ❖ How does this activity relate to working together toward a common goal?



You Be the Judge

Situation 1: You are the advisor for a youth council. At an overnight retreat, a youth is rumored to have consumed alcohol and smoked cigarettes. She denies the accusations, but three other youths claimed to have witnessed her actions. All youths signed a commitment to excellence and code of conduct stating that they would not smoke or consume alcohol on the trip. How do you handle the situation?

Situation 2: You discover that one of your friends has a substance-abuse problem. Identify two ways of handling the situation. Identify consequences for both alternatives. Decide as a group how to handle the situation. How do these consequences affect your decision?

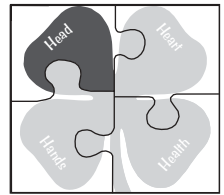
Situation 3: You discover that one of your friends has obtained a copy of tomorrow's English exam. To pass this class and graduate, the friend must make an A on this exam. How would you handle this situation? Would you tell anyone? What are the consequences of your choice?

Situation 4: At your job, you discover that another employee is taking home office supplies and resources for personal use. How do you handle the situation?

Situation 5: You are the committee chair for your school's speech contest. After you have announced the contest winner, who earns the right to represent your school at the regional competition, you discover an error in the tabulation of the second-place individual's score. The second-place individual actually scored higher than the person you announced as the winner. How do you handle the situation?



Learning to Learn



“Leadership and learning are indispensable to each other.”
-John F. Kennedy (remarks prepared for delivery at the Dallas Trade Mart)

Purpose

To help youths develop a spirit of inquiry and use their knowledge to benefit themselves and others

Objectives

Youths will be able to:

- ❖ Ask questions to gain more information
- ❖ Describe and demonstrate with confidence
- ❖ Use brainstorming techniques
- ❖ Escape from conventional ways of thinking
- ❖ Learn and analyze different learning styles
- ❖ Discover a personal learning style
- ❖ Compare different types of teaching with the different learning styles

Background basics.....

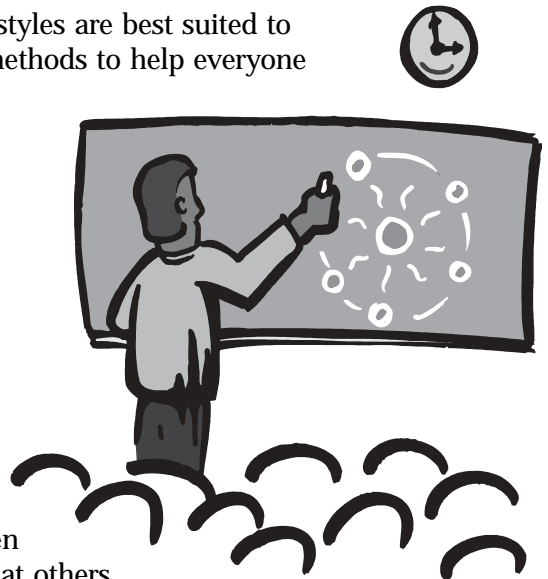
Learning to learn is key to practicing leadership. Leadership is not a goal in itself, but a continuous learning and teaching experience. Leaders must not only possess knowledge about their group’s activities, but also must be able to teach skills to others.

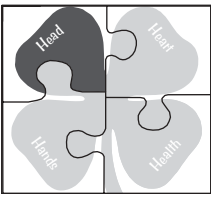
Different people learn in different ways, so different teaching styles are best suited to particular learning styles. The best teachers use a variety of methods to help everyone learn. By knowing your own preferred learning style, you can take advantage of learning opportunities best-suited to that style and work to improve your ability to learn in other types of situations.

Knowing different research methods will help us locate information that may not readily be available. Such methods include brainstorming, interviewing, reading and following instructions, taking notes, viewing demonstrations and participating in critiques or judging situations.

Taking notes about what we experience with our eyes and ears helps us recall important information from the experience and share that information with others. Minutes are taken during meetings to keep track of exactly what happened so that others can learn what occurred.

We also receive information through listening to speakers and interviewing others. We need to improve our listening skills, not only to hear what is being said, but also enable us to ask relevant questions. It helps to compile a list of questions before a speech or interview. And if we analyze others’ speeches and interviews, we can learn more effective communication techniques and improve our own skills.





Learning to Learn

Following instructions helps us to play sports, perform music and acquire a number of other skills. When we receive instructions, good listening skills are crucial; when we give directions, our verbal and communication skills are important



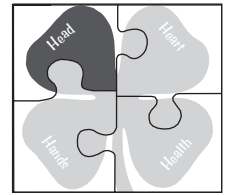
One of the most effective ways to teach others is through demonstration, which combines giving instructions with actually showing what is being done. Demonstrations are effective because they use visual aids along with oral or written instructions.

Brainstorming can help solve problems creatively. Although it can be time-consuming, brainstorming encourages creativity, generates many ideas and reduces the tension that usually results from being evaluated by others.

Critiquing is yet another way to learn. Judging teams are an example of critiquing; such teams compare and contrast different objects (animals, plants, consumer items, etc.), highlighting their positive and negative attributes. Critiquing others allows us to identify positive attributes to emulate and negative characteristics to eliminate or avoid. When others critique us (as when 4-H'ers are judged during demonstration and speech competitions), we learn through their evaluations.

The “sandwich” technique of constructive criticism gives both positive and negative feedback. The positive feedback builds confidence and self-esteem; the negative feedback gives information needed improvement.

Level 1, 2, 3 or 4: Demonstration Grab Bag



Head

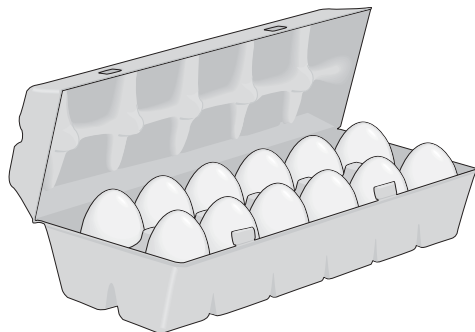
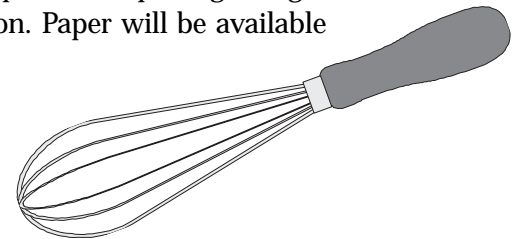
Learning to Learn

Chapter 5

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Understand the three parts of a demonstration❖ Describe and demonstrate with confidence
Life skills:	Learning to learn
TEKS:	Speech communication, language arts, home economics education
Developmental assets:	Planning and decision making, interpersonal competence, sense of purpose
Time:	Varies, depending on participation
Setting:	Any comfortable room
Materials:	Paper bag filled with items appropriate for a simple demonstration, such as an egg beater; hole puncher and paper; shoe and lace; stapler and two pieces of paper; hammer, nail, piece of wood; bolt and nut; needle, thread, material; picture and picture frame; notebook paper and notebook; paper and pencils.
Additional resources:	Texas 4-H Roundup Guide, Public Speaking 4-H Style

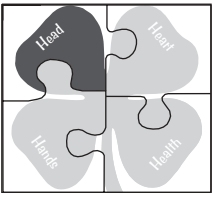
Do.....

- ❖ Have each member reach into the bag and select an item or group of items packaged together.
- ❖ After the preparation time, each member will give a demonstration. Paper will be available for participants to write down what they want to say.
- ❖ Each participant will have 5 minutes to show and tell the group about the item(s) and explain how to use it.
- ❖ The leader may want to join in.
- ❖ Give positive comments about each demonstration.



Variation:.....

If time permits, let the members select a partner and give another demonstration together. This encourages cooperation and pools the knowledge of two people.



Level 1, 2, 3 or 4: Demonstration Grab Bag

Do.....

Individual practice activities: Members should select one or more of these activities to do on their own:

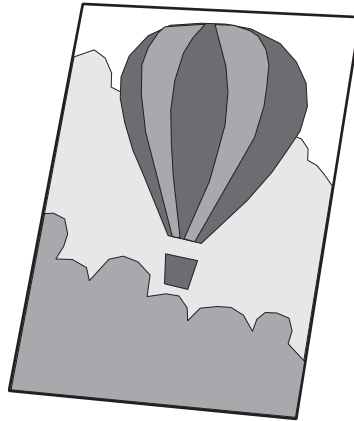
- ❖ Teach a member of your family or a friend how to do something by using a “show and tell” demonstration.
- ❖ Give a “show and tell” demonstration at a project meeting or 4-H club meeting.
- ❖ Attend a workshop on giving a 4-H presentation for the 4-H Round-Up Contest.
- ❖ Give a demonstration in the County 4-H Round-Up.
- ❖ Make a poster or exhibit to teach others about something you’ve learned. Share this at a project or club meeting.

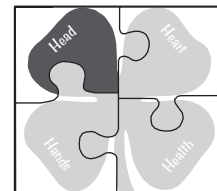
Reflect.....

- ❖ How does it feel to share what you know?
- ❖ How can we best prepare for demonstrations?

Apply.....

- ❖ How do demonstrations help us in everyday life?
- ❖ Demonstrations are a way of sharing what we know. They also help us gain poise and confidence when we speak before groups. Leaders have many opportunities to share with others what they have learned. Encourage the members to participate in the method-demonstration program in 4-H Round-Up to improve their ability to teach and share knowledge with others.





Level 1: I Like To . . .

Head

Learning to Learn

Chapter 5

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Identify activities they like to do❖ Learn where to go for help to learn about other activities
Life skills:	Learning to learn
TEKS:	Language arts, social studies
Developmental assets:	Commitment to learning, social competencies, positive identity
Time:	30 minutes
Setting:	Any comfortable room
Materials:	The book <i>The Berenstain Bears Go To School</i>

Do.....

Read and discuss *The Berenstain Bears Go To School*.

Continue the discussion by having the students take turns completing the following sentences.

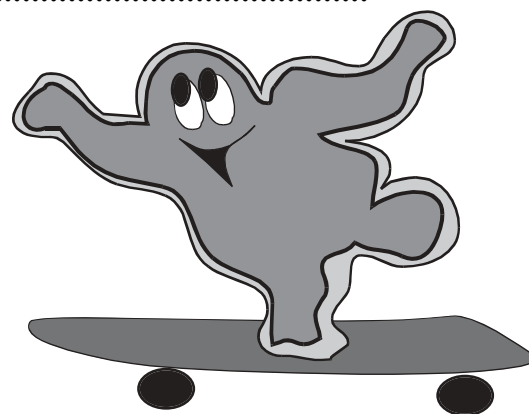
- ❖ I am good at . . .
- ❖ I like to work at . . .
- ❖ At school, I like . . .
- ❖ I would like to learn to . . .
- ❖ I can get instruction from . . . (someone at school, home, the library, etc.)

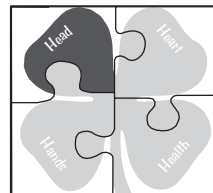
Reflect.....

- ❖ What kinds of things are you good at?
- ❖ Why do you think you're good at those things?

Apply.....

- ❖ How can you use your skills in other ways?
- ❖ Are there jobs that require these skills?





Level 2: I Have Skills!

Head

Learning to Learn

Chapter 5

Objectives:	Youths will be able to: ❖ Identify learning skills that will help them achieve their goals
Life skills:	Learning to learn
TEKS:	Language arts, social studies
Developmental assets:	Commitment to learning, social competencies, positive identity
Time:	45 minutes
Setting:	Any comfortable room
Materials:	Chalkboard or dry-erase board

Do.....

- ❖ Discuss the importance of learning skills and their value in achieving goals.
- ❖ Name and list the learning skills that are important in achieving certain goals (reading, spelling, personal interaction).
- ❖ Have the participants examine the different senses (sight, hearing, smell, taste, touch) that help them learn.
- ❖ Role-play an activity that the student does at home.
- ❖ After each role-play, have the group guess the activity and identify the skill used.



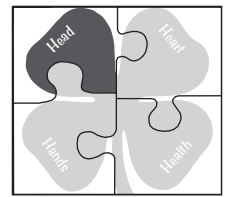
Reflect.....

- ❖ What do you think are some of the most important learning skills?
- ❖ How do these learning skills help you reach your goals?
- ❖ What were the most common learning skills identified in the role-plays?

Apply.....

- ❖ How can these learning skills help you in other ways? In other situations?

Level 3: In-Style Teaching Styles



Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Identify and discuss positive learning experiences❖ Evaluate past teachers' performances❖ Put together an ideal classroom situation
Life skills:	Learning to learn
TEKS:	Social studies, communication, language arts
Developmental assets:	Commitment to learning, positive values, social competencies
Time:	15 minutes
Setting:	Comfortable room with tables and chairs
Materials:	Flip chart paper, markers

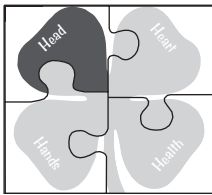
Introduction.....

People learn by listening, seeing and doing. Most people prefer one learning style over the others. Many times, our favorite teachers are those whose teaching styles relate to our best learning styles. For example, if you learn best by seeing the subject matter, your favorite teachers and classes may have involved a lot of reading, or if you learn best by listening, your favorite classes could have been lecture-oriented. Knowing our preferred learning styles allows us to take advantage of opportunities involving those methods and to improve our learning in other areas.

Do.....

- ❖ Ask the participants to recall some of their favorite teachers.
- ❖ Have each participant name one quality about a favorite teacher that made class enjoyable. Encourage the youths to focus not on subject matter but on the skills and activities the teacher assigned. Look for similarities in the participants' responses. (For example, some youths like classes having much discussion; others prefer those that emphasize visuals or writing; still others enjoy classes with more hands-on, group-project work.)
- ❖ Team up students with similar responses. Have the teams share (within their groups) some of the least enjoyable classes they have taken and explain why they didn't enjoy them.
- ❖ Give each team markers and flip chart paper and have them describe an "in-style learning style class" and an "out-of-style learning style class" situation. Have the teams share their lists with the entire group.





Level 3: In-Style Teaching Styles

Head

Learning to Learn

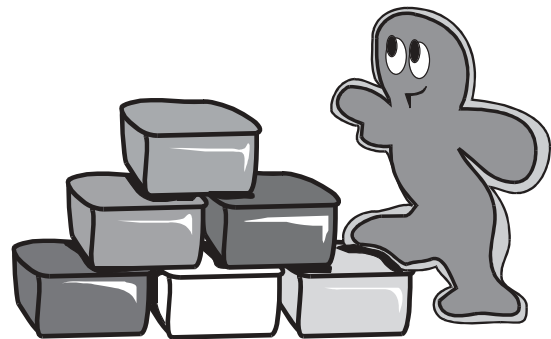
Chapter 5

Reflect.....

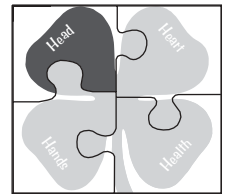
- ❖ Why do you think people learn differently?
- ❖ How many different learning styles could you identify?
- ❖ How can you adapt demonstrations and other learning experiences to include a variety of learning styles?

Apply.....

- ❖ Can you think of any other situations where your learning style was different from the teaching style the instructor was using? How did you adapt?
- ❖ Why is understanding different learning styles important in leadership?
- ❖ To help others learn, an understanding of learning styles is important. To learn more, a leader needs to understand his or her personal learning style.



Level 3: Breaking Brainstorming Barriers



Head

Learning to Learn

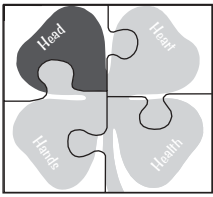
Chapter 5

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Practice brainstorming techniques❖ Learn resource management skills by creating alternative uses for common household items❖ Escape from conventional ways of thinking
Life skills:	Learning to learn
TEKS:	Communication, social studies
Developmental assets:	Social competencies, empowerment
Time:	20 minutes
Setting:	Comfortable room with tables and chairs
Materials:	Breaking Brainstorming Barriers Information Sheet, paper cup (or other common household item), paper, pens or pencils.

Introduction.....
Leaders must learn to manage resources. Sometimes we may not have the exact items necessary to complete a project. During those times, we must be resourceful and creative in using the items available. Even though we often limit our thinking to their most common uses, most items and resources can be used in a variety of ways. Breaking these thought “barriers” by brainstorming can teach creativity and resourcefulness.

- Do.....**
- ❖ Discuss the Brainstorming Barriers Information Sheet with the participants.
 - ❖ Divide the participants into teams of three or four. Explain that you will hold up an object, and they (as a team) must write down as many uses for that object as they can.
 - ❖ Give each group a piece of paper. Hold up the paper cup (or any other household item) so that all participants can see it clearly and allow them to begin writing down its uses. (For example, a cup can be used as a pencil holder, as a mold for sand castles, etc.) The key is to be creative and to think of as many alternative uses as possible.
 - ❖ After 5 minutes, bring the teams back together, and one at a time have a team spokesperson read the team’s list. Every other team with the same use on its list must cross off that one. After all teams have read their lists and crossed off overlapping uses, have the teams count the ones they have left. The team with the most uses wins.





Level 3: Breaking Brainstorming Barriers

Head

Learning to Learn

Chapter 5

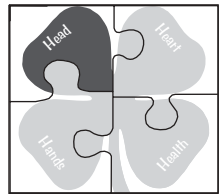
Reflect.....

- ❖ Was it easy or difficult to come up with alternative uses for common items? Why or why not?
- ❖ When brainstorming, it's important to remember to include all ideas, no matter how useful or useless they may seem at the time. Quantity is important, not quality. Then, divide your lists into categories of "Useful" and "Not Useful."

Apply.....

- ❖ When will you be faced with brainstorming situations in the future?
- ❖ In what ways do we limit our thinking? Do you think our culture can limit our thinking? Why or why not?
- ❖ How can we encourage creativity in others and in ourselves?

Breaking Brainstorming Barriers Information Sheet



Brainstorming is a particular method of generating many thoughts and ideas. It is often used to find solutions to problems. Brainstorming enhances creativity, produces many ideas and reduces the tension of being evaluated by others. Its major disadvantage is that it takes time to do it well.

Brainstorming guidelines

- ❖ Do not evaluate or criticize ideas during the brainstorming process.

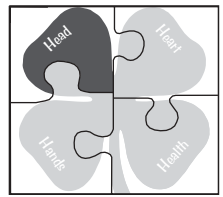
- ❖ Offer ideas without regard to their quality.

- ❖ Encourage unusual and creative ideas.

- ❖ Encourage “hitchhiking” (combining and building on other’s ideas).

- ❖ Try to understand unclear ideas.

- ❖ Continue brainstorming until the group runs “dry.”



Level 4: Learning Styles

Head

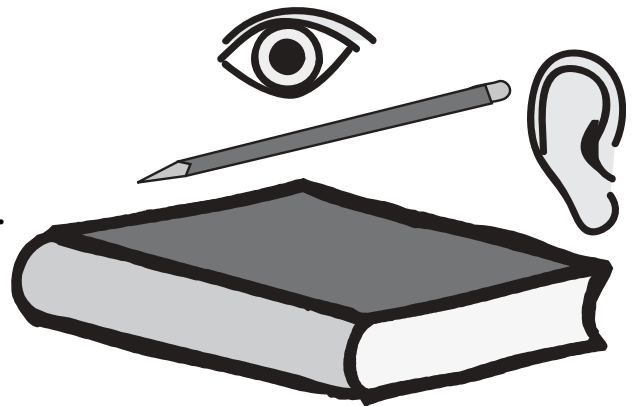
Learning to Learn

Chapter 5

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Learn and analyze different learning styles❖ Discover their own personal learning styles❖ Compare different types of teaching with the different learning styles
Life skills:	Learning to learn
TEKS:	Communication, language arts
Developmental assets:	Commitment to learning, social skills, positive identity
Time:	30 minutes
Setting:	Comfortable room with tables and chairs
Materials:	Learning Style Inventory, Identify Your Learning Style Information Sheet, pens or pencils

Introduction.....

Different people learn best in different ways. Some people learn more by listening to a lecture than by reading a book; others learn best by seeing or doing. Knowing your preferred learning style can help you to use other techniques to improve your learning and to take advantage of the opportunities most compatible with your learning style. Knowing others' learning styles can help when you make presentations or give instructions, because you can use teaching techniques that work best with their learning styles.



Do

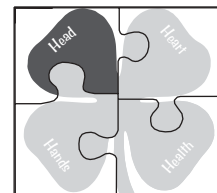
- ❖ Have participants fill out the Learning Style Inventory.
- ❖ Using the Learning Style Inventory Score Sheet, have each participant determine his/her personal learning style.
- ❖ After the youths have determined their personal learning styles, distribute the Identify Your Learning Style Information Sheet. As you discuss each style, have the participants who prefer that style explain why they like it.

Reflect.....

- ❖ What learning style is the most common? Why? What learning style is the least common? Why?
- ❖ Were you surprised when you discovered your learning style? What does a learning style tell you about yourself?

Apply.....

- ❖ How can knowing your learning style help you in the future?
- ❖ What teaching techniques do school systems use most often? How well do they match students' learning styles?



Learning Style Inventory

Check below the ways you think you learn best.

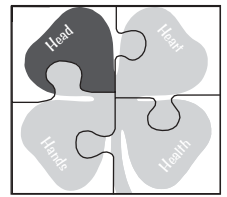
1. _____ Motion pictures
2. _____ Lectures, information-giving
3. _____ Group discussion
4. _____ Reading assignments
5. _____ Role playing with you as a participant
6. _____ Project construction
7. _____ Odor discrimination activities
8. _____ Television programs
9. _____ Audiotapes
10. _____ Participation in panel discussions
11. _____ Written reports
12. _____ Nonverbal/body movements
13. _____ Drawing, painting, or sculpting
14. _____ Tasting
15. _____ Slides
16. _____ Records
17. _____ Question/answer sessions
18. _____ Independent reading
19. _____ Physical motion activities
20. _____ Model building
21. _____ Scented materials (such as scratch and sniff)
22. _____ Graphs, tables and charts
23. _____ Recitation by others
24. _____ Interviews
25. _____ Writing
26. _____ Participant in physical games
27. _____ Photographs

Circle the number you checked above

<u>Strategy Numbers</u>	<u>Style</u>	<u>Strategy Numbers</u>	<u>Style</u>
1, 8, 15, 22	Visual	5, 12, 19, 26	Kinesthetic
2, 9, 16, 23	Aural	6, 3, 20, 27	Haptic
3, 10, 13, 17, 24	Interactive	7, 14, 21	Olfactory
4, 11, 18, 25	Print		

If you circled most of the numbers for a particular style, consider that it may be your best learning style. Knowing your learning style can help you learn more effectively.

Identify Your Learning Style Information Sheet



Questions Related to Identifying Strong Perceptual Elements

Print

Do you remember quickly and easily what you read?

Can you learn something better after seeing it or after writing it?

Aural

Do you tend to remember and repeat those ideas you heard verbally presented?

Interactive

Do you like to use other people as sounding boards?

Do you enjoy question/answer sessions or small group discussions?

Visual

Do you need to have a "picture" in your mind before comprehending something?

Do you "see" what others are trying to tell you?

Do you create visual images as you think?

Haptic

Do need to touch the new things you are learning?

Are "hands-on" experiences important to you?

Kinesthetic

Do you learn better when you can move during your learning?

Do you like to move your hands (knit, crochet, doodle) while learning, not because of boredom, but because it helps you concentrate?

Olfactory

Do smells have any special significance for you?

Can you associate a particular smell with specific past memories?

Questions Related to Identifying Weak Perceptual Elements

Do you have to read articles several times before grasping the important concepts?

Do the words on the page all seem to run together?

Do you find it difficult to remember information presented in lectures?

Do you get little information from small group/discussion activities?

Would you prefer not to discuss things with others, but instead to work alone?

Do visual representations such as graphs or tables leave you wanting an explanation?

Is it difficult for you to picture things in your mind?

Do you fail to understand displays or charts?

Is it difficult for you to distinguish the feel of different items?

Does touching objects fail to create a visual image in your mind?

Do you find movement distracting?

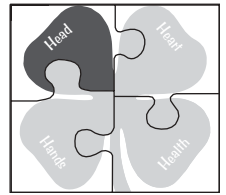
Is it hard to concentrate on learning if you are also moving or doing something else?

Do you find smells basically offensive?

Do smells detract from your learning?



Resiliency



“Champions aren’t made in gyms. Champions are made from something they have deep inside them: A desire, a dream, a vision. They have to have last-minute stamina, they have to be a little faster, they have to have the skill and the will. But the will must be stronger than the skill.”

Muhammad Ali

Purpose

To teach youths that they must learn to cope with changes around them. The only thing that will be constant in their lives is change.

Objectives

Youths will be able to:

- ❖ Identify change in their lives
- ❖ Identify strategies to help them manage change
- ❖ Manage their reactions to change

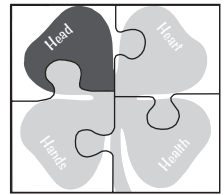
Background basics.....

A resilient person copes with change. A resilient person has learned to manage self, behavior and reactions to events. He/she has learned skills to adapt when life changes take place. To live a well-spent life takes stamina, patience, resistance, endurance and “guts.” Youths accomplish such lives by learning from their mistakes, setting new goals and continuing to work toward their targets.

Characteristics of a resilient person include:

- ❖ Flexibility—When resilient people fall down, they get back up and try again.
- ❖ Varied interests—Resilient people have a variety of interests. They may not succeed at one of their interests, but for others, they may exceed expectations.
- ❖ Setting goals for themselves—Committing dreams, desires and wishes to a goal helps lead to action. *“Goals are dreams with deadlines.”* Diana Scharf Hunt; *“Man is a goal-seeking animal. His life has meaning only if he is reaching out and striving for his goals.”* Aristotle
- ❖ Problem-solving ability—Resilient people believe that problems can be solved. The decision-making process can help find the way through the problem:
 - Identify the problem
 - Identify the solutions
 - Weigh the pros and cons of each solution
- ❖ Optimism—The old English proverb sums it up: “Where there’s a will, there’s a way.” A resilient person keeps a positive attitude.





Level 1: Bernie Backwards

Head

Resiliency

Chapter 6

Objectives:	Youths will be able to: ❖ Identify positive characteristics of fellow participants
Life skills:	Resiliency
TEKS:	Language arts, reading and social studies
Developmental assets:	Interpersonal competency
Time:	10 to 15 minutes
Setting:	Any comfortable room
Materials:	Index cards, pens, tape

Do.....

- ❖ Tape a blank index card to each person’s back.
- ❖ On the index card, have the participants write positive characteristics that the person possesses.
- ❖ Call upon a few participants to read the characteristics written on their cards.

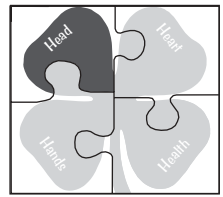
Reflect.....

- ❖ How does this make the person feel?
- ❖ Have the participants keep these cards for future inspiration.

Apply.....

- ❖ Youths and adults can refer to these cards to reinforce positive self-esteem and characteristics.





Level 2: Scaling the Mountain

Head

Resiliency

Chapter 6

Objective:	Youths will be able to: ❖ Discuss and reflect upon obstacles that people face
Life skills:	Resiliency
TEKS:	Language arts, reading and social studies
Developmental assets:	Interpersonal competence
Time:	30 minutes
Setting:	Any comfortable room
Materials:	Situation written on paper

Do.....

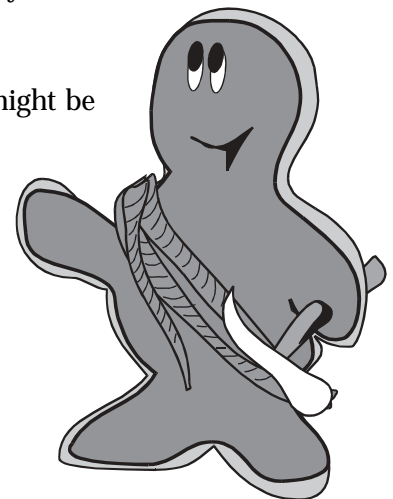
- ❖ Divide participants into groups of four to six people.
- ❖ Give these situations to each group:
 - Family pet dies
 - Close family member dies
 - House and all belongings burn
 - Close friend at school moves away or you move from your local community
 - Parent loses job and main source of income
 - Community member is killed in a drive-by shooting

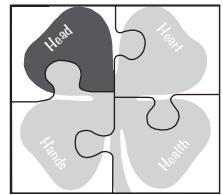
Reflect.....

- ❖ How would this situation affect you personally? How would it make you feel?
- ❖ How would this affect the people around you?
- ❖ How could you accept, adjust and overcome this hardship?
- ❖ What positive results may occur from this hardship? What lessons might be learned.

Apply.....

- ❖ Develop empathy for others in difficult situations.
- ❖ Appreciate what you have.
- ❖ Discover and identify other hardships that your peers may be experiencing.





Level 3: Build It

Head

Resiliency

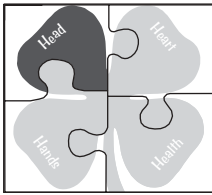
Chapter 6

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Work as a team to achieve a goal❖ Exhibit persistence to complete a project❖ Understand that difficulties and/or problems can be endured or resolved
Life skills:	Resiliency
TEKS:	Social studies, language arts and reading
Developmental assets:	Interpersonal competence
Time:	45 minutes to 1 hour
Setting:	Any comfortable room
Materials:	Items to use for building (Lego® toys, building blocks, etc.), Build It Project Instruction Sheet

Do.....

- ❖ Divide the youths into teams of five or six people each.
- ❖ Assign a project foreman for each group.
- ❖ Hold a meeting with the project foremen to tell them they will be the main leaders of the project. Remind them that teamwork and team encouragement are important. Emphasize that the project foreman must accept the responsibility for the direction and completion of the project.
- ❖ Give the project foremen the building items and copies of the Build It Project Instruction Sheet. Instruct them to return to their teams and select two architects per team. The architects have 5 minutes to work together and design the structure.
- ❖ Give the signal to begin.
- ❖ Once the activity is underway, interrupt the project and tell the group that new management has just taken over the tower company. The project foreman has been fired, and you are asserting your authority. At this time, give the teams the Build It Project Instruction Sheet. Tell them you want the project done as close to the diagram as possible, they may use only one hand, and they must start over completely. Furthermore, they have only 10 minutes to finish the project or they will not qualify for the contract.





Level 3: Build It

Head

Resiliency

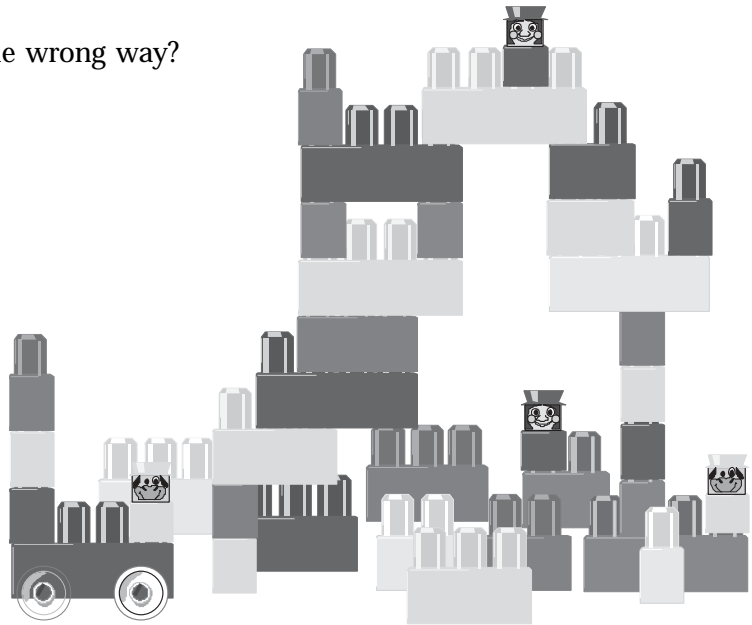
Chapter 6

Reflect

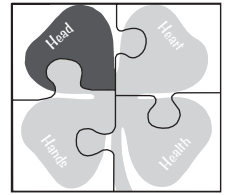
- ❖ How did you feel when someone from the “outside” stepped in and changed your team plan?
- ❖ How did you feel toward the project leader who had been fired?
- ❖ Did you resent the new leadership? How did that affect your enthusiasm and commitment to the project?

Apply

- ❖ How do you feel when you are watching others do a job, but they are not doing it the way you want them to?
- ❖ Do you want to step in and take over?
- ❖ How would they feel if you handled it the wrong way?



Build It Project Instruction Sheet



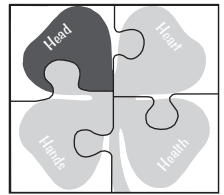
Your team is the production department of the Lookout Tower Corporation. You have been challenged by the corporate office to design and build a tower. Your tower will be competing with the towers of your competitors who are all vying for the state contract. The contract will be awarded to the company that can build the most attractive and sturdiest tower in the shortest period of time. You have only 15 minutes to design and build the tower.

Your project foreman will appoint two architects for your team. These architects have up to 5 minutes to come up with a design. Your team may consult briefly with the architects on the design, but you must finish the project within a total of 15 minutes from the time the signal to start is given.

You must use all the materials given to you, and you may use **ONLY** the materials supplied.



Level 4: New Directions in Learning



Head

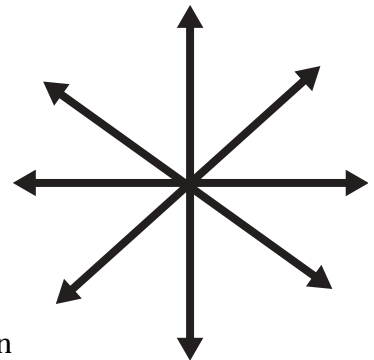
Resiliency

Chapter 6

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Understand that prior learning (knowledge, skills and attitudes) has a powerful and often negative effect on their ability and willingness to adopt new learning❖ Explore ways to facilitate the “unlearning” process
Life skills:	Resiliency
TEKS:	Social studies, language arts and reading
Developmental assets:	Interpersonal competence
Time:	10 minutes, plus discussion time
Setting:	Any comfortable room
Materials:	Handout or visual showing the old and new directions

Do.....

- ❖ Tell students that they will be reviewing old directions and learning new ones.
- ❖ Have students stand and point in the direction you as the leader tell them. Go through the following six directions: up, down, left, right, front and behind.
- ❖ Provide participants with the New Directions Learning handout. Show the handout visually (using a transparency, writing on a board, etc.).
- ❖ Tell participants that they will be learning new directions. They will be pointing in the new directions as described in the handout. Provide an example: When you as the leader say “up,” they should not point up; instead, they should point to the “left” (as described in the handout).
- ❖ Practice with the group by giving them commands and having them point in the “new direction.”
- ❖ Have the participants put their sheets away and face the front of the room.
- ❖ Test them on their “new directions” by calling out direction commands. Give them 10 commands, and ask them keep score to see if they point in the correct “new direction” for each command.

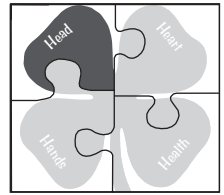


Reflect.....

- ❖ How easy or difficult was it to learn the “new directions”?
- ❖ How did you unlearn the old process?
- ❖ How could you help others learn these “new directions”?

Apply.....

- ❖ How does this activity apply to everyday life?
- ❖ Describe a situation you have experienced in which you had to relearn how to do something.
- ❖ How does this activity relate to change?



New Directions in Learning

Old Directions

When the leader says:

Up
Down
Left
Right
Front
Behind

You point:

Up
Down
Left
Right
Front
Behind

New Directions

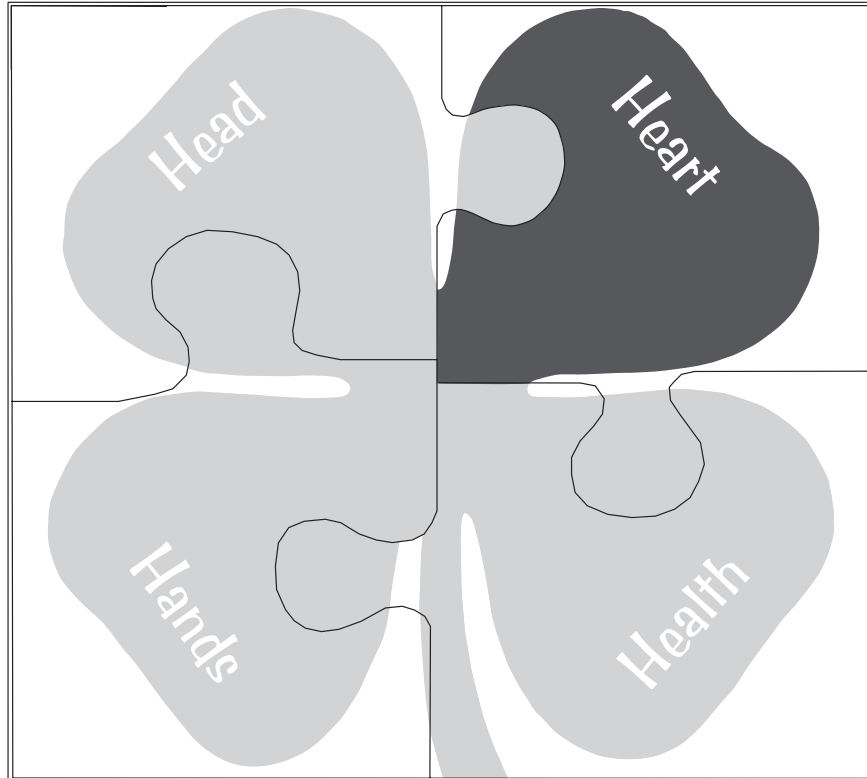
When the leader says:

Up
Down
Left
Right
Front
Behind

You point:

Left
Front
Up
Behind
Down
Right

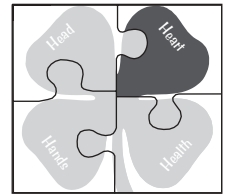
Adapted from: J. W. Newstrom, "The Management of Unlearning: Exploding the "Clean Slate" Fallacy, *Training and Development Journal*, August 1983, pp. 36-39.



Section 2: Heart



Communication



“Communication is the single most important leadership skill.”

Lin Bothwell, *The Art of Leadership*

Purpose

To teach youths how to exchange information effectively with others

Objectives

Youths will be able to:

- ❖ Recognize nonverbal and verbal cues used in communication
- ❖ Practice listening skills
- ❖ Express their feelings verbally
- ❖ Give and follow directions
- ❖ Give feedback and respond to communications
- ❖ Plan, organize and present a speech

Background basics.....

To be effective, leaders must convey messages as well as interpret the messages of others. Leading researchers and popular authors agree that leaders need communication skills.

For a group to accomplish its goals, its leader must communicate so that the group clearly understands the message. Good communicators are perceived as better leaders.

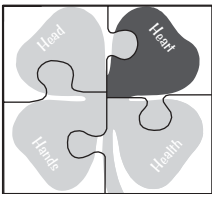
Communication is an exchange of information between people. Whether verbal, nonverbal, written, one-way or two-way, all communication includes:

- ❖ A sender—the person or group originating the message
- ❖ A message—the information being transmitted
- ❖ A medium—the form in which the message is transmitted (human voice, written word, nonverbal actions, letter, etc.)
- ❖ A receiver—the person or group hearing or accepting the message



Besides words, many other factors influence communication. In fact, words account only for about 9 percent of the message communicated. Tone of voice accounts for 33 percent and body language 58 percent of the message conveyed.

Effective leaders are skilled in many forms of communication, including writing, listening and public speaking.



Communication

Nonverbal communication

Nonverbal communication may confirm verbal messages, change their content and meaning or even contradict them. People communicate with gestures, postures, facial expressions, touch and use of space. Leaders must understand the importance of nonverbal cues.

Listening skills

*“We must be silent before we can listen. We must listen before we can learn.
We must learn before we can prepare. We must prepare before we can serve.
We must serve before we can lead.”*

William Arthur Ward

Leaders also should be good listeners. Listening skills can help build interpersonal relationships and cohesiveness within groups.

Bad listening habits.....

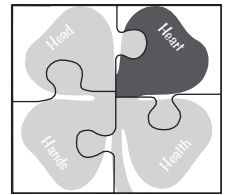
- ❖ Letting our feelings about the person or his/her appearance or speaking habits distract us from the message.
- ❖ Being distracted by daydreams or activities happening near us.
- ❖ Thinking faster than we listen.
- ❖ Thinking of our reply before the speaker finishes.

Good listening habits

- ❖ Acting like a good listener: Be alert, sit straight and lean forward.
- ❖ Listening to understand: Try to comprehend the message; ask questions if necessary.
- ❖ Reacting: Nod; offer comments; make eye contact.
- ❖ Being quiet when others are talking.
- ❖ Empathizing with the speaker: Try to put yourself in the speaker’s place to see his/her point of view.
- ❖ Avoiding mental arguing.
- ❖ Avoiding hasty judgments: Wait until all the facts are in.



Level 1, 2, 3, 4: Saying Thank You



Heart

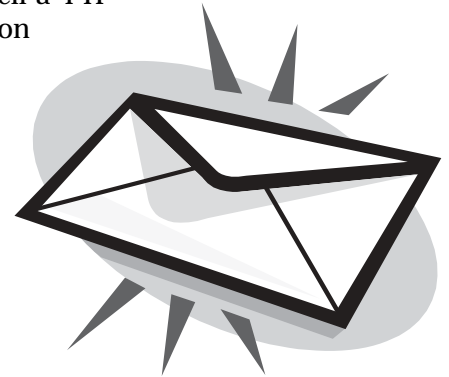
Communication

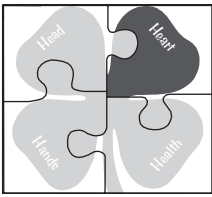
Chapter 1

Objective:	Youths will be able to: ❖ Learn the importance of writing thank-you notes and to practice skills in writing a thank-you letter
Life skills:	Communication
TEKS:	Language arts, social studies, home economics education
Developmental assets:	Positive identity, commitment to learning, social competencies
Time:	20 minutes to 1 hour
Setting:	Any comfortable room
Materials:	Paper and pencils (optional: thank-you cards)

Do.....

- ❖ Read the following: “Everyone likes to be told ‘thank you.’ Even when thanks can be expressed in person, a letter of thanks shows that you care. Thank-you letters should be sincere. Think about how you felt when you received the gift or benefitted by a favor. Write about those feelings in a note. If there are results from the gift or favor, tell about those. For example: If a Fashion Revue Award was a pair of scissors, write about how you use them. Or tell a 4-H leader about the changes you made after receiving his or her tips on grooming rabbits.”
- ❖ Read two or three examples of thank-you notes.
- ❖ Give each member a pencil and a sheet of paper.
- ❖ Have each member choose a 4-H situation for which they could write a thank-you note:
 - A resource person who presented a program to the 4-H club
 - A leader who conducted a 4-H project
 - A parent who provided refreshments or transportation
 - A community group providing the club meeting facility
 - A county Extension agent for transportation to a rodeo
 - A fair board planning and organizing the county show
 - A donor or sponsor for a 4-H award





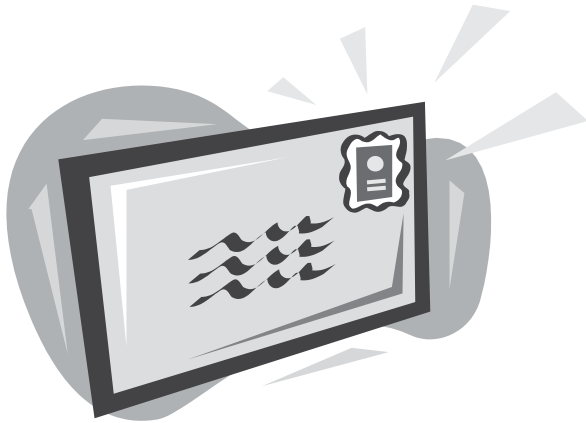
Level 1, 2, 3, 4: Saying Thank You

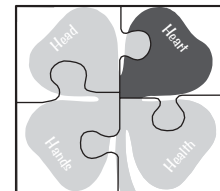
Variations

- ❖ Provide thank-you cards and have the members address and mail them.
- ❖ Allow the group to choose one person to whom all the notes will be written. Have each member write a thank-you note. Tell the members before the exercise that you will mail their thank-you notes to the person named.
- ❖ Have each member write a note as if he or she were club secretary writing on behalf of the club. (These notes probably would not be mailed.)

Reflect and apply

- ❖ Why are thank-you notes important?
- ❖ How do you feel when you receive a thank-you note?
- ❖ Writing thank you notes is a courtesy to tell others that a gift or effort is appreciated.
- ❖ Notes need not be long. They should be sincere, legible and promptly sent. A thank-you note is another way of showing that you care about another person.





Level 1: Project Talk

Heart

Communication

Chapter 1

Objective:	Youths will be able to: ❖ Stand before a group and talk about a project
Life skills:	Relating: Communication
TEKS:	Language arts, social studies, home economics education
Developmental assets:	Positive identity, commitment to learning, social competencies
Time:	2 to 5 minutes per presentation
Setting:	Room with a table at the front
Materials:	Paper, pencil

Do.....

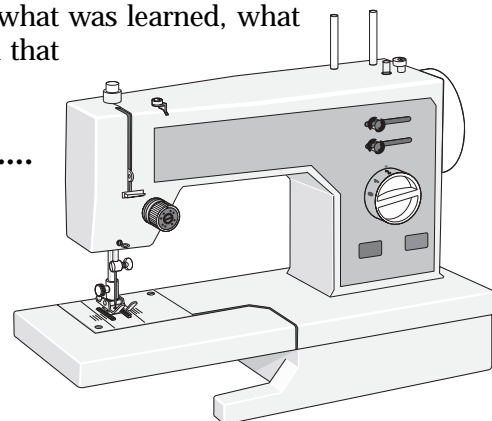
- ❖ Have a member volunteer to “show and tell” something about a favorite hobby or 4-H project.
- ❖ Have the member tell why the hobby or project was chosen, what was learned, what was the best part about it and how to make or use an item in that subject area.

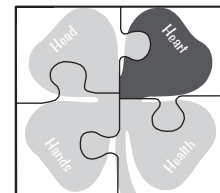
Reflect.....

- ❖ Why did you choose to talk about this project?
- ❖ How did you feel talking in front of a group?
- ❖ What did you do to keep their interest?
- ❖ Describe the audience’s reactions to your talk.

Apply.....

- ❖ What will you do differently the next time you give a talk?





Level 2: Messages

Heart

Communication

Chapter 1

Objective:	Youths will be able to: ❖ Recognize nonverbal cues used in communication
Life skills:	Communication
TEKS:	Language arts, social studies, home economics education
Developmental assets:	Positive identity, commitment to learning, social competencies
Time:	30 minutes
Setting:	Any comfortable room
Materials:	Paper, pencil, easel with newsprint or dry-erase board, markers

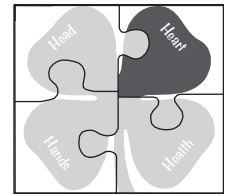
Introduction.....
People communicate in many ways, including through words, body movements, and tone and volume of voice.

Do.....
❖ Have the participants visit a place where groups of people gather, such as a shopping mall, airport, church or school.
❖ Have them watch how people communicate with one another.
❖ Note whether the communication is written, nonverbal or by talking or listening.
❖ Have them take notes about what they see.

Reflect.....
❖ What types of communication did you observe?
❖ How were the messages given and received?
❖ How can body language support or conflict with verbal communication?

Apply.....
❖ How does this activity compare with other forms of communication that are not visible (telephone, letters, e-mail, etc.)?
❖ What nonverbal cues do you use when communicating?





Level 3: Hats

Heart

Communication

Chapter 1

Objective:	Youths will be able to: <ul style="list-style-type: none">❖ Understand the influence of first impressions❖ Understand the importance of non-verbal communication❖ Identify various aspects of stereotyping
Life skills:	Communication and accepting differences
TEKS:	Language arts, social studies
Developmental assets:	Positive identity, social competencies
Time:	30 minutes
Setting:	Room or area to accommodate the size of your group
Materials:	Four to six hats of different styles, types, functions and purposes

Do.....

- ❖ Place the hats in a box or bag.
- ❖ Ask for a volunteer to come to the front of the group, where he/she can be seen easily by the other participants.
- ❖ Have the volunteer sit in a chair facing the audience.
- ❖ Place one of the hats on the volunteer.
- ❖ Ask the audience the following types of questions:
 - What kind of car does this person drive?
 - What kind of job does he/she have?
 - What kind of house does he/she live in?
 - Is he/she married?
 - Does the person have children? How many?
 - What else can you tell us about this person?
- ❖ Continue to put the different hats on the person, asking the same questions each time.

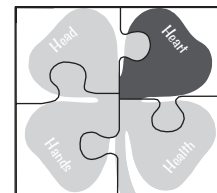


Reflect.....

- ❖ What changed to make you answer the questions differently?
- ❖ What caused you to look at the person differently?
- ❖ Did you stereotype based on what the person was wearing?
- ❖ Are we guilty of stereotyping based on our first impressions?

Apply.....

- ❖ When have you made a wrong judgment based on a first impression?
- ❖ What causes you to change your mind about first impressions?
- ❖ How do stereotyping and first impressions affect leaders and team members?



Level 4: Lego®-Swap

Heart

Communication

Chapter 1

Objectives:	Youths will be able to ❖ Understand the importance of written communication ❖ Work cooperatively as a group
Life Skills:	Communication
TEKS:	Language arts
Developmental assets:	Social competencies
Time:	20 to 30 minutes
Setting:	A large area where teams can work separately
Materials:	Lego® or other building blocks, small paper sacks, paper, pencils

Pre-lesson preparation.....

- ❖ Prepare two sacks with identical Lego pieces (about 20 per bag) for each team. These pairs of sacks should be different from group to group. Label the sacks A & A, B & B, C & C, etc. (corresponding to the number of teams). The two A sacks should be alike, but the A sacks should be different from the two B sacks, and so on.

Do.....

- ❖ Divide the group into teams of three to five members (at least two groups are needed, but as many groups may be used as you have materials for). Give each team a number (1, 2, 3, etc.).
- ❖ Provide each team with a set of identical sacks.
- ❖ Each group should set one sack aside and not open it.
- ❖ Each group should then take the contents out of the other sack and build something (anything) using all of the Legos. Construction should be done out of sight of the other groups.
- ❖ The groups should then record written instructions (no drawings, words only) on how to assemble the Legos to recreate their figures.
- ❖ Each team then will take its written instructions and the sack that was set aside earlier and give it to another team, designated in this order: Team 1 to Team 2, Team 2 to Team 3, Team 3 to Team 4, and so on until the last group gives its sack to Team 1.
- ❖ Each team will take the written instructions and sack that it received and follow the instructions to create the figure described.
- ❖ After all groups have completed the second figures, compare these to the originals.

Reflect.....

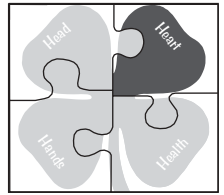
- ❖ How did your team develop the design for the figure you first made?
- ❖ How did you write down the written instructions to recreate this figure?
- ❖ How did you write down the written instructions to recreate this figure?
- ❖ What challenges did your group face in following the written instructions from the other team to complete the second figure?

Apply.....

- ❖ How does this activity related to situations in which you have been involved?
- ❖ How can you improve your written communications?



Cooperating and Working with Others



“Working together is essential for success; even freckles would make a nice tan if they would get together.”

Anonymous

“It’s not a question of how well each person on a team works; the question is how well they work together.”

Anonymous

“Many of us are more capable than some of us, but none of us is as capable as all of us.”

Tom Wilson, Ziggy

“The most important trip you may take in life is meeting people halfway.”

Henry Boye

Purpose

To help youths understand that although cooperation requires commitment, working together is often the only way to accomplish a goal

Objectives

Youths will be able to:

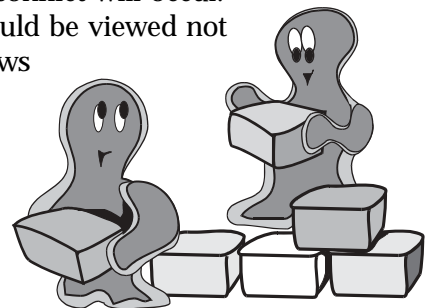
- ❖ Communicate effectively
- ❖ Use social skills
- ❖ Interact effectively
- ❖ Build and maintain trust
- ❖ Provide leadership
- ❖ Engage in discussions that produce results
- ❖ Accept responsibility
- ❖ Manage conflict

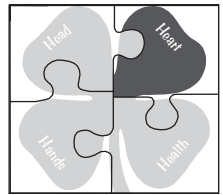
Background basics.....

Leaders must work cooperatively. Everyone faces the challenge of solving conflicts, setting priorities and expressing opinions, but the ability to work with other people is key to leadership. If a group is not cohesive, motivation sags and goals become harder to attain.

Group members’ preconceived stereotypes hurt productivity. Becoming aware of stereotypes and eliminating them builds group cohesiveness. Learning that diversity helps organizations by bringing in a wide range of ideas and talents helps group members appreciate others and their differences.

No matter how hard we work to build cohesiveness with others, conflict will occur. Everyone is unique, and members’ values may differ. Conflict should be viewed not as a negative, but as an opportunity to communicate different views and opinions. If handled correctly, conflict builds greater understanding among group members.





Level 1: Shoe Tying Teams

Heart

Cooperating and Working with Others

Chapter 2

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Understand the importance of cooperation and communication when working in groups❖ Understand the importance of working with others to accomplish a goal
Life skills:	Cooperation
TEKS:	Language arts
Developmental assets:	Social competencies
Time:	10 minutes
Setting:	Room or area with space for pairs to sit down and work together
Materials:	Shoes with laces for at least half of the participants

Do.....

- ❖ Have participants pair up. One partner in each pair must have on shoes with shoelaces. Have the youth with shoelaces untie his/her shoes (if both have shoelaces, only one should untie his/her shoes).
- ❖ Tell the youths that they will be racing with the other pairs to see who can tie the shoes the fastest. However, both members of each pair must place their right hands behind their backs and use only their left hands to tie the shoes, and no one can talk.
- ❖ Tell participants they can begin. Tell them to stand up when they have finished tying the shoes.

Reflect.....

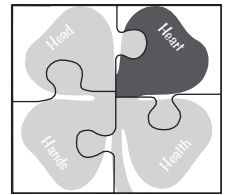
- ❖ Was this task difficult? Why or why not? What would have made it easier?
- ❖ What strategies did you use to accomplish the task?
- ❖ How did your team work cooperatively without talking?

Apply

- ❖ How can you improve your ability to work with others?
- ❖ How can we better cooperate within groups to which we belong?



Level 2: You Stole the Show!



Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Prepare for disappointing situations❖ Learn how to deal with disappointment❖ Communicate and work together
Life skills:	Cooperation
TEKS:	Language arts
Developmental assets:	Personal power, planning and decision making interpersonal competence, peaceful conflict resolution
Time:	30 minutes
Setting:	Any
Materials:	Large sheets of paper; crayons, markers, etc.

Prepare ahead: Identify one person per group to serve as the group’s reporter. The reporters will participate in the activity with the rest of their group, but when it is time to tell about the activity, each reporter will report that he/she did all the work, using “I” statements to describe their groups’ accomplishments. The reporter should not tell anyone in the group that he/she will report this way.

Do.....

- ❖ Divide the participants into groups of three or four people. Designate one member of the group to be the reporter.
- ❖ Explain that the group has just won a dream vacation. To claim their prize, they must all travel together to the dream spot. Their job is to choose where they would like to go and to draw a picture of their dream spot.
- ❖ Distribute the paper and drawing materials.
- ❖ Have each group draw a picture.
- ❖ After all groups have finished their pictures, have the “reporters” give their groups’ reports (taking credit for the whole drawing, as instructed earlier).

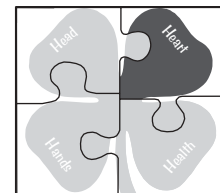
Reflect.....

- ❖ How did it feel for someone else to take credit for what you have accomplished as a group?
- ❖ What were your reactions?
- ❖ Were your actions appropriate?

Apply.....

- ❖ Does this ever happen? When? In what situations?
- ❖ How should you handle a situation when someone takes all the credit for a group project?
- ❖ Give credit where credit is due!





Level 3: Playing Cards

Heart

Cooperating and Working with Others

Chapter 2

Objectives:	Youths will be able to: <ul style="list-style-type: none"> ❖ Understand the importance of including others ❖ Understand the importance of working with others to accomplish a goal
Life skills:	Cooperation and working with others; teamwork
TEKS:	Mathematics, social studies
Developmental assets:	Social competencies
Time:	10 Minutes
Setting:	Room or area to accommodate the size of your group
Materials:	Deck(s) of cards, enough for each participant to have a card

Do.....

- ❖ Provide each participant with a card; ask them not to show their cards to each other until they are instructed to begin the activity.
- ❖ Use the following instructions (depending on your group's size):
 - Small group (10-20): Instruct the participants to get into pairs by trying to form the best possible Black Jack (21) hand.
 - Large group (20 or More): Instruct the participants to get into groups of five by trying to form the best possible Poker hand.
- ❖ Allow participants to form their groups and instruct them to sit down when they are in their groups of two or five.
- ❖ Do not provide assistance or answer questions about the rules of the game.

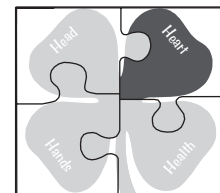
Reflect.....

- ❖ What was your first impression of your card? Good or bad?
- ❖ How did you feel when you were informed we would be playing Black Jack or Poker?
- ❖ Did anyone feel left out? Did anyone feel popular?

Apply

- ❖ How does this activity relate to working with others?
- ❖ How do factors like inclusion and exclusion affect groups?
- ❖ How can we as leaders make sure other group members feel included?





Level 4: Kool-Aid River

Objectives:	Youths will be able to: <ul style="list-style-type: none"> ❖ Demonstrate the importance of teamwork in achieving group success ❖ Emphasize effective communication within a team ❖ Increase awareness of individual contributions toward team efforts ❖ Understand how leadership and team member roles change to fit the situation
Life skills:	Cooperation, communication, teamwork
TEKS:	Health education and physical education, language arts
Developmental assets:	Social competencies
Time:	30 to 60 Minutes
Setting:	Large, open area (inside or outside)
Materials:	<ul style="list-style-type: none"> ❖ One small (4-inches-wide by 18-inches-long) piece of wood, cardboard, carpet, etc. (materials are per participant) to make “ice cubes” ❖ Two ropes for boundaries ❖ Good imagination (creative story)

Do.....

- ❖ Mark the banks of the river (width depends on the number of participants; it should be about twice the length of the team when stretched out single-file, holding hands).
- ❖ Make sure each person has one and only one “ice-cube.”
- ❖ Explain the following situation and consequences:
 - Participants are a group of researchers that has found a remote tribe possessing an elixir capable of curing a vast array of deadly diseases. After a lengthy and heated debate, the tribe has agreed to share its secret with the researchers, if this group proves worthy by successfully crossing the KOOL-AID RIVER.
 - Swollen by recent rains, the river is raging. The researchers do not have enough food and supplies to wait for the river to subside. So the group is forced to press on, using only these ice cubes (the pieces of cardboard/wood/etc.).
 - Due to the river current, someone must maintain contact with each ice cube or the river will sweep the ice cube away.

Level 4: Kool-Aid River

- This river has a sugar level so high that strange and extreme consequences result from touching its waters. Anyone that comes in contact with the river's surface will cause the whole team to suffer these consequences (for example, blindness, loss of the use of an arm or a leg, communication only by singing, etc. - be imaginative).
- Instruct the group that the ice cubes may not be scooted or pushed along. Participants must drop an ice cube into the river, then step on it, so that the next ice cube can be dropped, and so on across the river.
- Instruct the group that they may begin when they feel that they are ready.
- Observe the process. Remove ice cubes that are in the river but are not in contact with a team member. Make sure that participants are not scooting the ice cubes along. Provide consequences if a member falls into the river.
- You may have to allow the group to start over. Encourage them to develop an action plan.

Reflect.....

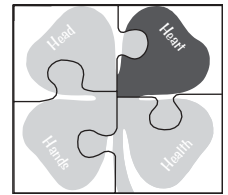
- ❖ What process did your group go through in order to accomplish the task?
- ❖ Did communication play a role in your success?
- ❖ What does this activity teach us about teamwork?

Apply.....

- ❖ What role does cooperation play in accomplishing group goals?
- ❖ How can we apply this knowledge to real teams with which we work?



Conflict Resolution



“People who fly into a rage always make a bad landing.”

Will Rogers

Purpose

To teach youths to find and apply creative, nondestructive ways to resolve differences.

Objectives

Youths will be able to:

- ❖ Clearly state their needs and feelings
- ❖ Give and receive feedback
- ❖ Attack the problem, not the person
- ❖ Listen carefully to what other people are saying
- ❖ Respect the rights of others
- ❖ Develop strategies for taking turns, sharing, compromising and problem solving
- ❖ Control impulses and irrational behavior
- ❖ Negotiate to reach terms of agreement

Background basics.....

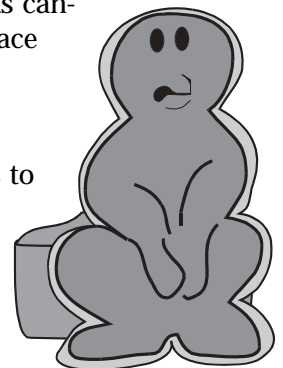
There is always more than one way to deal with conflict or controversy. Five management and resolution techniques are listed below.

Withdrawing

Withdrawers avoid conflict at all costs. They give up personal goals and relationships to avoid issues which provoke conflict and people with whom they disagree. They believe conflicts cannot be resolved, so it is easier to withdraw. Withdrawers are not aggressive and place little importance on relationships and goals.

Forcing

Forcers try to overpower opponents and force them to accept the forcers' solutions to conflicts. Forcers try to achieve their goals at all costs, with no concern for the needs of others. Forcers do not care if others accept or like them. They assume that conflicts are settled only when one person wins and another person loses; forcers want to win. Winning gives forcers a sense of pride and achievement; losing makes forcers feel weak, inadequate and like failures.



Forcers try to win by aggressively attacking, overpowering, overwhelming and intimidating others. Their goals are highly important to them, but they place little importance on relationships.

Conflict Resolution

Heart

Chapter 3

Smoothing

Smoothers are not aggressive. They regard their relationships as more important than their goals. Smoothers want to be accepted and liked by others. They avoid conflict and favor harmony, believing that people cannot disagree without damaging relationships.

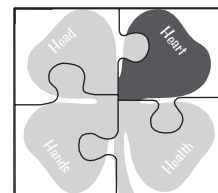
Compromising

Compromisers try to “make deals.” They seek to compromise by giving up some of their goals and persuading other parties to give up some of theirs, with both sides gaining something in the middle. Compromisers are assertive and will sacrifice parts of their goals and relationships in order to reach agreement for the common good.

Confronting

Confronters value both goals and relationships. They view conflicts as problems to be solved while achieving both their own goals and the goals of others. They see conflicts as improving relationships by reducing tensions between people. Using assertive behaviors and seeking mutually satisfying solutions helps confronters maintain relationships. Confronting is the most productive way to handle conflicts.





Level 1: I Am Conflict

Heart

Cooperating and Working with Others

Chapter 3

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Understand how they feel about conflict❖ Better understand how they react to conflict❖ Be better prepared to deal with conflict
Life skills:	Conflict resolution
TEKS:	Language arts
Developmental assets:	Social competencies
Time:	10 to 15 minutes
Setting:	Classrooms, club meetings or workshops/training
Materials:	None

Do.....

- ❖ As the facilitator, stand in the center of the room.
- ❖ Tell the students that you represent “Conflict.” Have the youths start to think about how they initially react to conflicts in which they are involved or which they witness.
- ❖ Have the youths position themselves in the room in relation to you, representative of their initial reactions to conflict. Ask them to think about how near they are to you or how far away they are from you, which direction they are facing, their body language, their facial expressions, etc.
- ❖ Have youths explain their positions and reactions.
- ❖ Now, ask the youths to think about how they react to conflict after they have had time to think about it. Have them re-position themselves in relation to you.
- ❖ Have the youths explain their positions and reactions.



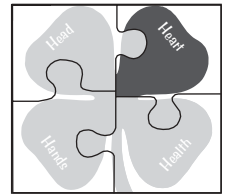
Reflect

- ❖ Describe your position, body language, etc., as it relates to your initial reaction to a conflict.
- ❖ What things affect how you responded to conflict?
- ❖ Did you move or react differently as you had time to think about the situation? Why or why not?
- ❖ How does this activity deal with conflict resolution?

Apply.....

- ❖ Why is it important to understand how you deal with conflict?
- ❖ What are examples of a conflict in which you have been involved? How was that conflict resolved? Would you do things differently if you could?
- ❖ How can we prepare ourselves to deal better with conflict?

Level 2: The Good and the Bad About Conflict



Heart

Cooperating and Working with Others

Chapter 3

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Understand how they feel about conflict❖ Understand how conflict can be both good and bad
Life skills:	Conflict resolution
TEKS:	Language arts
Developmental assets:	Social competencies
Time:	10 to 15 minutes
Setting:	Classrooms, club meetings or workshops/training
Materials:	Flip chart and markers or writing board

Do.....

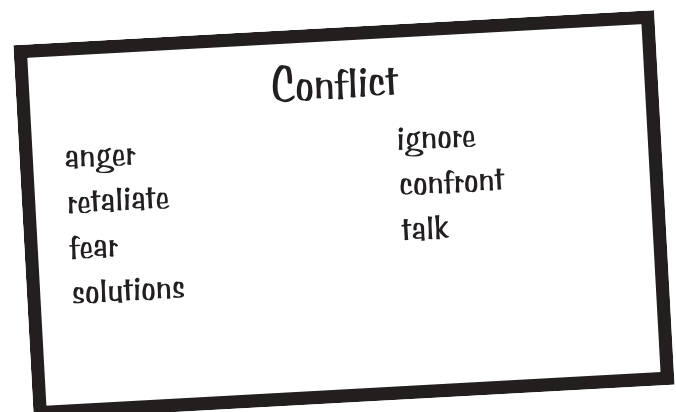
- ❖ Write the word “conflict” on the chart or board.
- ❖ Have youths provide definitions of this word.
- ❖ Have youths share the first things that come to mind when they hear the word or to share words associated with conflict.
- ❖ Allow all youths to share their ideas. Record their responses.
- ❖ After all ideas have been shared, have the group look over the resulting list.
- ❖ Lead the group in identifying which words are negative, positive or neutral.
- ❖ Usually, there will be more negative words. If this is the case, ask the group to share positive words that they associate with conflict.
- ❖ Have the youths share examples of negative and positive conflicts in which they have been involved.

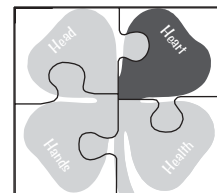
Reflect.....

- ❖ Why do you associate the words you shared with the word “conflict”?
- ❖ Were most of these words negative, positive or neutral? Why?

Apply.....

- ❖ Why is it important to understand how you deal with conflict?
- ❖ What are examples of a conflict in which you have been involved and how was it resolved? Would you do things differently if you could?
- ❖ How can we prepare ourselves to deal better with conflict?





Level 3: Conflict Continuum

Heart

Cooperating and Working with Others

Chapter 3

Objectives:	Youths will be able to: ❖ Understand how they feel about conflict ❖ Understand basic aspects of conflict resolution
Life skills:	Conflict resolution
TEKS:	Language arts, social studies
Developmental assets:	Social competencies
Time:	10 to 15 minutes
Setting:	Classrooms, club meetings or workshops/training
Materials:	List of statements concerning conflict, “Strongly Agree” and “Strongly Disagree” signs

Do.....

- ❖ Place the “Strongly Agree” sign on one wall in the room and the “Strongly Disagree” sign on the opposite wall.
- ❖ Tell the participants that you are going to read a series of statements. After each statement is read, each participant is to stand at a spot between the two walls that best reflects his/her true feelings about the statement (emphasize that youths should be honest in their responses and that they will not be judged).
- ❖ Use the list provided or develop some statements of your own. Read the statements one at a time and allow time between each for the students to move to new spots.

Reflect.....

- ❖ Did you find yourself more on the extremes or in the middle? Why?
- ❖ What things affected how you responded to each statement?
- ❖ How does this activity deal with conflict resolution?

Apply.....

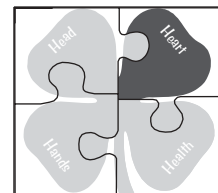
- ❖ Why is it important to understand how you deal with conflict?
- ❖ What are examples of a conflict in which you have been involved and how was it resolved? Would you do things differently if you could?
- ❖ How can we prepare ourselves to deal better with conflict?

Strongly Agree

Strongly Disagree



Level 4: Situational Role Play



Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Identify possible areas or situations in which conflicts arise❖ Make positive choices when those conflicts arise
Life skills:	Conflict resolution
TEKS:	Fine arts, language arts, social studies
Developmental assets:	Social competencies
Time:	30 to 45 minutes
Setting:	A large space divided into an acting area and an audience area
Materials:	Note pad or large Post-It pads and markers

Do.....

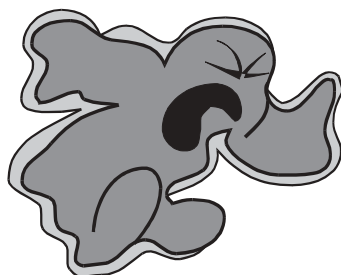
- ❖ With the group together in the audience area, have them brainstorm situations which lead to conflict (in the club, with officers, at county fairs, wherever they think it happens). Use general terms to describe these situations (*no names or specifics, please*). Write down their ideas on the note pad or sticky notes.
- ❖ Have the group narrow their choices (if necessary) to four or five scenarios.
- ❖ Ask for volunteers to help demonstrate some of the scenarios chosen.
- ❖ One at a time, have the youths act out the scenarios selected. Have the rest of the group watch and take notes (if they wish). Limit each scenario demonstration to about 5 minutes.
- ❖ At the end of each scenario, bring the group back together for reflection.

Reflect.....

- ❖ Why did you pick these scenes/situations?
- ❖ How did it make you feel to act out those parts?
- ❖ Ask the audience: How did it make you feel to watch these situations?
- ❖ How should we handle these types of situations?

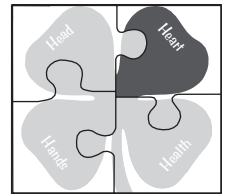
Apply.....

- ❖ What can we do as a group or as individuals to keep these situations from happening?
- ❖ How can we help each other if conflict does arise?





Accepting Differences



“The greatest ability in business is to get along with others and influence their actions.”

John Hancock

“Leadership in the nineties is the productive integration of diversity.”

David Bruno

Purpose

To teach youths to recognize and welcome factors that separate and distinguish one person from another

Objectives

Youths will be able to:

- ❖ Understand the importance of belonging
- ❖ Identify ways to make others feel like they belong
- ❖ Identify common stereotypes
- ❖ Learn about the negative effects of stereotypes
- ❖ Explore, understand and value the contributions of a variety of people

Background basics.....

Good leaders get along well with others. If you cannot get along with other people, who will want to follow you? How can you establish cohesiveness in a group? If a group is not cohesive, it loses motivation. Goals become more difficult to attain.

Sometimes people enter groups with preconceived stereotypes of others. Such preconceptions can hurt the group’s productivity. Recognizing and eliminating stereotypes can make the group more cohesive. Understanding that diversity brings a wide range of ideas and talents to a group can help members learn to appreciate others and their differences.



However, no matter how hard we work to build cohesiveness, conflicts will occur. Everyone is unique, and members’ values may differ. Conflict should be viewed not as negative, but as an opportunity to communicate different views and opinions. If handled correctly, conflict can foster understanding among members. Conflict challenges group members’ assumptions and brings in varied ideas and views.

Dealing with value differences

Different people have different values and priorities. Conflicts emerge as groups try to attain goals that embody these differences.

Some values are more easier given up than others, and members might rather fight than compromise on a particular value.

Accepting Differences

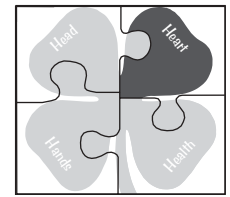
Unsuccessful strategies for dealing with value differences include:

- ❖ Questioning the other party's values or logic by pointing out errors and weaknesses in his/her thinking
- ❖ Applying pressure on someone to change
- ❖ Defending or justifying your position
- ❖ Arguing the morality of an issue
- ❖ Focusing on areas of disagreement
- ❖ Being unwilling to back down
- ❖ Teasing the person who disagrees with you

Successful strategies for dealing with value differences include:

- ❖ Building your arguments from your opponent's point of view
- ❖ Listening: Acknowledge that you hear what he/she is saying by paraphrasing what was said
- ❖ Avoiding challenging anyone's values
- ❖ Asking questions to gain more information, not to manipulate
- ❖ Affirming the worth of the other person
- ❖ Looking for areas of agreement
- ❖ Slowing down or backing off to reduce the intensity of a conflict





Level 1: Let Me In!

Heart

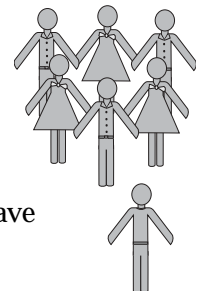
Accepting Differences

Chapter 4

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Understand the importance of belonging❖ Brainstorm ways to make others feel as if they belong❖ Describe their emotions when they feel unwanted
Life skills:	Accepting differences, communication
TEKS:	Language arts, social studies
Developmental assets:	Positive identity, social competencies, positive values
Time:	20 minutes
Setting:	Comfortable room with space to move around
Materials:	Flip chart or dry-erase board, markers

Do.....

- ❖ Divide the participants into groups of about five members each.
- ❖ Pick one volunteer in each group to stand outside the group while the other group members link arms.
- ❖ Tell all the participants that under no conditions should they let the “outsider” back into the group.
- ❖ The members outside the small groups will have 1 minute to convince their groups to let them back into the circle. All group members must be persuaded in order for a person to be allowed back into the circle.
- ❖ After 1 minute, allow the volunteer to get back into the circle. Have another group member stand outside and try to persuade the others to let him/her back into the circle.
- ❖ Every minute, have members take turns being on the outside until all participants have been on the outside of a circle.

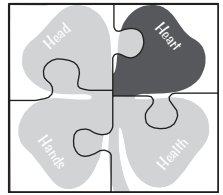


Reflect.....

- ❖ How did you feel when you were outside the circle? How did you feel when you were inside the circle? Did your attitude change? Why or why not?
- ❖ Did any participants persuade a group to let them back into the circle? Why or why not?
- ❖ What actions most alienate someone from a group?
- ❖ What are some ways to bring people closer to the group?

Apply.....

- ❖ Think of a situation from which you were excluded. How did that make you feel? How did you react? Did you change the situation? If so, how did you change it?
- ❖ What are some of the negative results for someone who constantly feels left out of a group? What are some of the positive results of belonging?
- ❖ Using the flip chart or the dry-erase board, have the group brainstorm ways they can increase their efforts to make others feel wanted.



Level 1: My Friends

Heart

Accepting Differences

Chapter 4

Objectives:	Youths will be able to: ❖ Identify their friends and what makes each of them unique
Life skills:	Accepting differences, communication
TEKS:	Social studies, communication
Developmental assets:	Social competencies, positive identity, positive values
Time:	20 minutes
Setting:	Any comfortable setting
Materials:	Pen or pencil and paper for each participant

Do.....

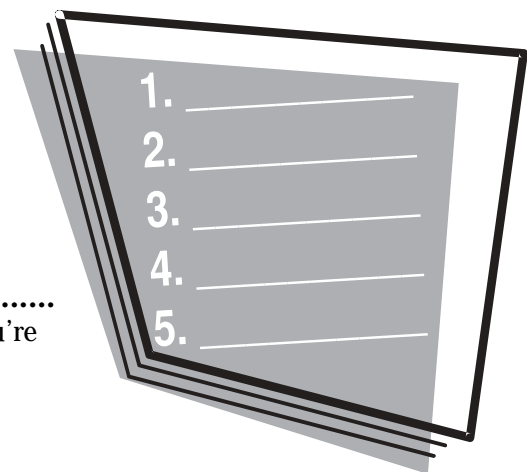
- ❖ Have each participant make a list of his/her five best friends, and beside each friend's name, write how he/she is like and unlike that friend.

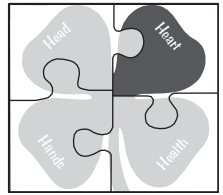
Reflect.....

- ❖ Describe similarities between you and your friends. How are you different?
- ❖ What about these people makes them your friends?

Apply.....

- ❖ What similarities and differences seem important when you're making friends?
- ❖ Why is it fun to be with people who are unlike us?





Level 2: Pat on the Back!

Heart

Accepting Differences

Chapter 4

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Discover each others' positive qualities❖ Build self-esteem in others❖ Create awareness of their own self-esteem
Life skills:	Accepting differences, cooperation, communication
TEKS:	Social studies
Developmental assets:	Positive identity, social competencies, positive values, support
Time:	20 minutes
Setting:	Comfortable room with space to walk around
Materials:	Construction paper (or any blank paper), tape, markers, pens or pencils

Do.....

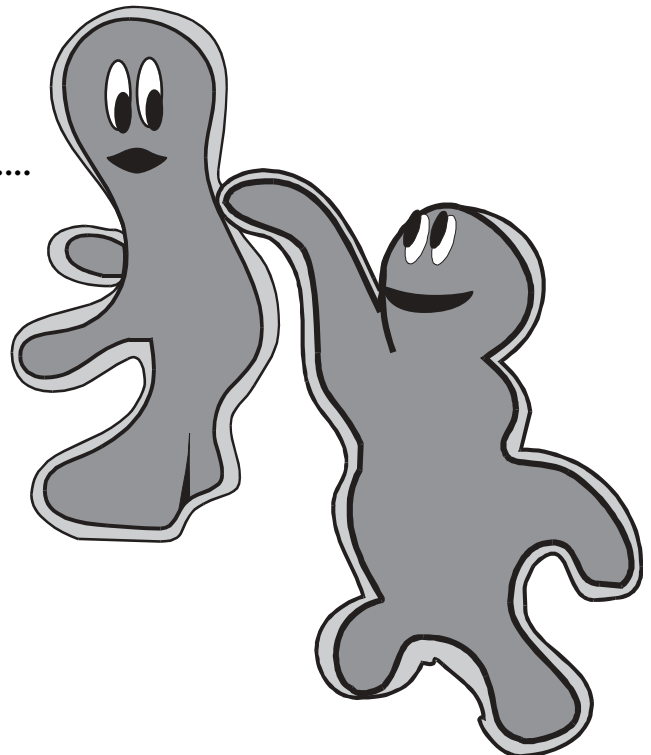
- ❖ Tape a sheet of construction paper on each youth's back.
- ❖ Have the participants write at least one positive thing on every other person's back.
- ❖ After everyone has had an opportunity to write something on everyone else's back, allow participants to take their papers off and read what everyone wrote about them.

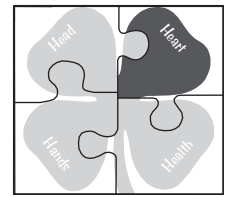
Reflect.....

- ❖ How did you feel when you read what people wrote?
- ❖ How did you feel when you were writing on others' backs?
- ❖ Did you learn anything about yourself? Others?

Apply.....

- ❖ Remember a time when a person gave you a compliment. What was the compliment? How did it make you feel?
- ❖ How can building someone's confidence and self-esteem improve his/her leadership skills?
- ❖ How does building another person's confidence improve our leadership abilities?
- ❖ How can you be positive toward others in the future?





Level 3: Headbands

Heart

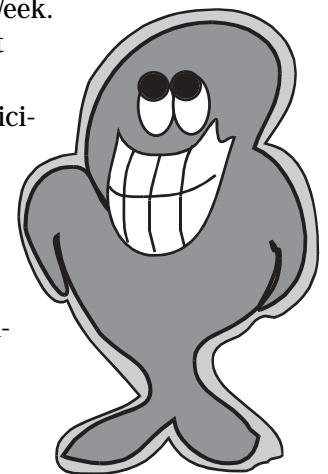
Accepting Differences

Chapter 4

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Discuss origins of stereotypes❖ Become aware of the negative effects of stereotypes❖ Identify stereotypes they place on other people❖ Value each person's opinion❖ Understand the feelings of others❖ Identify ways to make others feel that they belong
Life skills:	Accepting differences, communication
TEKS:	Language arts, social studies
Developmental assets:	Positive identity, social competencies, positive values
Time:	45 minutes
Setting:	Any comfortable room
Materials:	Headbands with instructions on them, one for each participant (Suggestions: Make me the leader; ask for my ideas; laugh at my ideas; ask my opinion; ignore me; listen to everything I say; agree with me; don't look at me; use my ideas; and tell me my ideas are wonderful)

Do.....

- ❖ Divide the participants into groups of about six people. Have the members of each group sit in a circle facing each other. Explain that they must work together to compile ideas on what their 4-H club can do to celebrate and promote 4-H during National 4-H Week. They may include activities they have done in the past, but they also must come up with some new ideas.
- ❖ Explain that you will put a headband on each participant's head. The participants must not look at their own headbands, but should look at everyone else's and follow the instructions on each headband.
- ❖ Place one headband on each participant. When choosing which headband to put on someone, keep his/her personality in mind. Put on a headband with a message contrasting what is expected of someone with that kind of personality. Examples: A person who is always talking or coming up with ideas should get the "Ignore me" headband, or a shy person should get the "Ask for my ideas" headband.
- ❖ Give the participants about 5 to 10 minutes to work.
- ❖ Watch the group dynamics. Notice that some of the people with negative headbands may draw away from the group; some of those with positive headbands may become very involved in the group, even though they usually would be shy or quiet.
- ❖ Ask the leaders of the groups to share their groups' ideas.
- ❖ Have the participants take off their headbands and look at them.
- ❖ Discuss your observations of the activity.



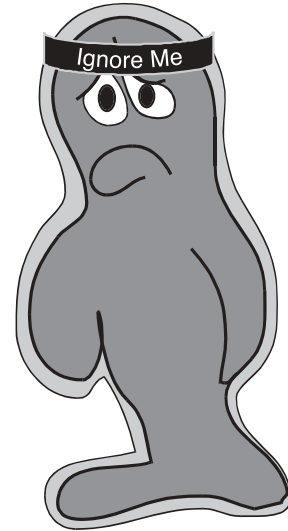
Level 3: Headbands

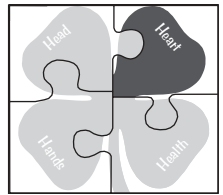
Reflect.....

- ❖ Ask participants how they felt during the activity. Have you ever been in similar groups?
- ❖ How could the group leader and other members have helped the person being ignored?
- ❖ How could the group members have helped the person who never said anything right?

Apply

- ❖ What are some ways we can be sure that everyone feels a part of a group?
- ❖ How can we encourage all members to participate in group discussions?





Level 4: Senseless Stereotypes

Heart

Accepting Differences

Chapter 4

Objectives:	Youths will be able to: <ul style="list-style-type: none"> ❖ Identify common stereotypes ❖ Discuss origins of stereotypes ❖ Become aware of the negative effects of stereotypes ❖ Brainstorm ways of combating stereotypes ❖ Identify stereotypes they place on people
Life skills:	Accepting differences, communication
TEKS:	Language arts, social studies
Developmental assets:	Positive identity, social competencies, positive values
Time:	20 minutes
Setting:	Comfortable room with tables and chairs
Materials:	Copies of the Senseless Stereotypes Activity Sheet, pens or pencils, flip chart, markers

Do.....

- ❖ Distribute copies of the Senseless Stereotypes Activity Sheet to the participants.
- ❖ Have them match the people with the stereotypes.
- ❖ Compare stereotypes. Most of the participants probably placed the following together:
 1. Blondes
 2. Athletes
 3. Redheads
 4. Gang Members
 5. "Preppy" People
 6. Politicians
 7. Movie Stars
 8. "Punks"
 - g. are air-headed
 - h. are conceited
 - c. are hot-tempered
 - b. are followers
 - a. are rich
 - d. are not honest
 - e. are beautiful/handsome
 - f. are weird
- ❖ Have the youths give examples of people who fit the stereotypes and those who do not. Have a volunteer write the examples on the flip chart.



Reflect.....

- ❖ Why do you think these stereotypes came about?
- ❖ What kinds of effects do stereotypes have?

Apply.....

- ❖ Have you been labeled by other people? Why?
- ❖ What labels have you given other people? Why did you give them those labels?
- ❖ How can we as leaders fight negative stereotypes?

Senseless Stereotypes

Match each person with the stereotypes often associated with that person.

_____ 1. Blondes

a. are rich

_____ 2. Athletes

b. are followers

_____ 3. Redheads

c. are hot-tempered

_____ 4. Gang Members

d. are not honest

_____ 5. "Preppy" People

e. are beautiful/handsome

_____ 6. Politicians

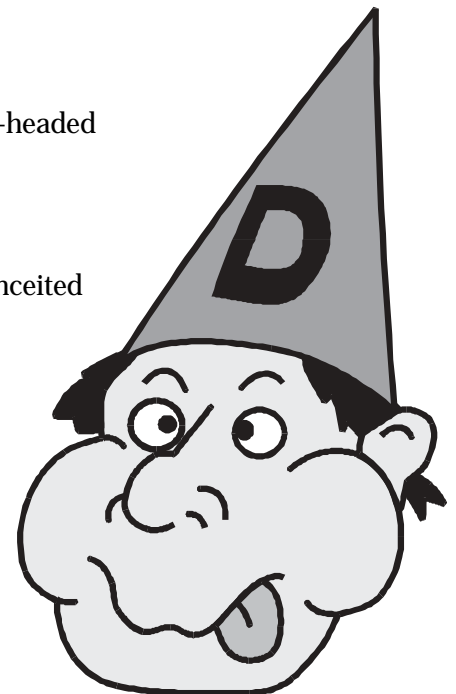
f. are weird

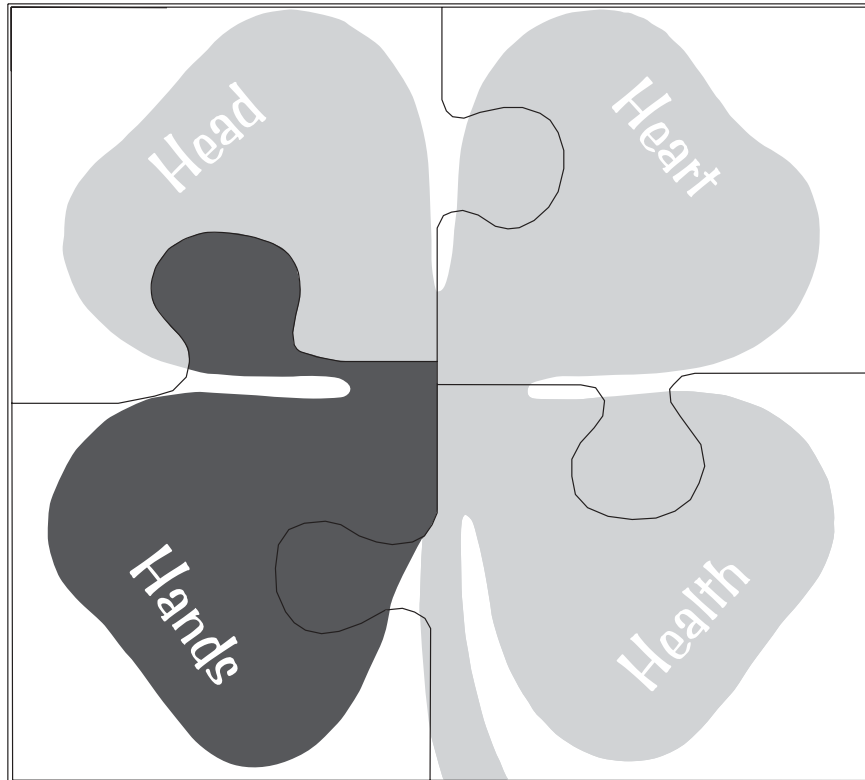
_____ 7. Movie Stars

g. are air-headed

_____ 8. "Punks"

h. are conceited

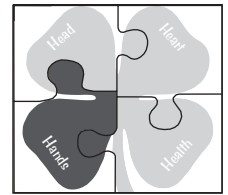




Section 3: Hands



Leadership Styles



“Successful leaders are those who can adapt their behavior to meet the demands of their own unique situation.”
Paul Hersey

Purpose
Youths will develop an understanding of various leadership styles and of the appropriateness of using different styles in different situations.

Objectives
Youths will be able to:

- ❖ Identify basic leadership styles
- ❖ Begin to understand which leadership styles they use
- ❖ Recognize styles leaders should use in different situations

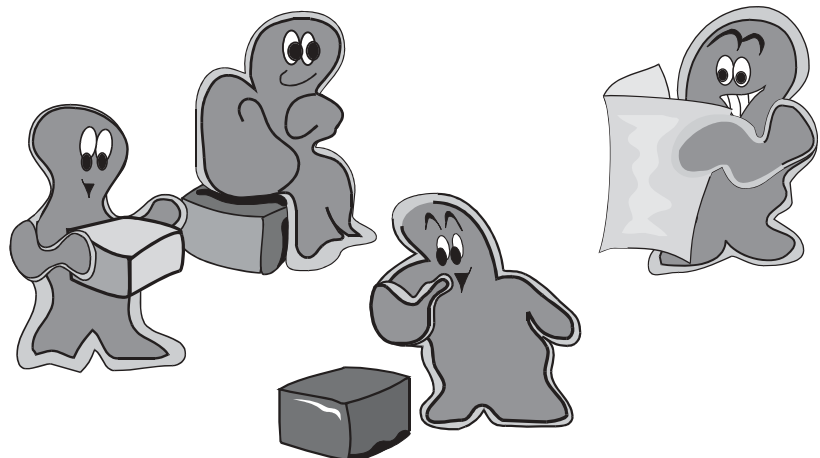
Background Basics
Different leaders lead in different ways. Some leaders feel driven to accomplish immediate tasks. Others are concerned more with relationships within their groups or organizations. Some leaders involve group members at all stages of a task, while others decide everything themselves. And some leaders rarely change their leadership styles, while others freely adapt to changing situations.

People have searched in vain to identify one “best” leadership style, in the erroneous belief that a single style can fit every occasion. To the contrary, leadership should be situational, varying with circumstances, people involved and time. For example, leadership styles used in an emergency would be different from those used for circumstances in which one group member has more knowledge than the leader about a task.

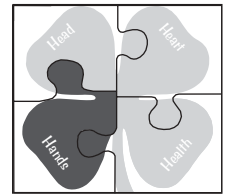
As you develop as a leader, you will undoubtedly learn:

- ❖ How you communicate with others
- ❖ How you react in different situations
- ❖ How much you value completing tasks
- ❖ How you deal with difficult situations
- ❖ How you use others’ help to get things accomplished

All of these lessons will help you to define your own personal leadership style and to develop the understanding that leadership is situational.



Level 1: Leadership Name Game



Hands

Leadership Styles

Chapter 1

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Understand and identify leadership styles and traits in themselves and others
Life Skills:	Leadership
TEKS:	Language arts
Developmental Assets:	Social competencies and positive identity
Time:	20 to 25 minutes
Setting:	A space where the group is free to move around
Materials:	Sheets of larger paper, masking tape, markers

Do.....

- ❖ Have each member of the group write his/her name vertically on paper provided.
- ❖ Use tape to stick each piece of paper onto the wall.
- ❖ Have the group move from paper to paper, writing down leadership traits and styles that go along with the letters to each person's name. For example:
 - **C** — caring, cares for people
 - **O** — open to new ideas, optimistic
 - **D** — determined, dynamic
 - **Y** — young at heart
- ❖ Remember, these are general leadership traits/styles, not necessarily characteristics of the person on whose card they are written.
- ❖ When time is up, have everybody come together and one at a time read his/her paper.

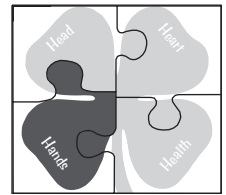
Reflect.....

- ❖ How did you feel when you read your paper?
 - Do you agree or disagree with what was written?
 - Why?
- ❖ Why did you write some of the things that you wrote?
 - Why did you pick a particular trait?
 - Why is that trait important to you?
 - Why should leaders have these traits?

Apply.....

- ❖ What do these traits tell us about our own styles of leadership?
- ❖ How do these styles affect how we lead?
- ❖ How can we enhance these styles to serve the individuals and groups with which we work?

Level 2: Towers



Hands

Leadership Styles

Chapter 1

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Identify traits they believe to be good leadership traits❖ Explain why they chose those traits
Life Skills:	Leadership
TEKS:	Fine arts, language arts
Development Assets:	Social competencies
Time:	45 to 50 minutes
Setting:	Large areas where teams can each have their own spaces to build a tower
Materials:	Tower materials (the following are examples: brown paper, newsprint, masking tape, balloons, drinking straws, markers, card stock/cardboard, paper sacks, ribbon, cling wrap)

Pre-Lesson Preparation.....

- ❖ Gather all materials you have identified for building the towers

Do.....

- ❖ Divide the group into teams (ideally, teams of four to six individuals). You can have as many or as few teams as you have materials.
- ❖ Provide each team with an equal amount of resources and specify a time limit to build the tallest, strongest, most beautiful tower possible.
- ❖ Ask one member from each group volunteer to “observe” while the rest of the group continues to work. Have each observer write down everything that he/she sees in the group. Send them back to their groups.
 - For example, for the group leaders, write down how they are leading.
- ❖ When the time is up, judge the towers (or have someone else judge them) on the three criteria — Strongest, Tallest, Most Beautiful.
- ❖ Call everyone back together for discussion

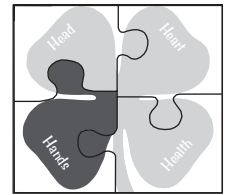
Reflect.....

- ❖ For the observers (have each of them talk about his/her group):
 - What did you see in your group?
- ❖ For the rest of the group members:
 - How did your group work together?
 - Do you think there is a relationship between people stepping forward to lead and the team’s success in building the tower?

Apply.....

- ❖ How does this activity relate to groups or organizations with which you are involved?
- ❖ What can we do to be leaders within our groups?
- ❖ How can this activity assist us in becoming better leaders?

Level 3: Pins and Straws



Hands

Leadership Styles

Chapter 1

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Identify leadership styles❖ Develop skills to work with different styles of leaders
Life Skill:	Leadership
TEKS:	Fine arts, language arts
Developmental Assets:	Social competencies
Time:	45 to 50 minutes
Setting:	Large areas where teams can work on building their structures (preferably with tables)
Materials:	Drinking straws (250/team) and straight pins (125/team)

Pre-lesson Preparation.....

- ❖ Purchase and separate materials in bundles for the approximate number of teams expected.

Do.....

- ❖ Divide the group into teams (four to six people per team is ideal).
- ❖ Ask for a volunteer leader from each group. The leader will get the group's materials.
- ❖ Give each team its allotted amount of materials and charge it with building a structure with the pins and straws. Also, assign each volunteer one of the following leadership styles and ask the volunteer to act that part within the group:
 - **Style One — Autocratic:** Concerned only with getting tasks done. Tells the group what to do and how to do it. Determines all policies and does not accept the ideas of others.
 - **Style Two — Democratic:** Concerned with both tasks and relationships within the group. Shares ideas and discusses them with the group. All group members have an equal say in making decisions. The leader gives directions and sees that activities are completed, but is not overbearing or demanding.
 - **Style Three — Relationship:** Concerned only with relationships. Leadership is shared. Inclusion, not task completion, is most important. The leader often distracts the group from its task.
 - **Style Four — Unconcerned:** Allows the group to do whatever it wants. Sets no guidelines or policies. The leader doesn't lead.
- ❖ Send the leaders back to their groups with the materials. Announce that the volunteers will serve as leaders for their groups and tell the groups to begin.
- ❖ When time is up, ask the groups to come together to explain their structures.

Level 3: Pins and Straws

Hands

Leadership Styles

Chapter 1

Reflect.....

❖ For leaders:

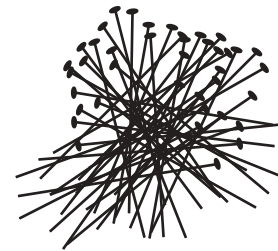
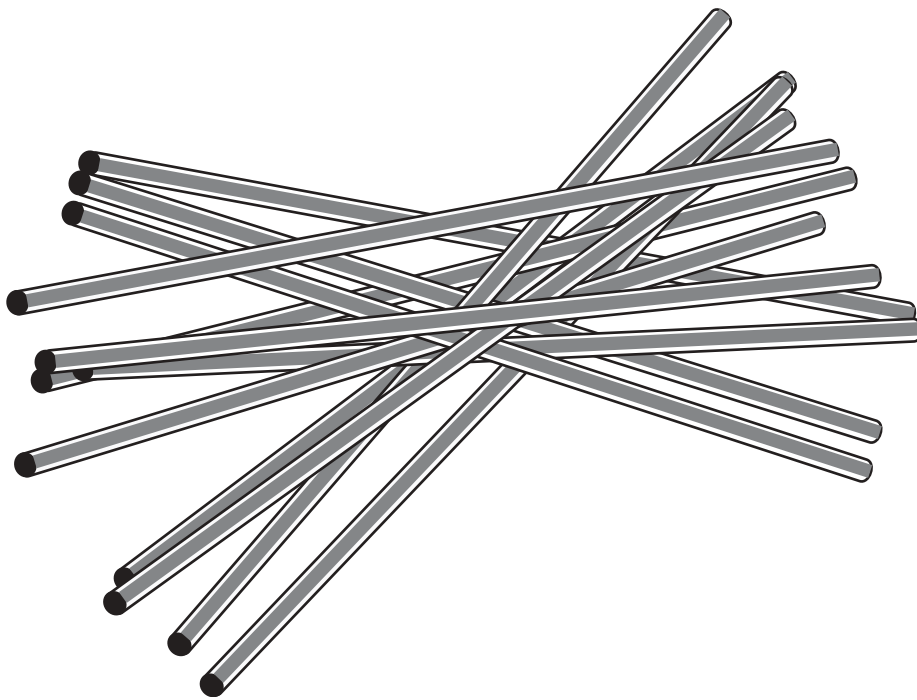
- Was it easy/hard for you to act your part? Why/why not?
- How did your group respond to your style?
- Was your style effective?
- How did your group's response make you feel?

❖ For the groups:

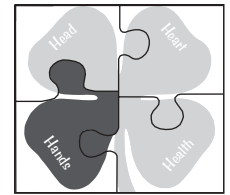
- ❖ What was it like when your leaders came back and began to act differently?
- ❖ How did your leader's behavior make you feel?
- ❖ Did you think that your leader's style was effective?

Apply.....

- ❖ How does this activity relate to groups with which you work?
- ❖ What can we do to be better leaders within our groups?
- ❖ How can we change our styles to be more successful and to make our groups more successful?
- ❖ Do different situations call for different styles? Explain. Provide specific examples of when leaders could use each of these styles.



Level 4: What Kind of Shoe Are You?



Hands

Leadership Styles

Chapter 1

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Identify what types of leaders they are, based on criteria provided to them as shoe styles
Life Skills:	Leadership
TEKS:	Language arts, social studies
Developmental assets:	Positive identity, social competencies
Time:	20 to 30 minutes
Settings:	A space large enough for students to move around and find the shoe style they fit, then come back and share ideas
Materials:	Large sticky notes or papers posted around the room and listing each shoe style and its characteristics

Pre-lesson Preparation.....

- ❖ Post the shoe styles around the room

Do.....

- ❖ Tell each youth to think about what kind of shoe he/she would use to describe his/her leadership style.
- ❖ Once youths have formed their opinions, give them the following choices (without the descriptions):
 - **Tennis Shoe/Athletic Shoe** — comfortable, practical person who gets things done — versatile, fits in most places, likes sports, usually has an active hobby, flexible and adaptable, helps out when needed, friendly, likes people
 - **Work Boot** — hard worker, can tolerate getting dirty, likes to be challenged, ready to get going, sometimes impatient, doesn't like to sit around in meetings, will do necessary but unpleasant jobs, usually can do many things
 - **Dress Shoe** — can rise to a special occasion and be a leader, will step out in front but knows when to be a follower, careful, good manager, dependable, gets the job done in a quiet manner, may speak out if disagrees
 - **Sandal** — carefree, fun, friendly, may be late but makes up by being enthusiastic, likes nature, knows how and when to relax, hurries to get the job done in order to do other things, calls on tennis shoe or work boot for help, has a good time, open to new ideas
 - **Loafer** — cool, calm, comfortable, does the job and then pursues own interests, enjoys the opposite sex
 - **Earth/Nature Shoe** — a little different, creative and arty, doesn't always know what day it is, tries out new ideas, has special talents but at times may not relate to others, likes funky things, can really produce when motivated
 - **Cowboy Boot or Special Occasion Shoe** — has special talents or abilities, resourceful, energetic, doesn't worry about what others think, creative, stands up for beliefs
 - **Bare Feet** — nature person, enjoys physical aspects of life

- ❖ Ask each youth to stand by the shoe of his/her choice.
- ❖ Read the descriptions.
- ❖ Ask anyone who would like to move to do so now.
- ❖ Bring youths back together for reflection.

Reflect.....

- ❖ Why did you pick the shoe that you picked?
- ❖ For those of you who changed choices after the descriptions were read, why did you change?
- ❖ Did your shoe's description fit you? Why/why not?

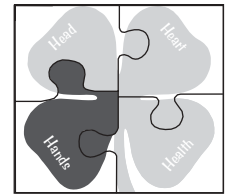
Apply.....

- ❖ How does this relate to groups with which you have worked?
- ❖ How can we improve our own skills and those of others?
- ❖ Why is it important to know your own leadership style and those of people with whom you work?
- ❖ Why is it important to nurture our differences?





Teamwork



“Teamwork: People working together—building, linking, sharing, lifting, pulling, supporting, helping, encouraging—can accomplish anything. By uniting our efforts we can reach a higher goal.”

Purpose
For youths to develop the knowledge, skills and competencies needed to operate effectively with a team

Objectives
Youths will be able to:

- ❖ Learn the importance of working as a team
- ❖ Understand the importance of team-member diversity
- ❖ Better understand group processes
- ❖ Understand the importance of communication and interdependency among group members
- ❖ Learn group goal-setting techniques
- ❖ Identify and overcome challenges that teams face
- ❖ Identify the different roles that members play within groups

Background basics.....
From schoolyards to corporate offices, teams play a vital role in our everyday lives. Effective teams share characteristics that contribute to their success, and the best leaders understand how teams work.

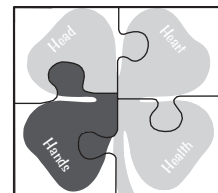
Open communication is vital to teamwork. Effective teams clearly understand their tasks and have well-defined goals. All members know their team’s goals and give input into achieving them.

Strong teams are diverse. Individuals members’ talents and skills better equip such diverse teams to face arrays of multifaceted challenges.

Trust and mutual respect, essential to teamwork, affect a group’s interpersonal relationships, commitment levels and motivation to complete tasks. Successful teams realize that everyone plays an important role and trust the abilities of all group members.

Teams exist because some tasks require collective efforts. Effective groups realize that working as a team allows them to reach collective goals more easily and so work cooperatively to accomplish the group’s mission.

The adage that “The whole is greater than the sum of its parts” applies to the interdependence of team members and to a team’s ability to achieve desired results together. To facilitate achievement of group goals, leaders should learn as much as possible about teamwork.



Level 1: Find your Match

Hands

Teamwork Activity

Chapter 2

Objectives:	Youths will be able to: <ul style="list-style-type: none"> ❖ Demonstrate the importance of teamwork ❖ Show the importance of clear communication and interpersonal skills ❖ Understand the importance of trust and confidence in others
Life skills:	Teamwork
TEKS:	Social studies
Developmental assets:	Social competencies, positive identity
Time:	10 to 20 minutes
Setting:	A large area free of obstacles
Group:	10 or more

Do.....

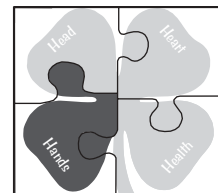
- ❖ Give each person a blindfold.
- ❖ Ask the participants to line up in alphabetical order by the first letter of their first names, by birth dates or by some other means.
- ❖ Have each participant face a partner.
- ❖ Each pair must then select a “double name” for themselves (for example, peanut butter, salt shaker, firefly, etc.). The pair should then decide which part of the name each of them will be.
- ❖ Explain that the object of this exercise is for the members of each pair to find each other while both are blindfolded.
- ❖ Separate the partners and send one of each pair to opposite ends of the area.
- ❖ When they arrive at the opposite ends of the area, have them put on the blindfolds. Then move people around so they do not know where they are.
- ❖ At the signal (“Go”), each person should begin yelling his/her partner’s “name” (example, “peanut,” “butter,” etc.) and walking toward the direction where he/she believes the partner to be.
- ❖ Once partners make physical contact with each other, each can remove the blindfold and watch the others in the group.

Reflect.....

- ❖ What were you thinking as you were searching?
- ❖ Were you distracted? If so, by what?
- ❖ What challenges did you face in your search for your partner?

Apply.....

- ❖ How does this activity apply to our daily tasks?
- ❖ In what situations has your team faced challenges?
- ❖ How have you had to overcome obstacles to accomplish a task?

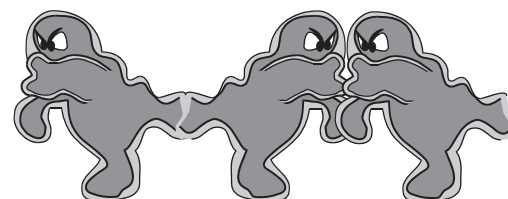


Level 2: Team Connect

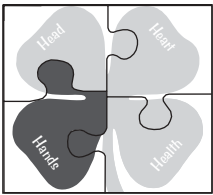
Objectives:	Youths will be able to: <ul style="list-style-type: none"> ❖ Understand the importance of working together toward a shared goal ❖ Understand that clear, effective communication is important for working as a team ❖ Learn about team dynamics ❖ Learn more about each team member’s participation in accomplishing a group task
Life skills:	Teamwork
TEKS:	Social studies
Developmental assets:	Social competencies
Time:	20 to 30 minutes
Setting:	A large area free of obstacles
Group:	20 or more people, divided into two or more teams
Materials:	One blindfold per participant

Do.....

- ❖ Divide the groups into teams and have each team stand in a single-file line.
- ❖ Tell the teams that each will be running to an open area about 20 feet away.
- ❖ When the team members arrive at the open area, they must form a circle. Then, participants on each team should connect to the people on both sides by joining parts of their bodies (for example, head to head, foot to knee, hand to shoulder, etc.). No two pairs in a group may be connected in the same manner.
- ❖ Each group will compete against the others to see who finishes first.
- ❖ Announce that the group should signal when the task is completed and stay connected until you can check for duplicate connections.
- ❖ Tell the groups to get ready, and give the go signal.
- ❖ When a group is finished, check its “connections.”
- ❖ Have the group repeat the task but give it a limitation (for example, no talking, blindfolded, blindfolded and no talking, team splits and starts from different spots, etc.). Continue for three to four rounds.



Note: If the group is not large enough to divide into teams, use a timer to determine youths’ speed for completing tasks and as a basis to compare to future rounds.



Level 2: Team Connect

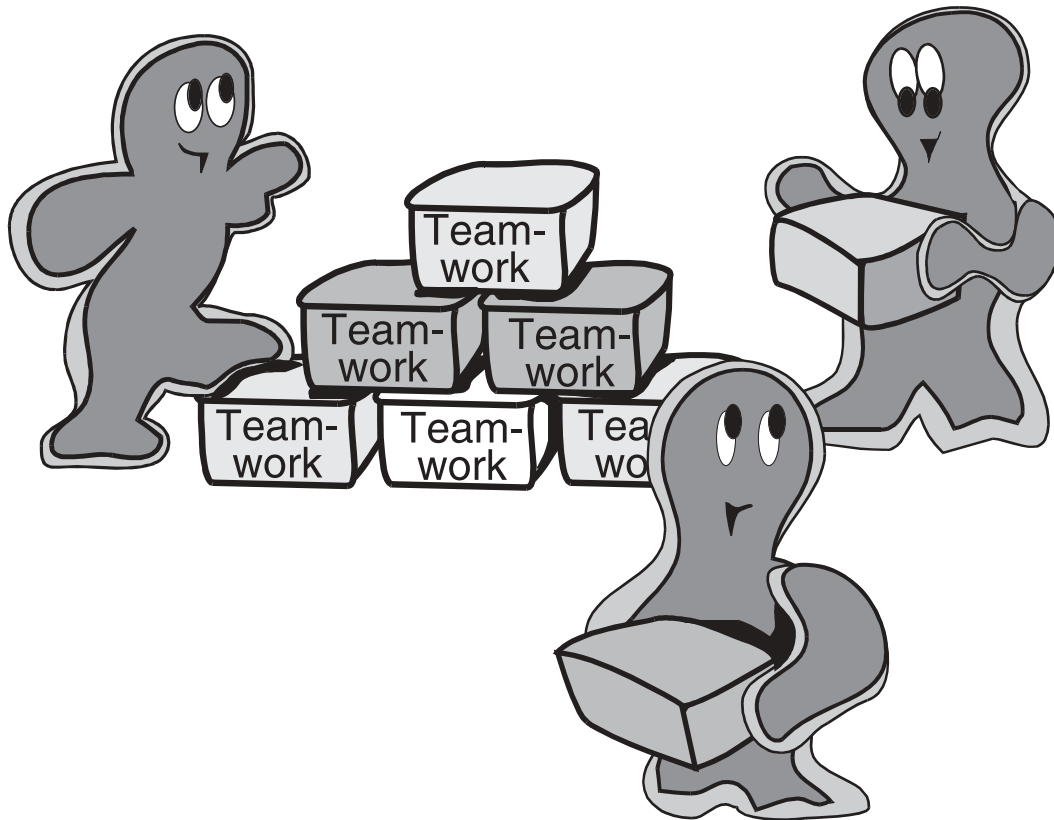
Hands

Teamwork Activity

Chapter 2

Reflect.....

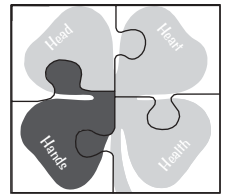
- ❖ How did your group accomplish the task?
- ❖ What group discussion took place?
- ❖ How did time or competition factor?
- ❖ Did communication play a role in accomplishing the task? How?
- ❖ How did your group react to adversity (limitations)?
- ❖ What methods were used to accomplish the task?



Apply.....

- ❖ How does this activity apply to working together as a team?
- ❖ In what situations has your team faced challenges?
- ❖ How have you had to overcome obstacles to accomplish a task?
- ❖ How does this activity apply to your life?

Level 3: Putting it All Together



Hands

Teamwork Activity

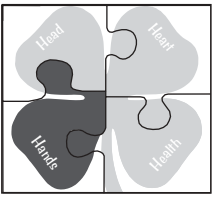
Chapter 2

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Understand the importance of working together toward a shared goal❖ Understand some challenges that teams face❖ Develop strategies for overcoming challenges❖ Learn more about how teams operate
Life Skills:	Teamwork
TEKS:	Social studies
Development assets:	Positive values, social competencies
Time:	30 to 45 minutes
Setting:	Tables and chairs or an open area with flat floor covering
Group:	Six or more teams of four to eight members each
Materials:	Six or more 100-piece puzzles (prepared as described below)

Do.....

- ❖ Divide the participants into groups.
- ❖ Give each group a puzzle. Note: Each group's puzzle should be different. Before the activity begins, prepare the puzzles as follows:
 - Without a picture of the puzzle (or without the box top)
 - With the wrong picture (with a different box top)
 - With no edge pieces
 - With all the pieces spray-painted black
 - With pieces mixed with another puzzle
 - Complete puzzle
- ❖ Have the teams assemble their puzzles. Announce that the teams are competing to see which one finishes the puzzle first.
- ❖ Teams will begin to notice that something is wrong with their puzzles.
- ❖ After the first team completes its puzzle, allow the other teams to continue as time permits.





Level 3: Putting it All Together

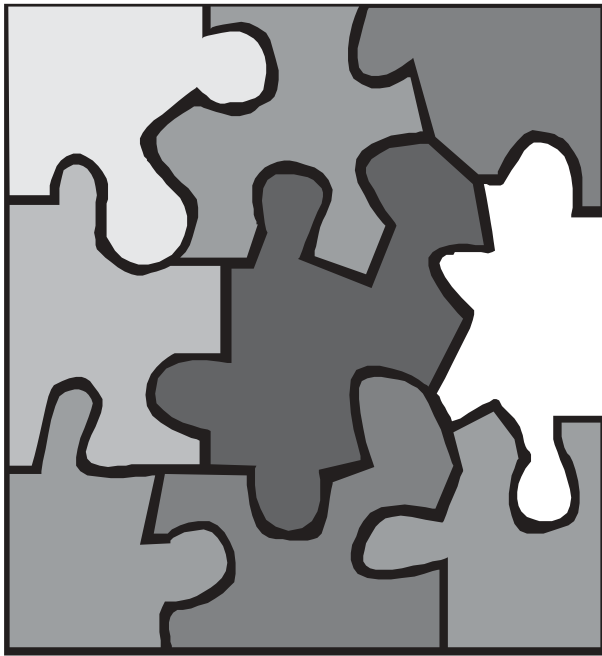
Hands

Teamwork Activity

Chapter 2

Reflect.....

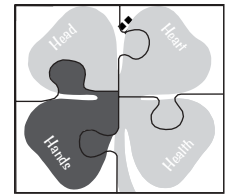
- ❖ What was “wrong” with your puzzle?
- ❖ How did your group proceed?
- ❖ Did your group become frustrated?
- ❖ What did this activity teach you about teamwork?



Apply.....

- ❖ How do these different situations apply to working in a group?
- ❖ How would you handle these situations in an actual setting?
- ❖ How does this activity apply to a group with which you are working?

Level 4: Forbidden Forest



Hands

Teamwork Activity

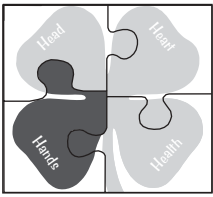
Chapter 2

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Understand the importance of teamwork in completing a task❖ Understand how a team may deal with adversity❖ Develop strategies for overcoming challenges❖ Learn more about the group process
Life skills:	Teamwork
TEKS:	Social studies
Developmental assets:	Social competencies, positive values, empowerment
Time:	45 to 60 minutes
Setting:	Flat open area free of obstacles
Group:	One or more teams of eight to ten members
Materials:	Two 20-foot-long ropes (string or yarn may also work) for each team, blindfolds for each person

Do.....

- ❖ Divide the group into teams and tell them that the teams will work independently to accomplish the same goal.
- ❖ Separate the teams to allow enough room for each team to work.
- ❖ Give each team two ropes.
- ❖ Ask the participants to put on their blindfolds.
- ❖ Read the following aloud to the teams or make up your own story:
 - **The Scenario:** Your group is on a youth-leadership development retreat in the Piney Woods of East Texas. During free time in the afternoon, your team wanders away from the retreat facilities into the Forbidden Forest behind the campgrounds. Imagine the sights and sounds of the forest. The wind blows softly against your face and the song of the mockingbird rings in your ears. Your group is having such a good time laughing and playing in the forest that you continue deeper into the woods and begin to lose track of time. Suddenly, your group stumbles upon some strange plant and the entire group becomes blinded (hence, the blindfolds). Meanwhile, back at the campgrounds, the retreat directors become worried about your group and send a rescue helicopter to find you.
 - **The Challenge:** To be saved, your group must make the universal rescue sign of the Piney Woods. You have only two ropes to make the symbol before night falls and wild animals begin to attack.





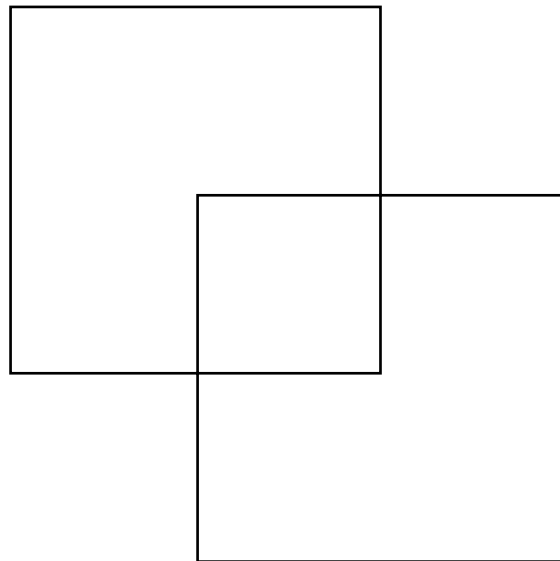
Level 4: Forbidden Forest

Hands

Teamwork Activity

Chapter 2

- **The Symbol:** The Piney Woods rescue symbol is made up of two perfect squares of equal size. Because a square is such a common shape in the Forbidden Forest, the two squares must overlap. The intersection of the two squares must form a common square whose sides are one-half the length of the sides of the two bigger squares.
 - ♦ **Hint:** The common square should be exactly one-fourth the size of either of the larger squares. (The symbol should look like this. Do not show this to the teams until they have successfully completed the task or unless time is a factor.)



Reflect.....

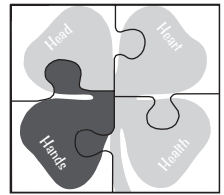
- ❖ After the team was given the instructions, what did you do first?
- ❖ How did your group accomplish the task (or try to)?
- ❖ Did everyone participate? Why or why not? How?
- ❖ Did any leaders emerge, or did anyone withdraw from the group?
- ❖ What role did communication play in reaching the team's goal?
- ❖ What team roles did you play?
- ❖ How did you feel during this activity?

Apply.....

- ❖ What implications does this activity have on how teams form and work together?
- ❖ What can you do with the insights you gained from this activity?
- ❖ How can you apply this activity and the knowledge you gained to situations you experience and to teams with which you work?
- ❖ What would you do differently, and how does this apply to actual teams with which you work?



Self-Motivation



“People become really quite remarkable when they start thinking that they can do things. When they believe in themselves, they have the first secret of success.”
Norman Vincent Peale

Purpose
To learn to be self-motivated to accomplish tasks

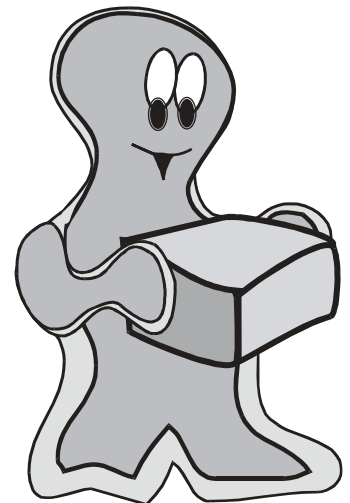
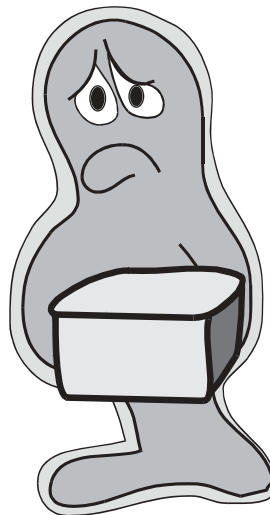
Objectives
Youths will be able to:
❖ Recognize the importance of motivation
❖ Identify what motivates them
❖ Learn strategies to motivate themselves

Background basics.....
One of a leader’s main roles is to motivate others to accomplish tasks or achieve common goals. A leader’s actions can either positively or negatively motivate the group. To motivate positively a leader must:

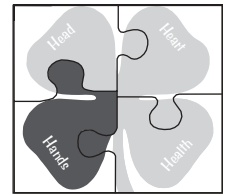
- ❖ State clear expectations.
- ❖ Show interest in the task, project or activity.
- ❖ Value the input of group members.
- ❖ Allow group members to help set realistic goals.
- ❖ Offer to help others to achieve personal goals.
- ❖ Keep group members informed.
- ❖ Give deserved recognition.
- ❖ Be equitable to all group members.
- ❖ Respect individual differences.
- ❖ Ask for help when it is needed.

Just as people differ, so do their motivations. What motivates some people can turn others off. Needs, values, attitudes, aspirations and incentives all affect motivation levels.

Motivation may be intrinsic or extrinsic. Intrinsic motivation comes from within and includes such things as the personal satisfaction of completing a project or activity. Extrinsic motivation comes from outside sources and includes, for example, ribbons, prizes, certificates and money.



Level 1: The Leader Says



Hands

Self-Motivation

Chapter 3

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Examine motivations for different activities
Life skills:	Self-motivation
TEKS:	Language arts
Development assets:	Social competencies
Time:	15 to 20 minutes
Setting:	A large area where the group can move around
Materials:	A set of chairs (or something to sit on)

Pre-lesson preparation.....

- ❖ Set up the chairs in rows or if the group is small enough, in a circle.

Do.....

- ❖ As in the traditional “Simon Says,” invite a volunteer to stand in the middle of the circle or in front of the rows of chairs, to lead the game. Allow the group to play for a few minutes to get “warmed up.”
- ❖ Ask your “Simon” to sit down and have the facilitator lead the game. Play two rounds:
 - 1st round: raise your right hand high and wave.
 - Ask the group **why** they raised **their** hands.
 - 2nd round: ask the group to stand and pick up the chairs.
 - If any youths actually stand and pick up their chairs, continue to play, each time asking the group why they did or did not complete the task until people (or at least the majority) are no longer completing the task.

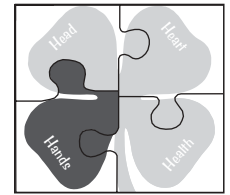
Reflection.....

- ❖ When we first started playing, why did you do the task you were asked to do?
- ❖ After we’d been playing for a while, why did you complete the task? Why not?
- ❖ If I had told you there was money to be won if you completed the task, would you have completed the task? Why or why not?
- ❖ Why does money — or some other reward — make you want (or not want) to do a task?
 - Why does our motivation change with rewards?
- ❖ How does motivation affect our work? Our attitude?

Apply.....

- ❖ How does motivation affect our work with groups?
- ❖ What can we do to motivate ourselves positively? Each other?
- ❖ How can we maintain high motivation as a group?

Win as Much as You Can



Hands

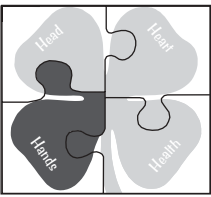
Self-Motivation

Chapter 3

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Make decisions about ethics and their own motivations in decision-making and working with a team
Life skills:	Self-motivation
TEKS:	Mathematics, language arts
Development assets:	Positive values, social competencies
Time:	45 to 60 minutes
Setting:	Space large enough to set up several tables or work stations for groups to gather around
Materials:	“Win” Tally Sheet and writing utensils

Do.....

- ❖ Have the group divide into pairs.
- ❖ Once everyone is in pairs, have pairs team up with three other pairs and find a station or table to sit around.
- ❖ Pass out the tally sheets, one for each pair.
- ❖ Explain that the name of the game is “Win as Much as You Can” and that they are to follow the instructions as they are given.
- ❖ Tell the entire group that there will be eight rounds of play and that you will proceed one round at a time. Ask the pairs not to work ahead and not to make any marks on the tally sheets until they are asked to do so.
- ❖ Have the group start with the first box.
 - As a pair, youths can talk about whether to pick the letter X or the letter Y.
 - ◆ Point out that the letters mean nothing but are symbolic of their choices.
 - ◆ Also at this time, point out the score box at the top of the page. Tell them to make sure that they read the tally sheet completely so they know how points are awarded.
 - Ask the groups to stop talking and as pairs, to pick their letters and turn their papers over when they are finished.
 - ◆ As soon as everyone’s paper is turned over, have them turn the papers back over and tally up their winnings.
- ❖ Continue with each round in the same manner, taking note that in boxes 3, 6 and 8, the winning amounts are multiplied and the pairs are allowed to talk for 1 minute to the others in their groups. The entire group then must stop talking and again make their selections in private. The game’s fast pace keeps players from thinking too much about their decisions, which should be made fairly quickly.
- ❖ At the end of the game, have each pair tally its score.
 - Have the youths calculate pair scores, followed by an appropriate combination of the following:
 - ◆ Group at the table
 - ◆ Girls and boys
 - ◆ Entire group



Win as Much as You Can

Hands

Self-Motivation

Chapter 3

Reflect.....

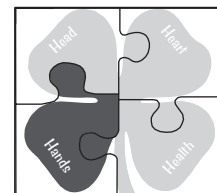
- ❖ What did you think of the game?
- ❖ Would you have played the game differently had we said who “you” meant (that is, girls vs. boys, pairs, entire group, table)?
- ❖ Why do you play differently depending on who “you” means?
- ❖ Why is understanding how we, and others, “play the game” so important?
- ❖ Why is understanding ethics important?

Apply.....

- ❖ How can this game relate to working in groups?



Win as Much as You Can Tally Sheet



Instructions: For each of eight rounds you and your partner will choose either an X or a Y. Each round's payoff depends on the pattern of choices made at your table.

PAYOFF SCHEDULE

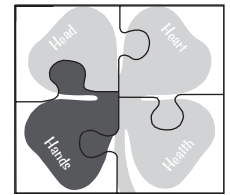
4X's: Lose \$1.00 each
3X's: Win \$1.00 each 1Y: Lose \$3.00
2X's: Win \$2.00 each 2Y's: Lose \$2.00 each
1X: Win \$3.00 3Y's: Lose \$1.00 each
4Y's: Win \$1.00 each

For each round, you are to confer with your partner and make a joint decision. In rounds 3, 6 and 8, you and your partner may first confer with the others at the table before making a private decision on which letters to choose.

SCORECARD

Instructions	Round	Your Choice		Table's pattern of choices		Payoff	Balance
		X	Y	__X	__Y		
	1	X	Y	__X	__Y		
	2	X	Y	__X	__Y		
BONUS-Payoff x3	3	X	Y	__X	__Y		
	4	X	Y	__X	__Y		
	5	X	Y	__X	__Y		
BONUS-Payoff x5	6	X	Y	__X	__Y		
	7	X	Y	__X	__Y		
Bonus-Payoff x10	8	X	Y	__X	__Y		

Level 3: Situation Analysis



Hands

Self-Motivation

Chapter 3

Objectives:	Youths will be able to: ❖ Analyze common situations and devise solutions for motivational problems
Life skills:	Self-motivation
TEKS:	Language arts
Development assets:	Social competencies
Time:	20 to 30 minutes
Setting:	A large area where group can come together to brainstorm
Materials:	A set of chairs (or something to sit on) and tables

Do

- ❖ Divide the participants into smaller groups of four or six youths each.
- ❖ Give each group the following problem to solve:
 - You are an officer for a long-standing club in your county. In the past, your club had many members, great meeting attendance and high levels of participation in events. Recently, however, most people come to the first meeting only, in order to sign up, and are never seen again. Meeting attendance is very low, and almost no one participates in events. Your job is to bring the club back together, increasing membership and attendance and making members want to participate in events again.
 - Have the groups discuss the following: Why have members stopped coming to meetings or quit the club entirely? What can you do to remedy this situation?
- ❖ Allow the groups time to re-read the problem, if necessary.
- ❖ Give them time to solve the problem collectively.
- ❖ At the end of the allotted time, bring them back together for discussion.

*Why? Solution?
Problem? Who?
What?*

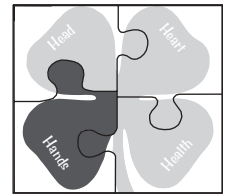
Reflection

- ❖ What is the problem here?
 - Is there only one problem or more than one?
- ❖ How did you go about starting to solve this situation?
- ❖ What are the issues here?
 - What steps did you take?
- ❖ What did you try to take on first?
- ❖ Did you figure out one best way to fix this problem?
 - Are there many ways?

Apply

- ❖ How does motivation affect groups and individuals?
- ❖ What can we do to motivate ourselves positively? Each other?
- ❖ How can we as a group maintain high motivation?

Level 4: Motivational Role Play and Brainstorm



Hands

Self-Motivation

Chapter 3

Objectives:	Youths will be able to: ❖ Examine their own motivation (and the motivation of others) to participate in different activities
Life Skills:	Self-motivation
TEKS:	Fine arts, language arts
Development assets:	Social competencies
Time:	30 to 45 minutes
Setting:	A large area where groups can move around
Materials:	A set of chairs (or something to sit on), a large note pad/flip chart and markers

Do.....

- ❖ Have the group come together to brainstorm problems related to poor motivation; allow them ample time to come up with on their own at least three to five examples, including (but not limited to):
 - Lack of participation in events
 - Low meeting attendance
 - No volunteers to run for office
- ❖ Once they have identified a set of “problems”, ask for volunteers to act out each situation. Have one person play the “unmotivated” person and the other, the “motivator.” Allow the audience to take notes if they wish.
- ❖ Act out each problem and then bring the group together for discussion

Reflection.....

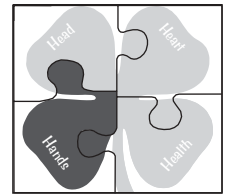
- ❖ Why did you select the situations you selected?
- ❖ What did we learn from the role-play?
- ❖ Why is it important that we all be motivated to be successful?

Apply.....

- ❖ How does motivation affect what we do?
- ❖ What can we do to motivate ourselves positively? Each other?
- ❖ How can we maintain high motivation as a group?



Service Learning



“Those who bring sunshine into the lives of others cannot keep it from themselves.”

James Matthew Barrie

Purpose

Youths will donate their time and/or talents to benefit their communities.

Objectives

Youths will be able to:

- ❖ Learn the meaning of community service
- ❖ Identify areas to which they can donate/dedicate their time and talents
- ❖ Organize and follow-through with their own community service projects
- ❖ Give of themselves while working with others
- ❖ Make a difference in their communities
- ❖ Learn about intrinsic motivation

Background basics.....

Community Service is what you, as an individual or with others, do to help your community.

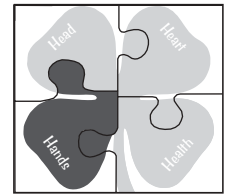
Service learning is acquiring personal skills and knowledge by performing service for others through an organized program, followed by personal reflection.

Community service learning is a form of learning-by-doing. Youths combine the subject matter they are learning with critical-thinking skills to address genuine community needs. When youths select and plan community service efforts and structure time to reflect, talk and write about their service activity, the

- learn more;
- become more confident about what they have learned;
- improve problem-solving abilities and leadership and social skills;
- enjoy the overall learning experience more;
- retain subject matter longer; and
- are more likely to volunteer to serve the community in the future.

“Community Service Learning strengthens the skills and knowledge 4-H’ers are acquiring by actively combining their learning with service to help meet real community needs. Every 4-H participant is encouraged to take part in community service that fits his/her areas of learning as an important feature of 4-H youth development.” — Allan T. Smith, Ph.D., National 4-H Program leader, Families, 4-H and Nutrition, CSREES/USDA

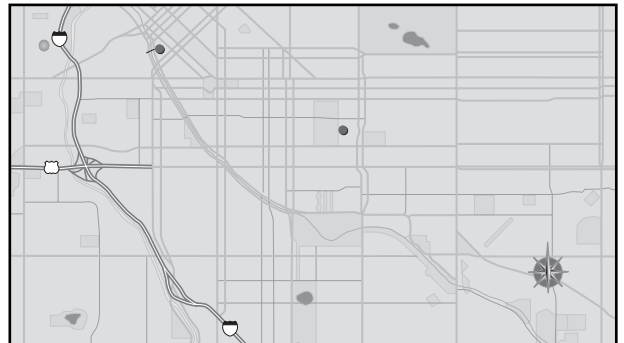
Level 1: What is Service Learning?



Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Define service learning❖ Compare and contrast community service and service learning❖ Identify community needs and/or other areas for service
Life Skills:	Responsible citizenship, contributions to group effort, community service volunteering
TEKS:	Social studies
Developmental assets:	Empowerment
Time:	45 minutes
Materials:	Map of your city, means of transportation, markers/highlighters, photocopies of the Needs Assessment Chart (next page)

Do.....

- ❖ Conduct a driving tour of your community. Have the participants work in pairs to identify and highlight points on the map that are areas of service that could be addressed.
- ❖ Have the participants list on the Needs Assessment Chart businesses, areas or individuals to target and projects to be conducted.
- ❖ Compile all the lists, rank the service projects and brainstorm ways to address the needs identified.



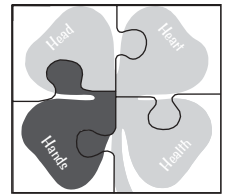
Reflect.....

- ❖ How did this activity help us learn more about our community?
- ❖ What kinds of feelings emerge when you see other people's needs? How do you feel when you see what other people in your community need?
- ❖ How can you be more involved in your community?
- ❖ What is community service? Why is it important?

Apply.....

- ❖ What organizations can our group support in providing community services (for example, fire department, police department, etc.).

Level 2: Conducting a Community Survey



Hands

Service Learning

Chapter 2

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Identify and understand community issues❖ Interact with youths and adults interested in community issues❖ Practice recording survey data in a standard format❖ Interact with people responding to the survey❖ Increase their confidence and self-concept❖ Have fun while learning
Life Skills:	Responsible citizen, contributions to group effort, community service volunteering
TEKS:	Social studies
Developmental assets:	Empowerment
Time:	2 days
Materials:	Clipboards, identification tags, pens, pencils, paper

Do.....

- ❖ Train the participants on what to say during a survey, how to record responses to the survey, what not to do, how to end an interview, and safety.
- ❖ Organize teams, each with an adult; follow a safety protocol; start in a designated area.
- ❖ Gather to assimilate the surveys.

*Note: A sample survey is attached.

Reflect.....

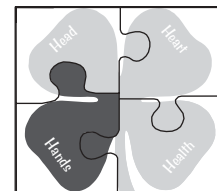
- ❖ What did we learn in the survey?
- ❖ What are the positive and negative results from the survey?

Apply.....

- ❖ What experiences did you have in conducting the survey that could apply to club or group activities?
- ❖ Could similar processes be used in other locations or situations?
- ❖ For what other purposes could group surveys be used?
- ❖ How could this group's activities be changed to help meet needs in our community?



Community Needs Assessment Survey



PLEASE RESPOND TO THE FOLLOWING QUESTIONS

1. How would you rate the following services in our community?

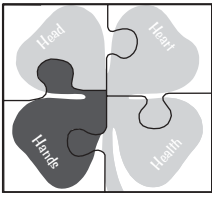
	Exceptional	Adequate	Inadequate	No Response
a. Parks	_____	_____	_____	_____
b. Water system	_____	_____	_____	_____
c. Street maintenance	_____	_____	_____	_____
d. Garbage collection	_____	_____	_____	_____
e. Police protection	_____	_____	_____	_____
f. Ambulance service	_____	_____	_____	_____
g. Building inspection	_____	_____	_____	_____
h. Animal control	_____	_____	_____	_____
i. Arts	_____	_____	_____	_____
j. Street lighting	_____	_____	_____	_____
k. Senior services	_____	_____	_____	_____
l. Youth services	_____	_____	_____	_____
m. Schools	_____	_____	_____	_____

2. How would you rate the following business services in our community?

	Exceptional	Adequate	Inadequate	No Response
a. Grocery stores	_____	_____	_____	_____
b. Pharmacies	_____	_____	_____	_____
c. Clothing stores	_____	_____	_____	_____
d. Fast-food restaurants	_____	_____	_____	_____
e. Entertainment	_____	_____	_____	_____
f. Restaurants	_____	_____	_____	_____
g. Building-supply stores	_____	_____	_____	_____
h. Auto services	_____	_____	_____	_____
i. Banking/financial services	_____	_____	_____	_____

3. What priority should our community give to the development of each of the following:

	High	Moderate	Low	No Response
a. Affordable housing	_____	_____	_____	_____
b. Community center	_____	_____	_____	_____
c. Business offices	_____	_____	_____	_____
d. Quality schools	_____	_____	_____	_____
e. Convenience stores	_____	_____	_____	_____
f. Restaurants	_____	_____	_____	_____
g. Entertainment facilities	_____	_____	_____	_____
h. Community college	_____	_____	_____	_____
i. Parks	_____	_____	_____	_____
j. Other _____	_____	_____	_____	_____



Community Needs Assessment Survey

4. What are the top five issues facing our community?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

BACKGROUND INFORMATION

1. Are you: MALE FEMALE

2. How many years have you lived in our community?

- 0-3 4-6 7-10 11-15 16-25 Over 25

3. Do you expect to be living in our community five years from now?

- YES NO UNSURE

4. Are you renting or are you buying/own your own home?

- RENTING BUYING/OWN

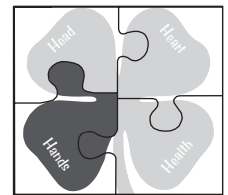
5. How many family members reside in your home? _____

6. What is your present age range?

- 20 or Under 21-30 31-40 41-50 51-60 61-70 Over 70

If you have additional comments about our community, please feel free to add them here.

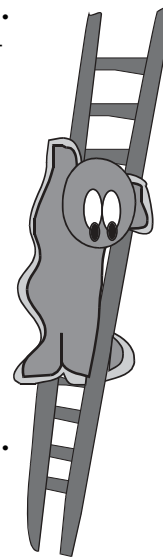
Level 3: Develop a Service Learning Action Plan



Objectives:	<p>Youths will be able to:</p> <ul style="list-style-type: none"> ❖ Identify and rank local needs ❖ Determine whether they can help meet those needs ❖ Participate in a decision-making process that will include identifying resources, evaluating needs and evaluating capabilities ❖ Develop a plan to meet the identified needs ❖ Have fun
Life Skills:	Community service volunteering, responsible citizenship, contributions to group efforts
TEKS:	Social studies
Developmental assets:	Empowerment
Time:	Depends on the project
Materials:	Credible information about your community and its needs, paper supplies

Do

- ❖ Have the group review the available data to identify community needs.
- ❖ Identify a community service project for your group to address.
- ❖ Have the group list its limitations.
- ❖ Ask the participants to narrow their objectives to one or two issues to address or tasks to accomplish.
- ❖ The participants should then develop a plan for their community service project, assign tasks to group members and set a target date for execution.

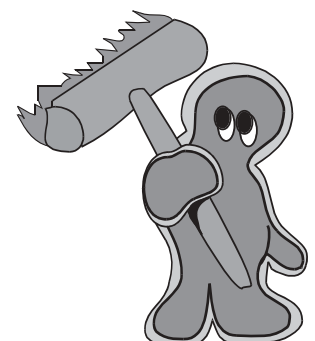


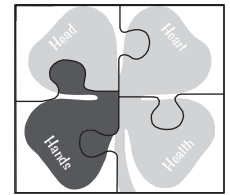
Reflect

- ❖ What compromises had to be made?
- ❖ How did you work through the planning process?
- ❖ Did you have to change your plans as you worked through your project?

Apply

- ❖ How does planning this project relate to other life situations?





Level 4: Suitcases for Kids

Hands

Service Learning

Chapter 2

Objectives:	Youths will be able to: ❖ Plan, organize, implement and evaluate a “Suitcases for Kids” project
Life skills:	Community service, responsible citizenship, contributions to group effort
TEKS:	English, language arts
Developmental assets:	Empowerment, positive identity, social competencies
Time Frame:	6 months
Materials:	To be collected throughout the project

Do.....

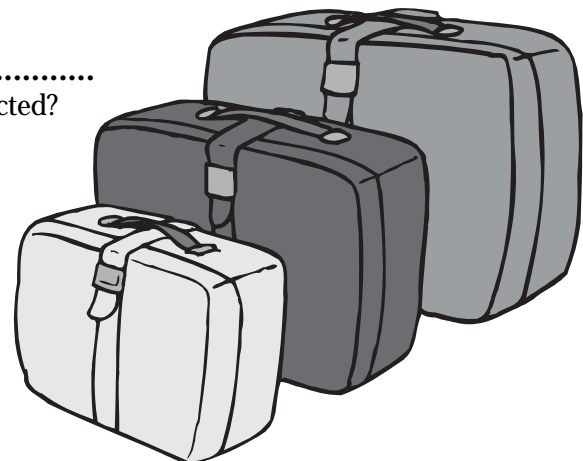
- ❖ Have the group contact an agency that works with the placement of foster children.
- ❖ Discuss with the group what foster children might need as they are moved from their homes to foster homes. Have them ask for input from the placement agency.
- ❖ Have the group list the items they want to collect and set goals for the number of items to collect.
- ❖ Set a length of time for collection.
- ❖ Organize subcommittees to address the following project areas:
 - Media/promotion
 - Coordination of community organizations/businesses to assist with drop-off points
 - Storage of collected items
 - Work day to clean/repair suitcases
- ❖ Donate the collected suitcases and other items to the placement agency.

Reflect.....

- ❖ Did your project plan work? Did you meet your goal?
- ❖ What impact did you make? Did the community support the project?
- ❖ What did you gain as a result of this project?

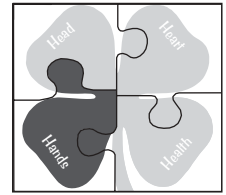
Apply.....

- ❖ Evaluate the project: How many items were collected?
What should you remember in the future?





Marketable Skills



“You can’t build a reputation on what you’re going to do.”

Henry Ford

“The roots of true achievement lie in the will to become the best that you can become.”

Harrold Taylor

Purpose

Youths will develop skills to market themselves competitively in today’s job market.

Objectives

Youths will be able to:

- ❖ Identify skills and qualities needed to be competitive in today’s job market
- ❖ Identify opportunities for gaining experience in different jobs
- ❖ Recognize and practice skills needed to be effective in an interview

Background Basics

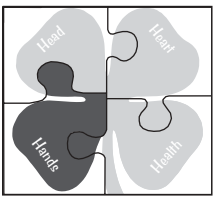
Marketable skills prepare people to work at 21st century jobs. Such skills include mastery of analytical thinking, workplace etiquette and technology know-how (for example, using computers and the Internet). And strong self-marketing skills can open doors now and in the future.

Employers increasingly need workers who can think, rapidly learn new skills, work in teams and solve problems creatively. However, many people, regardless of educational level, do not possess basic work skills or a sound work ethic. Qualities, skills and competencies of successful and productive workers include:

- ❖ Strong foundation in basic academic skills such as reading, writing, mathematics, science and technology
- ❖ Communication skills
- ❖ Thinking skills, such as creativity, decision-making, problem-solving and reasoning
- ❖ Integrity
- ❖ Responsibility
- ❖ Self-motivation

Successful transition from school to workplace requires exploration to help determine career preferences and education necessary for particular jobs. Opportunities which can aid such exploration include:

- ❖ Job shadowing or mentoring
- ❖ Internships
- ❖ Work-study positions
- ❖ Vocational and career counseling
- ❖ On-the-job experiences

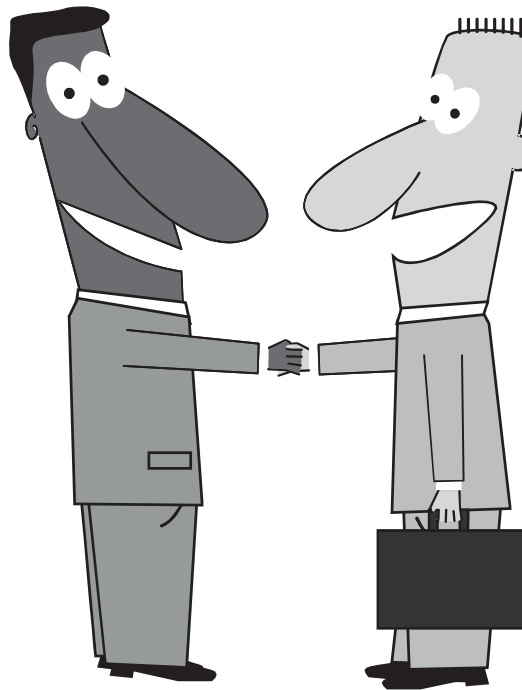


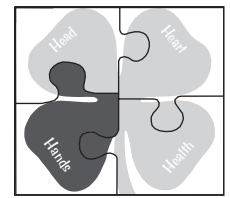
Marketable Skills

Regardless of age, job-seekers must market themselves. A prospective employee must be able to describe his/her skills and to explain how he/she will prove an asset to the hiring company. Self-marketing methods can include personal resumes, letters of application, professionally completed job applications and good interview skills. A job applicant should take an updated resume to every interview and confidently share with the employer how he/she can be a positive addition to the employer's team. Interviewees should:

- ❖ Dress appropriately—if a company is very professional, wear a business suit and tie or a professional dress or suit. Even when applying to work at a fast-food restaurant, don't wear an old t-shirt and dirty tennis shoes to the interview. The employer's important first impression is formed from your personal appearance.
- ❖ Always take a folder, notebook or portfolio for taking notes about important information that the employer may share.
- ❖ Keep a positive attitude and answer questions with confidence, showcasing your strengths.
- ❖ Be honest. Don't try to lie your way into a position. The employer will find out quickly if you aren't capable of handling the job.
- ❖ Always follow up the interview with a thank you letter to let employers know you appreciate being allowed to interview and that you look forward to hearing from them soon.

Remember, in order to be marketable, you must know your strengths and consider them when trying to determine your future career path. You are your best cheerleader or your own worst enemy, depending on how much you believe in your abilities and how much you want to succeed!





Level 1: Bumper Stickers

Hands

Marketable Skills

Chapter 5

Objectives:	Youths will be able to ❖ Identify positive skills that they have gained and that they will continue to use
Life Skills:	Marketable skills
TEKS:	Business education, home economics education
Developmental Assets:	Positive identity
Time:	30 to 40 minutes
Setting:	A space large enough (preferably with tables) for students to spread out and be comfortable while they create their bumper stickers
Materials:	Markers, construction paper, drawing paper and anything else you'd like them to use to create their works of art!

Pre-lesson Preparation.....

- ❖ Gather all of your materials.

Do.....

- ❖ Have each group member sit at a table or space where he/she can be comfortable and spread out materials.
- ❖ Give them a time limit and tell each of them to create a bumper sticker advertising their most important skill.
- ❖ Allow them to exchange materials with you and with each other.
- ❖ At the end of the time, bring everyone together to share the creations!

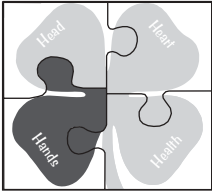
Reflect.....

- ❖ Why did you pick the trait or skill that you picked?

Apply.....

- ❖ How can we as individuals continue to improve the skills that we have?
- ❖ What can we do as a group to improve our skills, so that we can collect other “bumper stickers”?





Level 2: Billboards

Objectives:	Youths will be able to: ❖ Identify several positive skills that they have gained, will continue to use and can promote
Life Skills:	Marketable skills
TEKS:	Business education, home economics
Developmental Assets:	Positive identity
Time:	30 to 40 minutes
Setting:	A space large enough (preferably with tables) for students to spread out and be comfortable while they create their billboards
Materials:	Markers, construction paper, drawing paper and anything else you'd like them to use to create their works of art!

Pre-lesson Preparation.....

- ❖ Gather all of your materials.

Do.....

- ❖ Have each group member sit at a table or space where he/she can be comfortable and spread out materials.
- ❖ Give them a time limit and tell each of them to create a billboard that will advertise an event, activity or organization.
- ❖ Allow them to exchange materials with you and with each other.
- ❖ At the end of the time, bring everyone together to share the creations!

Reflect.....

- ❖ Why did you pick the event, activity or organization to promote?
- ❖ Why is it important to market these things?
- ❖ What impact do you think marketing has on us?

Apply.....

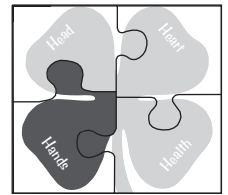
- ❖ How can we market ourselves as individual leaders?
- ❖ What can we do as a group to improve our marketing skills so we become more valuable to others?

Come Join Us!



Head + Heart + Hands + Health = 4-H

Level 3: Job Interview



Hands

Marketable Skills

Chapter 5

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Understand the importance of marketing themselves during an interview❖ Identify key traits and skills employers want employees to have
Life Skills:	Marketable skills
TEKS:	Business education, home economics, language arts
Developmental Assets:	Positive identity, positive values
Time:	2 hours
Setting:	Room or area to accommodate your group
Materials:	Notepads and pencils, flip chart or chalkboard

Do.....

- ❖ Identify local employers/managers who might agree to be interviewed by participants.
- ❖ Tell the participants that they will interview employers/managers to find out what traits and skills these managers look for in employees and what they expect from the employee during a job interview (dress, attitude, etc.).
- ❖ Have youths share ideas about questions to ask employers to find out this information. Record these questions on a flip chart or board.
- ❖ Decide on questions for the participants to ask.
- ❖ Assign the participants (alone or in pairs) one of the identified employers/managers to interview.
- ❖ Provide a time frame for the interviews to take place and set a date for the group to come back together to share their findings. Have each person or pair report on the interview and what was discovered. Record employers' responses.

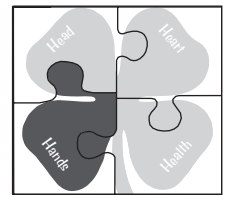
Reflect.....

- ❖ What are some generalizations we can draw from the interviews?
- ❖ What skills/traits were valued the most?
- ❖ How do the employers expect the applicants to present themselves during job interviews?
- ❖ What did you gain from this experience?

Apply.....

- ❖ How can you apply the knowledge you gained to your own experiences?
- ❖ How will this experience better prepare you for a job interview?
- ❖ What have you learned from this experience that will help you market yourself?

Level 4: Create a Commercial



Hands

Marketable Skills

Chapter 5

Objectives:	Youths will be able to ❖ Use skills to market a product/service
Life Skills:	Marketable skills
TEKS:	Business education, home economics, language arts
Developmental Assets:	Positive identity
Time:	2 hours
Setting:	Room or area to accommodate your group
Materials:	Markers and poster board

Do.....

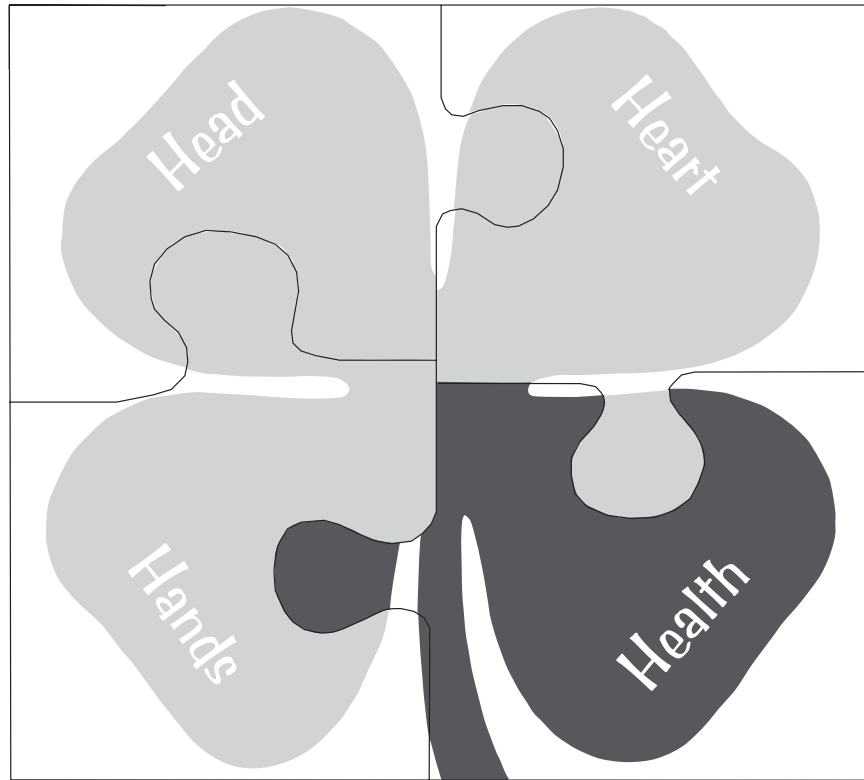
- ❖ Divide the group into teams of four to six. Provide each group with markers and poster board.
- ❖ Have each team share ideas about products or services that make team members' lives easier.
- ❖ Provide each team with the challenge of creating a new product or service. Allow the teams to be creative with their designs, stressing that they are to create a product or service that does not exist yet.
- ❖ Have the teams use the poster board and markers to illustrate their services or products.
- ❖ The teams also must name the products/services, determine costs, identify target audiences and provide descriptions.
- ❖ The teams will then develop commercials to advertise their creations and present their commercials to the entire group.

Reflect.....

- ❖ How did your group decide on your specific product or service?
- ❖ What considerations went into your design?
- ❖ What considerations went into how you marketed your product?

Apply.....

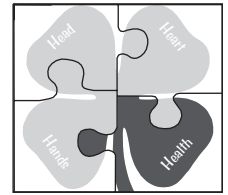
- ❖ How can you apply the knowledge you gained to your own experiences?
- ❖ What have you learned from this experience that will help you market yourself?



Section 4: Health



Knowing Self



“The secret to life is to know who you are and where you are going.”

Anonymous

Purpose

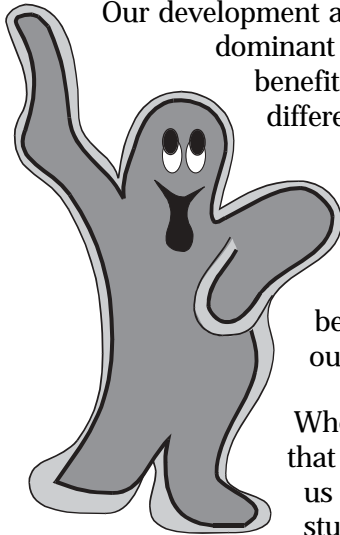
To help youths determine their personality strengths and apply them to leadership

Objectives

Youths will be able to:

- ❖ Build self-esteem self-confidence and confidence in others
- ❖ Describe their positive attributes
- ❖ Determine their dominant personality style
- ❖ Explore their personal values as they relate to decision making

Background basics.....



Our development as leaders demands that that we know our strengths and weaknesses and our dominant personality styles. Knowing our strengths helps us apply them where they can benefit us the most. Knowing our weaknesses lets us improve on them. Understanding differences in personality styles helps us relate to others, accepting and appreciating our differences.

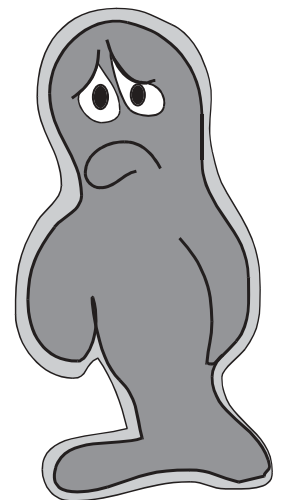
Recognizing our positive traits and qualities improves our self-esteem, helping us develop the confidence we need to lead others. Self-esteem is the set of beliefs that each person holds about himself or herself. What others believe about us — and the importance we place on those beliefs — also affects our self-esteem.

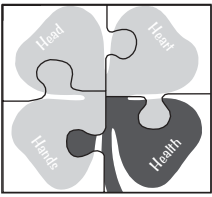
When treated as if we are intelligent, talented and attractive, we come to believe that we possess these attributes; if we act as if we have these traits, others will treat us as if we do. Unfortunately, the opposite also is true: If others act as if we are stupid or worthless, we will come to believe that about ourselves, and if we believe that about ourselves, others will believe it too.

We become what we believe ourselves to be. Therefore, it is important to build our own self-esteem in and to help others improve theirs.

High self-esteem helps people achieve their full potentials. People with high self-esteem:

- ❖ **Respect each other.** People who respect others succeed because of the desire to pursue excellence, rather than the desire to take advantage of someone else’s failure. They also have enough self-confidence to help others succeed whenever possible.
- ❖ **Take risks to grow.** They stretch their abilities to pursue new challenges. Fear of failure does not stop them from learning something new.
- ❖ **Keep trying despite setbacks.** Adversity does not make them quit. They keep trying as long as they believe they are gaining from their efforts.





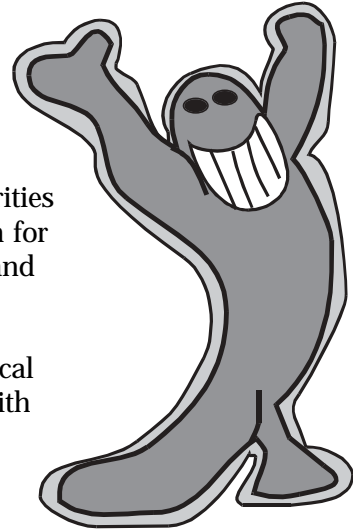
Knowing Self

- ❖ **Value their efforts above success.** They know that they learn from trying. Their self-esteem comes from struggling to reach a goal. Striving for excellence is more important to them than pursuing perfection.
- ❖ **Defend themselves and their values.**
- ❖ **Resist corruption, because they feel drawn to a positive future.** They do not allow their dreams to be destroyed by ridicule or pressure to participate in destructive activities.

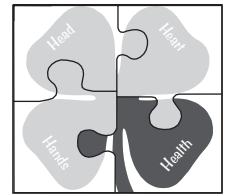
Building our self-esteem is the first step to realizing our full potentials.

Values play an important part in our personalities and a large role in determining our decisions. We need to clarify our values to understand our priorities and make better decisions. Knowing how value systems are created — both for ourselves and for others — will help us understand others' points of view and empathize with them.

Our values also determine how we will act when we are faced with an ethical dilemma. An ethical dilemma occurs when all possible decisions conflict with our values. In solving such a dilemma, we must weigh our values and determine the most important. Comparing and ranking our values is difficult but necessary to making life decisions.



Level 1: Accepting Yourself



Health

Knowing Self

Chapter 1

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Increase self-awareness❖ Recognize that each person is unique and special❖ Develop a more positive attitude about themselves
Life Skills:	Self esteem, managing feelings
TEKS:	Social studies
Developmental assets:	Positive values, positive identity
Setting:	Any comfortable room
Time:	20 minutes
Materials:	1 lemon per person, bag to hold all the lemons

Do

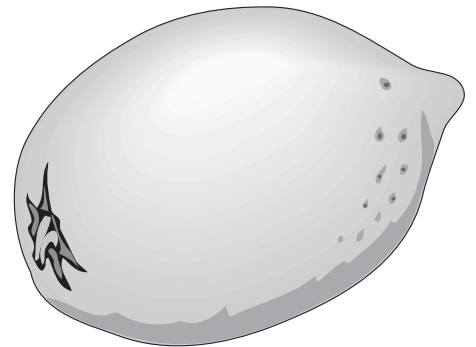
- ❖ Play the lemon game.
- ❖ Give each person a lemon.
- ❖ Ask the participants to study their lemons and have each give his or her lemon a name.
- ❖ Ask them to pair up and introduce their lemons to each other.
- ❖ Replace the lemons in the sack. Shake it. Pour the lemons out in front of participants.
- ❖ Ask participants to reclaim their own lemon.

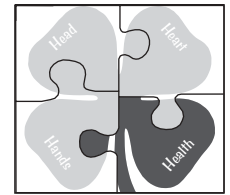
Reflect.....

- ❖ Did you reclaim the same lemon? Are you sure?
- ❖ What about your lemon made you remember it?
- ❖ Did your lemon have any traits that you have or would like to have?

Apply.....

- ❖ How is your lemon like you?
- ❖ How is your lemon different from you?
- ❖ How are our lemons like the people we come in contact with every day?
- ❖ Each person is very unique. Nowhere is there another person just like you. Each of you is special. You look different, act different and feel different from anyone else. Why? Sometimes you feel good about yourself. Sometimes you don't. You may feel good because you make good grades, but bad because you cannot run fast. We all have unique talents that make us who we are. All that is uniquely you is the result of all the experiences you have had since birth. How do you feel about yourself now?





Level 2: Favorite Cards

Health

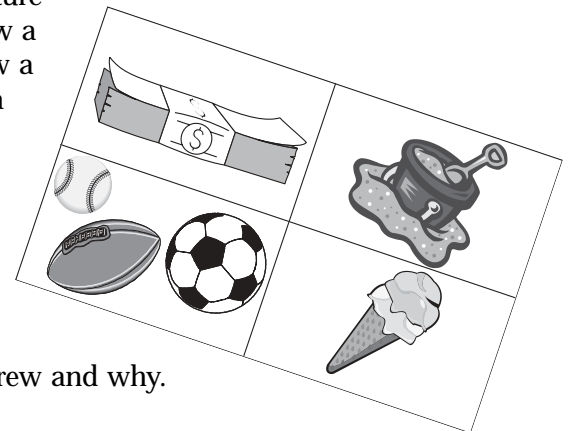
Knowing Self

Chapter 1

Objectives:	Youths will be able to: <ul style="list-style-type: none"> ❖ Discuss their favorite things with others ❖ Exhibit pride in things they value ❖ Express visually and creatively their favorite things
Life Skills:	Self-esteem
TEKS:	Social studies
Developmental assets:	Positive values, positive identity
Setting:	Any comfortable room
Time:	5 minutes
Materials:	One 3- by 5-inch index card for each participant; markers or crayons; straight pins

Do.....

- ❖ As the members arrive, give each a 3- by 5-inch index card and a marker or crayon to make a name tag.
- ❖ Have each person write his or her name on the back of the card, then turn it over and divide it into four equal sections. Have them in one section draw a picture (no words!) of favorite TV show; in the next section, draw a favorite place to go for vacation; in the third section, draw a favorite book or magazine; and in the last section, draw a favorite food.
- ❖ Pin their cards to their shirts, picture sides facing out.
- ❖ Have them walk around the room and try to identify everyone else's drawings. Do not tell the participants if they guessed right or not.
- ❖ After they have all seen each other's cards, have the participants sit in a circle.
- ❖ Ask each person in the circle to explain what he or she drew and why.

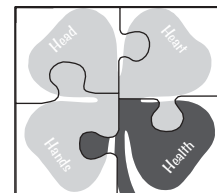


Reflect

- ❖ Was it hard to pick your favorite things?
- ❖ Was it hard to draw pictures rather than use words to describe or explain your favorite things?
- ❖ Have you learned something about the other people here today?
- ❖ Did anyone have the same favorites as you?

Apply.....

- ❖ What do we gain by describing our favorite things to others?



Level 3: TV Interview

Health

Knowing Self

Chapter 1

Objectives:	Youths will be able to: <ul style="list-style-type: none">❖ Clarify their personal values and ideas by stating them publicly❖ Realize that their opinions are important❖ Get acquainted with each other
Life Skills:	Self-esteem, managing feelings
TEKS:	Social studies
Developmental assets:	Positive values, positive identity
Setting:	Any comfortable room
Time:	30 minute
Materials:	Toy or artificial microphone

Do.....

- ❖ The leader will act as a TV reporter and interview each member.
- ❖ Sit in a chair at the front of the group. Give each person a turn to be interviewed, but allow those who do not wish to be interviewed to pass.
- ❖ To set an atmosphere of participation, you may want to begin by saying, “This is Mary Jones, KFAZ news reporter in _____, Texas. Today we are here to interview Jane Smith, a member of our community.”

Important ground rules

You may ask the participants questions about their lives, values or opinions. Those who opt to answer a question must answer honestly. However, they may choose not to answer one or more questions. They may end the interview at any time simply by saying, “Thank you for the interview.” At the end of each interview, the participant interviewed also may ask the leader any of the questions asked him or her.

Make each interview brief—3 to 5 minutes—unless everyone wants to hear more. You may use the interview questions suggested here or make up your own. The leader must listen to and show interest in what members say. Some of the leader’s best questions will be spontaneous rather than prearranged. When expanding the interview format, avoid questions potentially embarrassing to 4-H’ers or their parents.

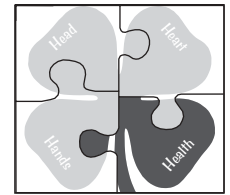
Reflect.....

- ❖ What was it like to be interviewed in front of the entire group?
- ❖ Did you learn something about yourself by participating in this activity?
- ❖ Were some of the questions difficult to answer? Why or why not?
- ❖ Why is it important that leaders know themselves well?

Apply

- ❖ How does this activity help you grow as a leader?
- ❖ How does knowing yourself help you become a better leader?
- ❖ What opportunities do you as a leader have for expressing yourself?





Level 3: TV Interview

Health

Knowing Self

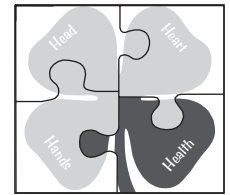
Chapter 1

Suggested interview questions

1. How old are you?
2. If you could be any age, what would it be?
3. When did you go on vacation this year?
4. If you could go anywhere in the world next year, where would it be?
5. Do you have a pet? What kind?
6. What kind of work do you want to do when you are older?
7. Do you think you will go to college?
8. Would you like to be older or younger than you are now?
9. Do you like to be teased?
10. Do you ever tease other people?
11. Would you want to be president of the United States? Why or why not?
12. Would you like to live in a city or on a farm? Why?
13. If you had \$100 cash, what would you do with it?
14. Do you ever get mail? If so, from whom?
15. What's a good 4-H member? Are you a good 4-H member?
16. If you could live anyplace in the world, where would you live? Why?
17. When you are sitting with a group of your friends, do you usually talk or listen?
18. Can you usually get your friends to do what you want to?
19. What could we do to get more of our friends to join 4-H?
20. Do you wish you had a larger or smaller family, or is your family just the right size?
21. Do you do your best work all the time?
22. Should 4-H members or 4-H parents do the work on a 4-H project?
23. Is it harder to win or to lose? Why?
24. Do you like to compete in contests?
25. Do you think boys and girls should still be 4-H members when they go to college?
26. How many years do you plan to be in 4-H? Why?
27. What is leadership?
28. Have you ever been a leader? What did you do?

Wrapup.....

Thank 4-H members for sharing their ideas and opinions with the listeners. Tell them they have some excellent thoughts which the audience has enjoyed sharing.



Level 4: Lifeline

Health

Knowing Self

Chapter 1

Objectives:	Youths will be able to: <ul style="list-style-type: none"> ❖ Identify significant personal events from their pasts ❖ Develop a lifeline reflective of his/her life ❖ Identify goals and target accomplishment dates
Life Skills:	Self-esteem, self-responsibility, goal setting
TEKS:	Social studies
Developmental Assets:	Positive values, positive identity
Setting:	Any comfortable room
Time:	10 minutes
Materials:	Butcher paper or 8½- by 11-inch or larger sheets of paper; markers; pens or pencils

Do.....

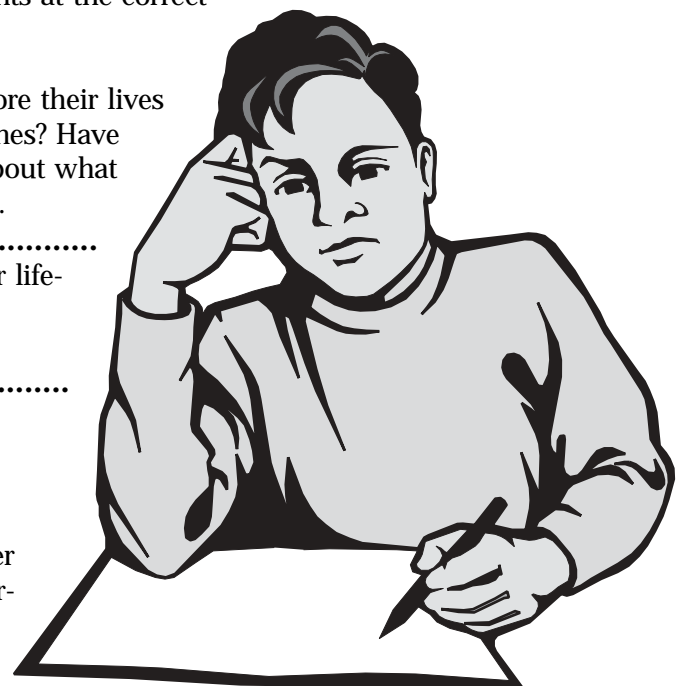
- ❖ Discuss the idea that each of us has just one lifetime during which to accomplish all we want to do. The average life span now is about 75 years.
- ❖ Give each participant a large piece of paper and a marker or pencil.
- ❖ Tell each person to draw a line across the paper, placing a dot at each end of the line and dividing it into seven equal segments, each representing 10 years of life.
- ❖ Have each person write his or her birthdate above the dot on the left. Add 70 years to the birth date and write that date above the dot on the right. Find the place on the line that represents the current year and place a dot there.
- ❖ Ask them to think of all they have done in their lives so far and imagine where each activity fits on their lifelines. Have them write important life events at the correct places on the lines.
- ❖ Tell them to study their lifelines.
- ❖ Have them think about what they want to do before their lives are over. Where will these things fit on their lifelines? Have them write those goals on their lines and think about what they will need to do to make these things happen.

Reflect

- ❖ What feelings do you have when you look at your lifeline?
- ❖ How do your life goals fit on your lifeline?

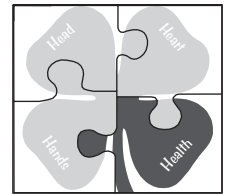
Apply.....

- ❖ How will you accomplish your goals?
- ❖ How can you use this lifeline to break down your plans (or goals) into smaller steps to be accomplished?
- ❖ How can thinking about what you want to do over your entire lifetime help you decide what is important this year?





Self-Responsibility



*“I am only one; but still I am one.
I cannot do everything, but still I can do something;
I will not refuse to do something I can do.”*
Helen Keller

“Responsibility is the price of greatness.”
Winston Churchill

Purpose
Youths will realize they must be responsible for themselves and their actions.

Objectives
Youths will learn to:

- ❖ Be accountable for their choices.
- ❖ Say what they mean and mean what they say.
- ❖ Follow through with commitments.

Background Basics
To run smoothly, families, neighborhoods, schools and nations depend on members to be responsible and to do their parts. Whether we like it or not, we are all members of a group, society or family. As members, it is our duty to keep our commitments and accept responsibility for our decisions and our actions or failures to act.

Responsibility includes exercising self-control and being able to wait for rewards, instead of expecting instant gratification. Responsible people realize the difference between what one has a right to do and what is right to do.

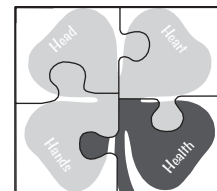
A RESPONSIBLE person is someone who:

- ❖ Thinks before acting!
- ❖ Is accountable!
- ❖ Is reliable!
- ❖ Sets a good example.
- ❖ Acts as if someone he or she respects is always watching.
- ❖ Is proud of what he or she does and strives to do his or her best.
- ❖ Sticks to difficult projects.
- ❖ Finishes work before playing.



RESPONSIBLE people refuse to:

- ❖ Blame others for their mistakes.
- ❖ Take credit for other people’s work.
- ❖ Give up.
- ❖ Abandon duties.
- ❖ Give less than 100 percent.
- ❖ Leave mistakes or messes for other people to clean up.



Level 1: Fun-Noodle Run!

Health

Self-Responsibility

Chapter 2

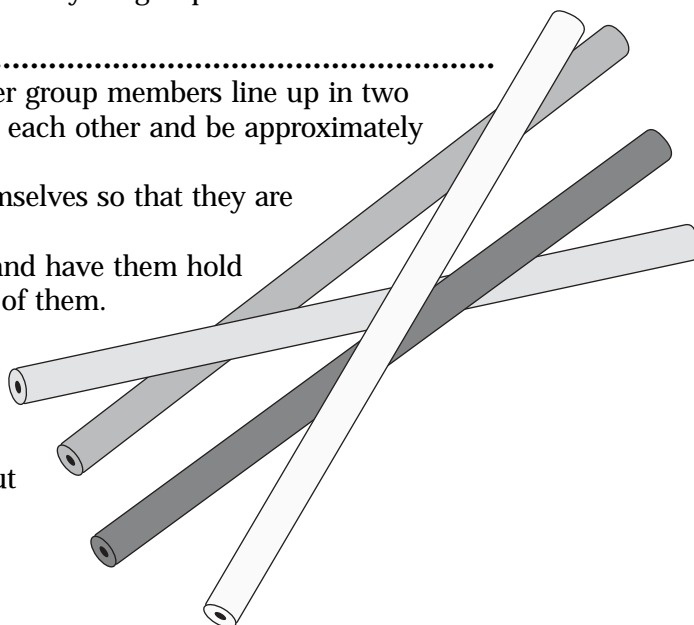
Objectives:	Youths will be able to ❖ Identify factors influencing trust among members of a group
Life Skills:	Self-responsibility
TEKS:	Health education and physical education
Developmental Assets:	Positive values
Time:	5 to 20 minutes
Setting:	A large area without obstruction where groups can form two single-file lines
Materials:	Fun-Noodles (or something like them)

Pre-lesson Preparation.....

Purchase or gather enough Fun-Noodles for everyone in your group.

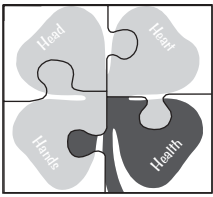
Do

- ❖ Have a volunteer come forward while the other group members line up in two single-file, parallel lines. The lines should face each other and be approximately 5-feet apart.
- ❖ Have group members in each line stagger themselves so that they are not standing directly across from each other.
- ❖ Give everyone standing in line a Fun-Noodle and have them hold the noodles at waist level straight out in front of them.
- ❖ Game instructions:
 - The volunteer must run toward the center of the two lines.
 - As the runner comes toward the group members, they must lift the Fun-Noodles out of the runner's way, making a clear path.
 - As time allows, let other group members volunteer to be the runner.



Reflect

- ❖ For the runners:
 - How did running toward all of the noodles make you feel?
 - Did you think that the group would lift them and let you pass safely?
 - ◆ Why or why not?
 - How did it feel to be standing alone, then having to run toward the group?



Level 1: Fun-Noodle Run!

Health

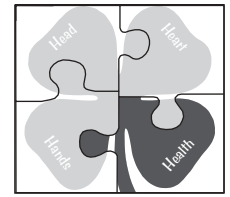
Self-Responsibility

Chapter 2

- ❖ For the Fun-Noodle group:
 - How did you feel about holding the noodles while someone ran at you?
 - Did you think they would keep running or stop?
 - How did it feel to be part of the group?
- ❖ For everyone:
 - How does personal responsibility relate to this activity?
 - Why is trust important in a group?
 - Why is it easier to trust others when we're part of a group, yet trust comes harder to us as individuals?

Apply.....

- ❖ How can we encourage members to build trust within the group?
- ❖ How can we continue to build trust within ourselves and in our group?



Level 2: Group Song

Health

Self-Responsibility

Chapter 2

Objectives:	Youths will be able to: <ul style="list-style-type: none"> ❖ Identify ways to delegate by finding group members' individual strengths ❖ Understand how delegation relates to responsibility
Life Skills:	Self-responsibility
TEKS:	Fine arts, language arts
Developmental Assets:	Positive values
Time:	30 to 45 minutes
Setting:	An area large enough for the groups to find their own space and spread out (tables preferred but not necessary)
Materials:	Large self-stick notes or large sheets of paper and markers

Do.....

- ❖ Divide the large group into smaller teams. If there are only a few individuals, allow everyone to work together. (Ideal group size is six people.)
- ❖ Ask each team to come up with a song representing the group as a whole (for a club, the song will be for the club; for an officer team, the song will be for the officer team, etc.).
- ❖ Appoint a leader in each group. The leader's only duty will be to make sure that **everyone else** has a job.
- ❖ At the end of the time allowed, bring everyone together to share the songs and reflect on them.

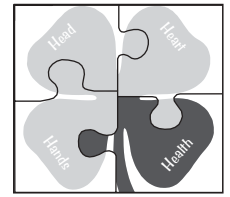
Reflect.....

- ❖ To the leaders:
 - How did it feel to make sure that everyone had a job?
 - Was everyone willing to take the job that you assigned?
 - What challenges did you face in finding something for everyone to do?
- ❖ To the group members:
 - How did you feel when you were assigned your task?
 - Did you think that your group worked effectively when everyone had a job?
- ❖ To everyone:
 - Why is delegation so important?
 - What happens when we don't delegate?



Apply.....

- ❖ How can we apply this activity to what we do in organizations/clubs/groups?
- ❖ Where is delegation most needed in our organization?
- ❖ How can we make delegation easier for our leaders?
- ❖ If we're leaders, how can we be more successful at delegating tasks?



Level 3: Space Invaders

Health

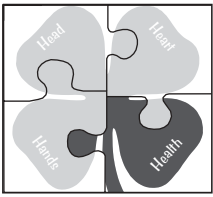
Self-Responsibility

Chapter 2

Objectives:	Youths will be able to: <ul style="list-style-type: none"> ❖ Identify positive teamwork and goal-setting skills ❖ Build trust within the group
Life Skills:	Self-responsibility
TEKS:	Health education and physical education, social studies
Developmental Assets:	Positive values
Time:	50 to 60 minutes
Setting:	A large area, either inside or outside, where students can move around an obstacle course
Materials:	<p>Fuel Cells: plastic cups filled with water (approximately 15 to 25 of each color (red, blue, green, yellow))</p> <p>Motion Detectors: approximately 40 tennis balls and cups; several mousetraps</p> <p>Crash Site:</p> <ul style="list-style-type: none"> • A boundary marker (chalk, tape, rope) • Unrelated spaceship components (pool noodles, PVC pipes, etc.) • Broken and empty fuel cells <p>Power Blocks:</p> <ul style="list-style-type: none"> • 10 larger containers (cans and/or plastic containers) in which water from the fuel cells can be poured (four marked “red,” three marked “green,” two marked “blue,” one marked “yellow”) • Power blocks can different sizes, but all power blocks of the same color must be the same size <ul style="list-style-type: none"> ◆ Since the goal is to build a power pack, the power blocks must be sized so that they can be stacked ◆ Power blocks must have a “full” line so the group will know when each power block is full <p>Eye Protection: bandanas (up to 8 for a group of 12)</p> <p>Alien Power Supply: additional large water container</p> <p>Fuel: water (probably 4 gallons)</p>

Pre-lesson Preparation.....

- ❖ Set up the “crash site.”
 - Mark off an approximately 10-x-15 yard area. (The crash site can be circular or triangular. Shape does not really matter.) The crash site should be large enough to preclude someone’s being able to walk across it while listening to a stationary person. Ensure that the crash site is reasonably free of hazards.
 - Place debris throughout the crash site. Include some fuel cells that are broken or empty.



Level 3: Space Invaders

Health

Self-Responsibility

Chapter 2

- Place motion detectors throughout the crash site. To use the tennis-ball-and-cup combination, turn each cup upside down and balance a tennis ball on it. Set mousetraps and distribute them throughout the crash site (no cheese is required; do not leave the mousetraps unattended outdoors, as you may inadvertently capture a squirrel).
- Place power blocks upright throughout the crash site.
- Label the alien power supply and place it near the crash site.
- Fill intact fuel cells with water and place them throughout the crash site.
 - ◆ To make sure there is enough water to fill the power blocks, first fill them, then pour the water into the appropriate cups. Fill as many extra cups as you would like; the more water group members have available, the more careless they can be without experiencing any consequences.
 - ◆ Feel free to place some of the fuel cells in precarious positions, for example, right next to a motion detector or piece of debris.

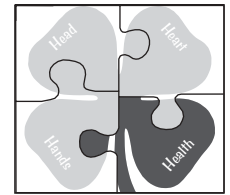
Do.....

❖ Give your group the following instructions:

- Your spaceship has crashed on a distant planet and has been damaged beyond repair. Luckily, all your expedition team members are safe, and you have been able to purchase a spaceship from the planet's somewhat hostile inhabitants. Unfortunately, they have no appropriate fuel cells that you can purchase, borrow or otherwise obtain and use. Furthermore, the aliens have placed motion detectors all around the crash site. Your team's only hope for a safe return is to gather intact fuel cells from the crash site and assemble them into a power pack that will allow the team to get back to Earth in the recently purchased spaceship. Your team must complete these tasks during the 30-minute window of opportunity that exists when the alien guards go to lunch, leaving the motion detection system the only security present at the crash site. The expedition engineer has reminded you that:
 - ◆ The broken fuel cells give off an extremely bright light. People inside the crash site must wear eye protection (blindfolds). Those who do not wear eye protection will be temporarily blinded and forced to sit out for 3 minutes to allow their eyesight to recover. People without blindfolds must stay outside the crash site boundary.
 - ◆ Anytime a motion sensor is set off, it must be reset; one fuel cell then must be used to tap into the aliens' power supply and stabilize the motion detection system to ensure that the guards do not suspect your team is at the crash site and return from lunch early.
 - ◆ There are four types of fuel cells. To facilitate their use, each fuel cell must be delivered to a designated location and placed into the appropriate power block. Fuel cells that are delivered to the wrong location cannot be used.
 - ◆ The power pack requires a base of four red power blocks, a second layer of three green power blocks, a third layer of two blue power blocks and a top section of one yellow power block. All the power blocks must be filled with fuel, and the entire power pack must be stable in order for the fuel to reach the spaceship's engines.

❖ For the facilitator:

- Let the group know when the aliens are scheduled to go to lunch, to provide the group with some time to plan before rushing into the activity.
- Make sure people in the crash site wear their bandanas. If you catch someone violating this rule, sit him/her out and make sure he/she does not contribute to the group for 3 minutes. Since he/she has been blinded, he/she can not serve as a guide for anyone until the 3 minutes are up.



Level 3: Space Invaders

Health

Self-Responsibility

Chapter 2

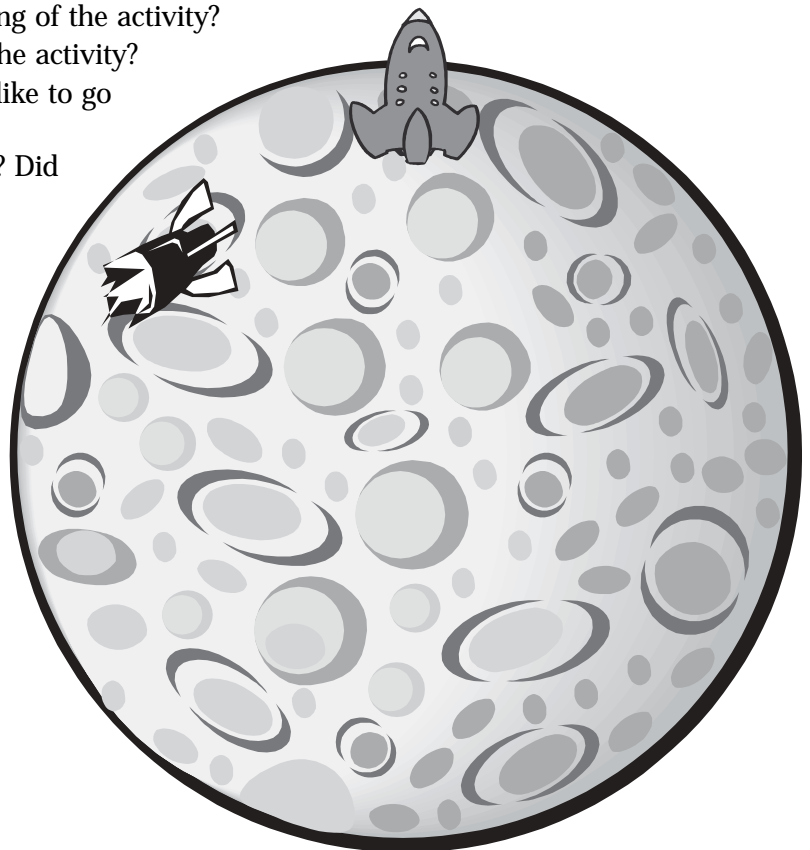
- If a motion sensor is set off, reset it and ask for a fuel cell. If the group does not provide a fuel cell, take the nearest one and pour it into the alien power supply. The group may or may not figure out that, in order to construct a functioning power pack, they may need to put some thought into which fuel cells they sacrifice.
- Unless you are asked, do not reveal the information that, other than the motion detectors, any item may be moved or taken out of the crash site. Let the group figure this out, as well as the fact that sighted people may pour the fuel from the cells into the blocks and can assemble the power pack outside the crash site.
- People may switch roles at any time.
- Fuel cells may be passed from hand to hand. As long as a sighted person has no point of contact in the crash site, he/she may handle any of the equipment. Sighted people may also touch blindfolded people in the crash site.
- People may walk around the entire crash site.
- Decide whether or not you will keep track of time for the group. Refusing to do so creates another role that must be filled. Once time is up, communicate this clearly—a count-down or warning is not necessary unless you are the timekeeper.

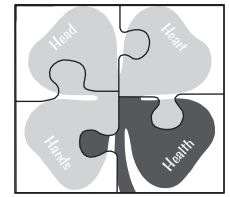
Reflect.....

- ❖ How did it feel to be blindfolded and have to trust someone to guide you?
- ❖ How did it feel to be guiding someone around from outside the “site”?
- ❖ Was it harder to be blindfolded or be one of the guides? Why?
- ❖ Did you trust each other at the beginning of the activity?
- ❖ Did that trust grow toward the end of the activity?
- ❖ If anybody changed roles, what was it like to go from one role to the other?
- ❖ Did the time limit make you try harder? Did the time limit make you nervous?
- ❖ Were you afraid to take on either role?

Apply.....

- ❖ How does this activity relate to working in a group?
- ❖ Why is it important that group members perform different tasks?
- ❖ How do we make sure that we fulfill our responsibilities to a group?





Level 4: Grapes or Garbage

Health

Self-Responsibility

Chapter 2

Objectives:	Youths will be able to: ❖ Identify how their actions and attitudes affect groups in which they participate
Life Skills:	Self-responsibility
TEKS:	Language arts
Developmental Assets:	Positive values
Time:	30 minutes
Setting:	An area with tables and chairs (for writing)
Materials:	Paper, pens, large note pads, markers and index cards

Do.....

- ❖ Ask the group to think about how they would answer this question (or any variation that might apply):
 - “What can you do or how can you act to ensure that you gain no benefit at all from this meeting/conference/activity?”
- ❖ Allow time for everyone to think about the question and to write individual answers on separate sheets of paper.
- ❖ After the allotted time has passed, have everyone come back together and share answers in a brainstorming session. Write the answers on large sheets of paper in front of the room.
- ❖ As soon as answers begin to die down, put up another paper and challenge the group to turn the negatives on the first page to positives.
 - For example, “play with my Palm Pilot” would become “put my Palm Pilot away and keep it turned off.” (You don’t have to do all of the examples; just a few will do.)
- ❖ When you’re done with the examples, challenge group members each to pick three negatives and turn them to positives.
 - Once they have turned their negatives to positives, have them fold their index cards into tents and write their three positives on their cards.
 - Have them place the cards in front of them at their tables to be reminded all day of their three positives.

Reflect.....

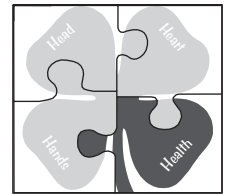
- ❖ Why do we allow negative behaviors to get in the way of our learning?
- ❖ Why is it important to be aware of negative behaviors?
- ❖ Do our behaviors influence others? How so?

Apply.....

- ❖ How can this activity assist you in future meetings?
- ❖ Why is it important to recognize negative behaviors and to turn them around?
- ❖ How can we make sure that our behaviors will positively influence our group?



Character



“Character is what you are in the dark.”
Unknown

Purpose
To learn and live the positive traits of a person of good character.

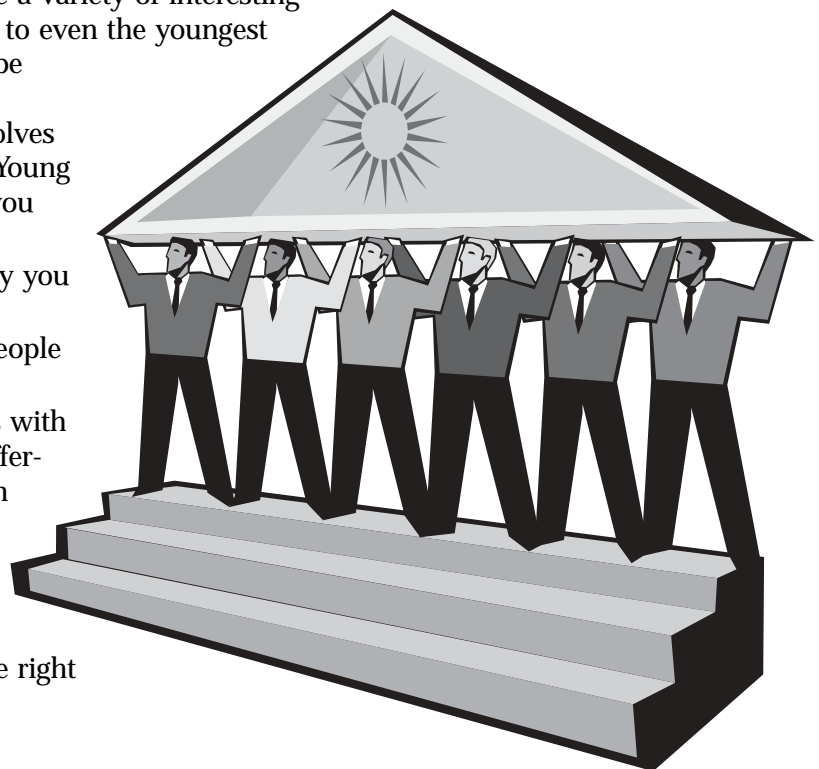
Objectives
Youths will:
❖ Learn and live the Six Pillars of Character emphasized by Texans Building Character

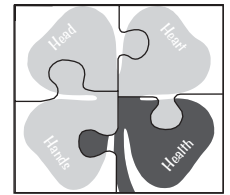
Background Basics
Character education may begin at home, but it’s reinforced by schools, communities and the larger environment. Thus, character education is everybody’s business. Youths often see examples of unethical behavior from professional athletes, musicians and entertainers or ordinary people in their communities or families. Parents, educators and youth leaders agree: we need to help youth to understand that character counts.

Character education is meant to supplement and enhance parental or religious efforts to instill ethical values and good character, not to replace these efforts. Character education is based on common ethical values that transcend political, religious, socioeconomic and cultural differences. For example, the Josephson Institute of Character lists the “six pillars” of character as trustworthiness, respect, responsibility, fairness, caring and citizenship.

Although these pillars of character may sound like broad and abstract concepts, parents, volunteer leaders, teachers and other caring adults can use a variety of interesting and fun curriculum materials to teach them to even the youngest children. Basic character concepts that can be taught at all age levels include:

- ❖ **Trustworthiness.** Trustworthiness involves honesty, promise-keeping and loyalty. Young people can learn that Honesty means you speak the truth.
- ❖ **Promise-keeping** means that if you say you will do something, then you do it.
- ❖ **Loyalty** means you protect and help people who are special to you.
- ❖ **Respect.** Respectful people treat others with consideration and accept individual differences, whether on the playground or in the workplace.
- ❖ **Responsibility.** Children can learn that responsible people take action. Responsible people can be depended on to do the right thing, even when the right thing is hard to do.





Level 1: Shapes of Character

Health

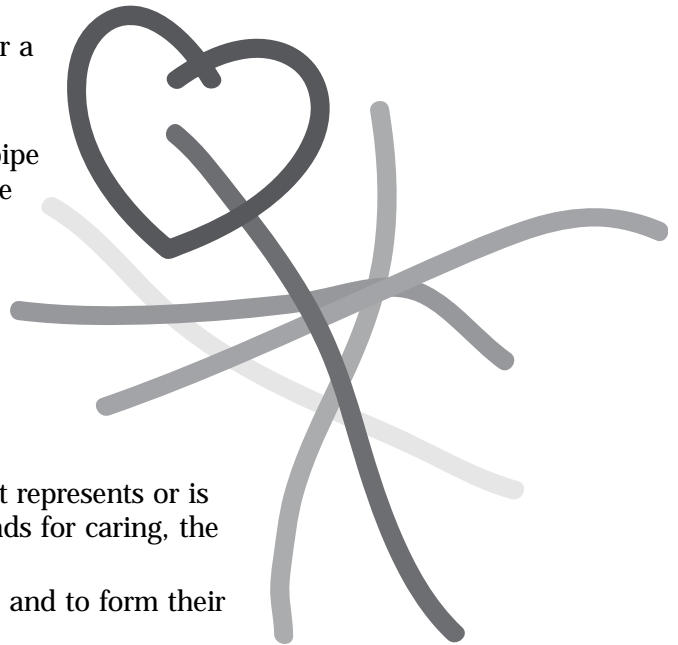
Character

Chapter 3

Objective:	Youths will be able to: ❖ Identify and define the six pillars of character
Life skills:	Character
TEKS:	Fine arts, language arts
Developmental Assets:	Positive values
Time:	20 minutes
Setting:	Classroom or meeting room
Materials:	Pipe cleaners or modeling clay (blue, yellow, green, orange, red, purple)

Do.....

- ❖ Divide the group into teams of two or three members each.
- ❖ Provide each team with one to five pipe cleaners or a container of modeling clay in one of the six colors listed above.
- ❖ Tell the participants that the color of their team's pipe cleaners or modeling clay corresponds to one of the six Pillars of Character:
 - Blue – Trustworthiness
 - Yellow – Respect
 - Green – Responsibility
 - Orange – Fairness
 - Red – Caring
 - Purple – Citizenship
- ❖ Have each team form its object into something that represents or is descriptive of its assigned pillar (e.g, since red stands for caring, the team could form a heart).
- ❖ Provide time for the teams to decide what to make and to form their objects.
- ❖ Have the teams share what they formed and how it relates to a specific pillar.



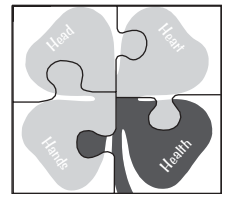
Reflect.....

- ❖ Discuss the teams' representative shapes for each of the six pillars.
- ❖ How easy or difficult was it to choose something that related to your assigned pillar?
- ❖ Why did your group choose to form the shape you chose?

Apply.....

- ❖ What does this activity tell us about being a person of character?
- ❖ How can we as individuals be people of character?

Level 2: Circle of Character



Health

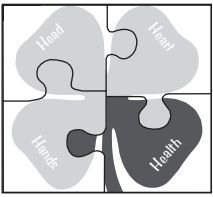
Character

Chapter 3

Objective:	Youths will be able to: ❖ Identify and define the six pillars of character
Life skills:	Character
TEKS:	Social studies
Developmental Assets:	Positive values
Time:	20 minutes
Setting:	Any open area, indoors or outdoors
Materials:	Paper and writing instrument for each group

Do.....

- ❖ Divide youths into six groups.
- ❖ Assign one of the six pillars (trustworthiness, respect, responsibility, fairness, caring, citizenship) to each of the six groups.
- ❖ Have the participants work in their groups to define their assigned character characteristics, using their own words.
- ❖ Allow time for the groups to work. Have a representative from each group share what the group decided.
- ❖ Have all of the participants line up single-file. Starting with the first person in line, number the individuals from one to six, then numbering the next individuals in line from one to six again, until everyone in line has been assigned a number from one to six.
- ❖ Tell the participants that their number represents one of the pillars.
 - Ones - Trustworthiness
 - Twos - Respect
 - Threes - Responsibility
 - Fours - Fairness
 - Fives - Caring
 - Sixes - Citizenship
- ❖ Have the participants turn to face the back of the person in front of them in line. Have the line wrap around so that the first person in line is facing the back of the last person in line, forming a circle. Have the individuals move in to tighten the circle.
- ❖ Announce to the group that when you give the signal, they are going to sit down on the legs of the person behind them. The group is to remain seated for a few seconds until you tell them to stand up. Proceed and allow the group to successfully complete the task.
- ❖ Have everyone in the circle stay exactly where he/she is, except for all of the people assigned the number one (trustworthiness). Remove the ones and do not allow the circle to adjust.
- ❖ Have the group attempt to repeat the task of sitting down as a circle. This should be more difficult; the group may fall down. If they are successful, continue to remove pillar groups until the group cannot (or refuses to) sit down.



Level 2: Circle of Character

Health

Character

Chapter 3

Reflect.....

Discuss the groups' definitions for the six pillars.

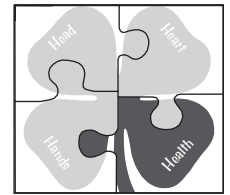
How easy was it to sit down the first time?

How easy did it become as we removed pillar groups?

Apply.....

- ❖ What does this activity tell us about being a person of character?
- ❖ How can we as individuals be people of character?
- ❖ How can we help each other exhibit good character?





Level 3: People of Character

Health

Character

Chapter 3

Objective:	Youths will be able to: ❖ Identify positive and negative character traits
Life skills:	Character
TEKS:	Social studies, language arts
Developmental Assets:	Positive values
Time:	20 minutes
Setting:	Classroom or meeting room
Materials:	Flip-chart, message board, markers

Do.....

- ❖ Have the participants think of a person who they feel exhibits “good” character. (The person can be someone they know or a historic/public figure.)
- ❖ Have the youths write down their chosen person’s positive character traits or examples of good character.
- ❖ Have youths share their ideas. Record their responses on the flip-chart or message board in front of the group.
- ❖ Follow the same procedures, except this time have the youths think of a person who they feel exhibits “poor” character.
- ❖ Have the youths compare and contrast the two lists of characteristics or examples.

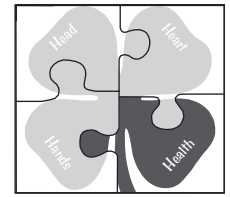
Reflect.....

- ❖ Discuss the groups’ list of characteristics or examples.
- ❖ How easy or difficult was it to identify characteristics of “good” character? Of “bad” character?

Apply.....

- ❖ What does this activity tell us about being a person of character?
- ❖ How can we as individuals be people of character?





Level 4: In the News

Health

Character

Chapter 3

Objective:	Youths will be able to: <ul style="list-style-type: none"> ❖ Identify traits and examples of good character ❖ Identify ways in which the media communicate a person's character
Life skills:	Character
TEKS:	Social studies
Developmental Assets:	Positive values
Time:	30 minutes
Setting:	Classroom or open meeting area
Materials:	Paper and writing instrument for each group; recent newspapers

Do.....

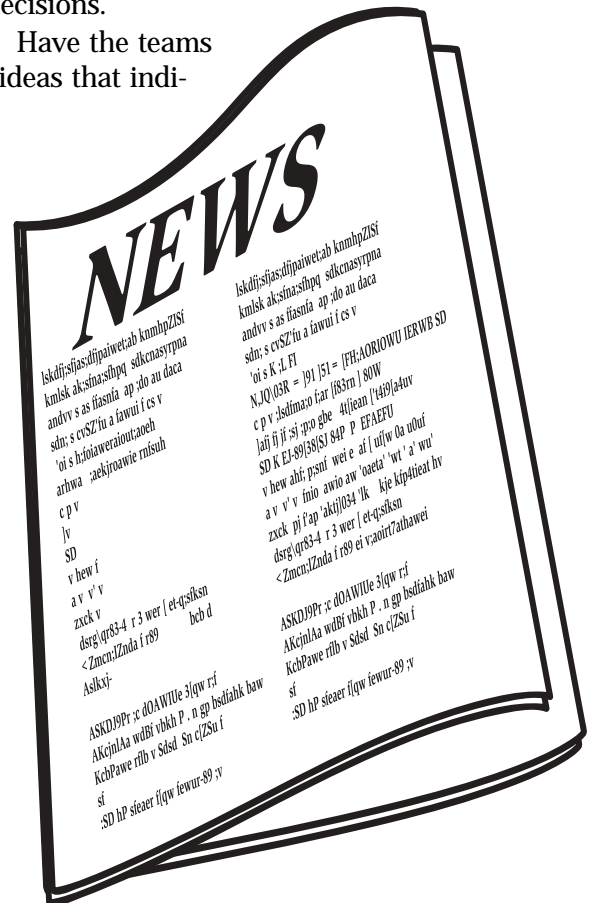
- ❖ Divide the group into teams of two or three persons.
- ❖ Provide newspapers for each of the teams.
- ❖ Have the teams search the newspapers for examples of people exhibiting good character and examples of people making questionable decisions.
- ❖ Have the teams decide on one example in each category. Have the teams review their examples, noting specific words, phrases or ideas that indicate good character or poor decisions.
- ❖ Have the teams share their two examples.

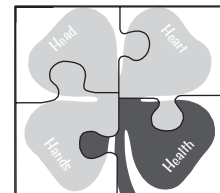
Reflect.....

- ❖ What were the articles about?
- ❖ Was it easier to find examples of good character or of poor decisions? Why?
- ❖ Where the examples of “famous” people or everyday people?
- ❖ Are “famous” people held to higher standards?

Apply.....

- ❖ What can you do to affect how character is reported in the media?
- ❖ What does this activity tell us about being a person of character?
- ❖ How can we as individuals be people of character?
- ❖ How can we help each other exhibit good character?





Visioning

“The only kind of leadership worth following is based on vision.”
Max De Pree

*“In the end, it is important to remember that we cannot become
what we need to be by remaining what we are.”*
Max De Pree

Purpose
Youths will understand the importance of looking toward the future as individuals, as team members and as leaders.

Objectives
Youths will be able to:
❖ Set a personal vision
❖ Cooperate to form a group vision
❖ Identify how leaders create and express their visions

Background Basics
No one knows with certainty what the future holds. However, visionary leaders understand the importance of examining trends, anticipating possibilities and preparing their organizations to confront the future.

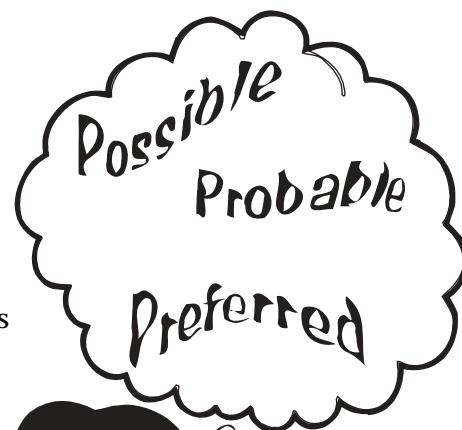
Visionary leaders see three futures:
❖ **The possible** - what could happen
❖ **The probable** - what is likely to happen
❖ **The preferred** - what they would like to happen

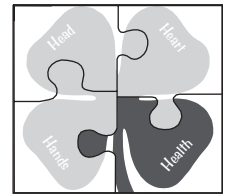
Leaders face the challenge of making the preferred future probable.

Our world is always changing. Technology, products and services advance daily. Teams and organizations must learn to adapt. Leaders help them do so.

Leaders value self-understanding and personal vision. Good leaders help their teams or organizations develop group visions. Great leaders can articulate group visions and anticipate change.

As you develop into a visionary leader, remember that while you cannot predict the future, you can study it.





Level 1: My Own Crystal Ball

Health

Visioning

Chapter 4

Objectives:	Youths will be able to ❖ Identify and articulate short-term and long-term goals
Life Skills:	Critical thinking
TEKS:	Language arts
Developmental Assets:	Positive identity
Time:	30 to 45 minutes
Setting:	An area where youths can be comfortable and have their own “space” while identifying individual goals
Materials:	Paper and writing utensils

Do.....

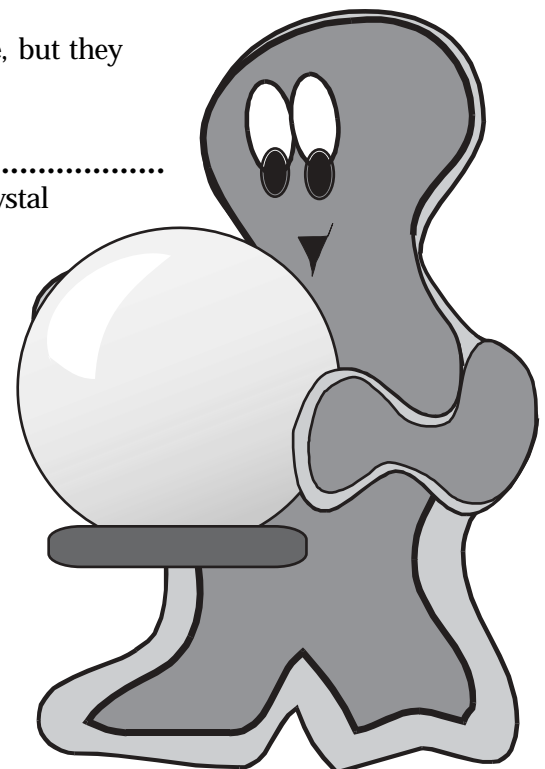
- ❖ Hand out at least two sheets of paper to each person.
- ❖ On each sheet, have them draw a crystal ball. Their crystal balls can be as simple or as elaborate as they wish.
- ❖ Have them label one sheet “Short-Term” and the other, “Long-Term.”
- ❖ On the sheet labeled “short-term,” have each individual list at least five of the following:
 - Goals that they want to accomplish in 3 to 6 months OR
 - Things they would like to try OR
 - Any combination of the two
- ❖ Have them do the same for the long-term goals sheet.
- ❖ Individuals can list more than five items if they would like, but they must have at least five.
- ❖ Bring everyone back together to share their lists.

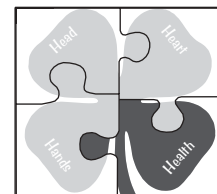
Reflect.....

- ❖ Ask each person to share what he/she has listed in the crystal ball.
- ❖ Why did you pick the things that you picked?
- ❖ Why did you decide to put things in the long-term category versus the short-term category, or vice-versa?
- ❖ Why is it important to identify our goals?

Apply.....

- ❖ What can you do to make your vision a reality?
- ❖ Why is it important to look toward the future?
- ❖ How can we help each other to attain our goals?
- ❖ Why is it important to help one another reach our goals?





Level 2: Group Vision

Health

Visioning

Chapter 4

Objectives:	Youths will be able to ❖ Identify and articulate a vision for their group ❖ Combine goals of each individual to develop a group vision
Life Skills:	Critical thinking
TEKS:	Language arts
Developmental Assets:	Positive identity
Time:	30 to 45 minutes
Setting:	An area where youths can be comfortable and have their own “space” while identifying individual goals, then come together to formulate group goals
Materials:	Paper and writing utensils for each individual, large self-stick notes or newsprint and markers for the group project

Do.....

- ❖ Hand out paper to each person.
- ❖ Have each person answer the following: “If your group was the best it could be, what would your group be like, look like, do, not do, etc.?”
- ❖ Bring everyone back together to share responses.
- ❖ Now tell all the youths to combine their individual ideas into five group statements of what they want their group to be like.
- ❖ Then tell the youths to think of ways to make this group vision a reality. Have them discuss specific actions to accomplish the five statements.
- ❖ Bring the group back together to present their visions and plans to advisors, leaders, parents and friends

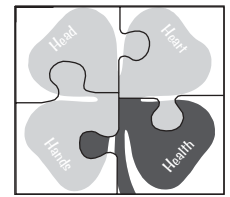
Reflect.....

- ❖ Why did you identify the things that you did? Why are these important to a successful group?
- ❖ Ask the group to talk about the group vision.
 - Was it hard to combine individual ideas into a group vision?
 - Why is it important to have a group vision?
 - Why should everyone be involved in developing the group vision?



Apply

- ❖ How do we make this vision a reality?
- ❖ How does this activity affect our group?



Level 3: My Vision

Health

Visioning

Chapter 4

Objectives:	Youths will be able to ❖ Identify and articulate their desires for the future ❖ Identify reasons behind each desire
Life Skills:	Critical thinking
TEKS:	Language arts
Developmental Assets:	Positive identity
Time:	60 to 75 minutes
Setting:	An area where individuals can be comfortable and have their own “space” while identifying their goals
Materials:	Pencils/pens, markers, construction paper, old magazines, glue, scissors and glitter (Anything else that could be used to make each display as creative as possible!)

Pre-lesson preparation.....

- ❖ Gather and set up all of the materials in the meeting room

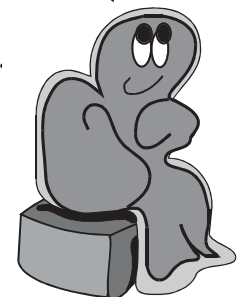
Do.....

- ❖ Have everyone sit down. Give each person a large sheet of construction paper.
- ❖ Give the following instructions:
 - By pasting phrases and photos from the magazines onto your construction paper, create a collage of your vision for the future. Your collage should represent:
 - ◆ Who you are
 - ◆ What you want in a house/car/gadgets, etc.
 - ◆ What you want to do professionally
 - ◆ What kind of community you would like to live in
 - ◆ What kind of family you would like to have
 - ◆ What you would like to do with your free time
 - ◆ What you believe to be your purpose in life
- ❖ Allow for time to be creative. Encourage students to reach beyond their normal boundaries.
- ❖ Bring everyone back together at the end to share the creations.



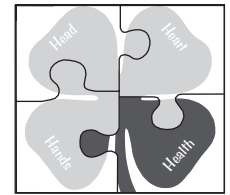
Reflect.....

- ❖ Ask each person to share his/her vision.
- ❖ Why did you pick the things that you picked?
- ❖ Why is it important to look toward the future?



Apply.....

- ❖ How can we apply this activity to your future?
- ❖ How do you make your vision of the future a reality?
- ❖ How can we help each other to attain our visions?



Level 4: "I Have a Dream"

Health

Visioning

Chapter 4

Objectives:	Youths will be able to: ❖ Identify aspects of a shared vision ❖ Effectively articulate a vision
Life Skills:	Critical thinking
TEKS:	Language arts
Developmental Assets:	Positive identity
Time:	30 to 45 Minutes
Setting:	Classrooms, club meetings or workshops/trainings
Materials:	Copies of the "I Have a Dream" speech (optional: video or audio tape of the speech)

Do.....

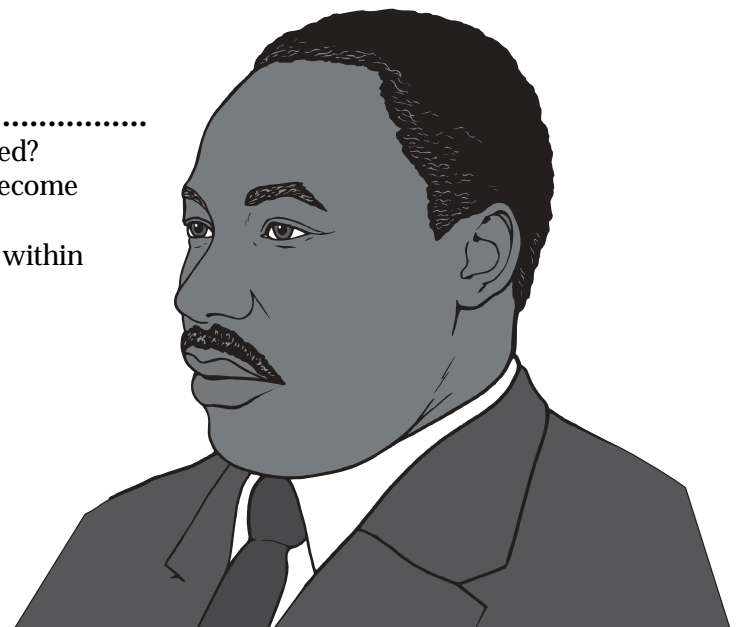
- ❖ Participants may work independently, in pairs or in small groups.
- ❖ Provide each participant or group with a written excerpt of Martin Luther King Jr.'s "I have a Dream" speech.
- ❖ As youths read the speech (a video or audio tape of the speech could also be used), ask them to identify words, phrases or concepts that:
 - Illustrate a shared vision or common goals
 - Invoke a feeling of cooperation
 - Look towards the future

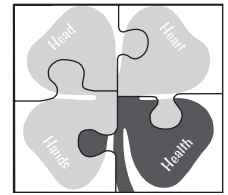
Reflect.....

- ❖ Have the entire group discuss their findings. Ask for participants to volunteer to share what they found in the speech.
- ❖ How does this activity relate to visioning?
- ❖ How did Dr. King relay his vision?

Apply.....

- ❖ Do you believe the "dream" has been realized?
- ❖ What can you do to help "The Dream" to become reality or to stay alive?
- ❖ What can you do to become more involved within your own community?





"I HAVE A DREAM"

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

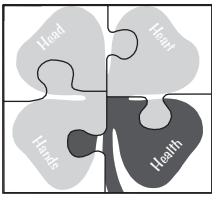
I have a dream today.

I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plains, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith with which I return to the South. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.



This will be the day when all of God's children will be able to sing with new meaning, "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring."

And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snow-capped Rockies of Colorado!

Let freedom ring from the curvaceous peaks of California!

But not only that; let freedom ring from the Stone Mountain of Georgia!

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of that old Negro spiritual, "Free at last! Free at last! Thank God almighty, we are free at last!"

M.L. King, Jr., "I Have A Dream," in C.S. King (ed.), *The Words of Martin Luther King, Jr.* (New York: Newmarket Press, 1983), 95-98.



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