Unlock Your Leadership Potential

A Leadership Project Guide
CREDITS AND ACKNOWLEDGMENTS

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Unlock Your Leadership Potential

A Leadership Curriculum for 12-18 Year Olds

The new Florida 4-H Individual Development curriculum, SHARING OUR WORLD, recognizes leadership, citizenship, and communication as important skills in the development of young people and for their preparation for the working world. The 4-H Leadership program provides an opportunity for young people to practice a variety of life skills while learning subject-matter including communication, getting along with others, making decisions, understanding different teaching methods and learning styles, managing resources and people, and working with groups.

UNLOCK YOUR LEADERSHIP POTENTIAL is the 4-H Leadership Curriculum that is designed to help 12-18 year old youth learn and practice leadership skills. Additional curricula packages will be designed in other age ranges for sequential advancement in the leadership program. The Florida 4-H Leadership curriculum has eight major foci:

- **What is Leadership?:** defining and understanding leadership.
- **Understanding Self:** discovering personality traits and how they relate to leadership.
- **Communication:** learning communication skills necessary for effective leadership.
- **Getting Along With Others:** improving interpersonal relationships.
- **Learning to Learn:** understanding different teaching methods and learning styles.
- **Making Decisions:** learning effective decision making methods for individuals and groups.
- **Managing:** knowing how to manage resources and people.
- **Working With Groups:** practice working with others and leading a group.

Basic leadership knowledge and skills are essential for success in almost any field. Even though one may not be president of a club or the director of a project, skills associated with leadership are helpful, if not necessary, when working within a group. More and more often, employers look for leadership ability in the persons they hire. An investment in young people's knowledge and understanding of effective leadership is important; that is why leadership is a priority within the 4-H Individual Development curriculum. By assisting the development of leadership skills in today's youth, we are improving their ability to face the challenges of the future.
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Teaching Outline

Background Basics

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3. Member Motivation
4. Shoe Tying Teams
5. Traffic Jam!
6. Team Metaphors
7. Role Revelation
8. Trust Me!
9. Lean On Me
10. Trust Shapes
11. Puzzled Groups
12. Construction Competition
13. Teams and Towers
14. Battle Of The Sexes
15. Bouncing Balls
16. Headbands
About UNLOCK YOUR LEADERSHIP POTENTIAL...

The development of this 4-H Leadership Project was driven by two basic principles:

1. Learning about leadership can be fun! The project guide provides fun, interactive, and educational activities that teach youth major leadership concepts including communication, making decisions, working with groups, getting along with others, and managing people and resources.

2. 4-H volunteer teaching activities must be ready-to-use. This project includes projects, experiments, role plays, case studies, games, and activity sheets needed to conduct leadership activities in an easy-to-use format. It was designed to be teacher friendly and takes much of the guesswork out of teaching this subject.

AGE OR GRADE LEVELS

This project was developed for youth ages 12-18. Both group and individual activities encourage participation and action in all aspects of this program. Because of the large age range, teachers and volunteers are encouraged to select learning activities that are most suitable to their youth, as some activities are more advanced than others. Youths’ individual leadership experience and level should be considered when selecting activities. The overall intent is to facilitate learning and to spark creativity in both teachers and youth.

CONTENTS

The following are components of the UNLOCK YOUR LEADERSHIP POTENTIAL in this project:

- LEADER’S GUIDE - This leader guide contains a complete, easy-to-read outline for lessons. Each lesson provides a variety of activities that can be conducted depending upon the time frame devoted to this project. Each lesson is prefaced with a lesson outline and the BACKGROUND BASICS that help you focus on the overall concepts and desired outcomes. Each lesson concludes with discussion questions or activities for youth to REFLECT and APPLY the knowledge and skills they have gained.

- UNLOCK YOUR LEADERSHIP POTENTIAL ACTIVITIES - creative projects, experiments, role plays, case studies, and competitions are just a few of the activities found in the leader's guide.

- UNLOCK YOUR LEADERSHIP POTENTIAL CERTIFICATE - for your convenience a "camera-ready" certificate is designed to be used as appropriate for recognition of completion of the project activities. A family night or club exhibition would be a great place for youth to show and tell of their many learning experiences and a great place for leaders to recognize youth!

- EVALUATION TOOLS - Tools to support this project evaluation can be found at the Florida 4-H web site: http://florida4h.org/staff/evaluation.shtml
LESSON PROFILES
A brief description of the eight UNLOCK YOUR LEADERSHIP POTENTIAL Lessons:

LESSON 1 - WHAT IS LEADERSHIP?
Assisting youth in their understanding of leadership is the purpose of Lesson 1. Youth will create personal definitions of leadership in Activity 1 and explore characteristics of leaders in Activity 2. Comparing and discussing perceptions of leadership is the objective of Activity 3, while Activity 4 enables youth to identify their own personal leadership style.

LESSON 2 - UNDERSTANDING SELF
Before we can be effective leaders, we must first understand our personality traits and how those affect our leadership abilities. When we know ourselves, we can maximize our positive traits while working to improve our weaker areas, which helps us to achieve our leadership potential. Activities 1-4 assist youth in identifying their personality traits and determining their personality style. Creating an awareness of self-esteem and building confidence are the objectives of Activities 5-8. Activities 9-11 concentrate on individual values and how they affect the decisions we make and our actions in different situations.

LESSON 3 - COMMUNICATION
Public speaking isn’t the only type of communication leaders use! The purpose of this Lesson is to improve the leader’s communication competency in all areas. Activities 1 and 3-5 teach youth the importance of nonverbal cues (facial expressions, hand movements, and eye contact) in communication. Listening is the focus of Activities 2, 6, and 9, while improving interpersonal communication and relationships is discussed in Activity 8. Leading group discussions is practiced in Activity 7, and Activities 10-13 concentrate on public speaking training and tips. Youth can sharpen their interview skills in Activity 14, while different types of mass communication skills (advertising, creating public service announcements, and reporting) are taught in Activities 15-17.

LESSON 4 - GETTING ALONG WITH OTHERS
Improving interpersonal relations is the focus of Lesson 4. Activities 1-4 teach youth the importance of belonging to a group and affirming others. Discussing diversity and the effect of stereotypes is the purpose of Activities 5-7. Because of different backgrounds and values, conflict is almost inevitable when working with others. Activities 8 and 9 discuss the nature of interpersonal conflict, while Activities 10 and 11 teach effective communication techniques for those involved in conflict situations. Activities 12-15 allow youth to role play and discuss conflict situations and methods of resolution.
LESSON 5 - LEARNING TO LEARN
Leadership often requires teaching and learning from others, and there are many different ways in which we can do this. Different learning styles and teaching methods are discussed in Activities 1-4. Activity 5 allows youth to compare the use of different resources in finding information, while Activities 6-8 explore different ways of retrieving information from others in formal situations such as meetings, interviews, and speeches. Giving clear directions, following instructions, and learning by doing (such as in demonstrations) are covered in Activities 9-11. Problem-solving as a method of learning is used in Activities 12-14, and the sandwich technique of constructive criticism is taught in Activity 15.

LESSON 6 - MAKING DECISIONS
Effective leadership requires the ability to make sound decisions, individually and in groups. Often our values play an important role in the decisions we make. Activities 1 and 4 allow youth to examine their personal values while making decisions, while ethics in leadership and decision making are the central ideas in Activities 2 and 3. Activities 5 and 6 require youth to defend decisions made based on their personal value systems. As an introduction to the remainder of the Lesson, different group decision-making methods are taught in Activity 7, and the democratic form of decision-making (voting) is explored in Activity 8. Youth will practice achieving consensus in Activities 10-14.

LESSON 7 - MANAGING
Leaders must be able to manage resources, including people! Activity 1 teaches youth how to recognize available resources. Time management is discussed in Activities 2-4, while stress awareness is the focus of Activity 5. Activities 7 and 8 discuss delegating responsibility, and goal setting is taught in Activity 8. Youth are able to practice financial management in Activities 9 and 10. Lastly, learning how to run productive meetings and Parliamentary Procedure are the themes of Activities 11-14.

LESSON 8 - WORKING WITH GROUPS
Without a group, how can one be a leader? Lesson 8 focuses on effective methods for working with groups. Motivating self and others are the themes of Activities 1-3, while individuals’ roles within groups are explored in Activities 7 and 16. The concept of teamwork is introduced in Activities 4-6, and the importance of trust in establishing a positive group environment is examined in Activities 8-10. The effects of competition, gender, and communication on group climate are determined in Activities 11-15.
INSTRUCTIONAL MATERIALS Needed for Learning Activities

General Supplies Needed
- flip chart or dry erase board
- markers
- scissors
- pens/pencils
- tape
- index cards
- bowls or baskets
- scissors
- tape
- index cards
- three different dictionaries
- pens/pencils
- flip chart or dry erase board
- markers
- bowls or baskets
- scissors
- tape
- index cards

The following list provides you with a quick summary of all the supplies needed to conduct the multiple activities in the lessons. Specific requirements for each activity are listed within each lesson.

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<th>Supplies Needed</th>
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<tbody>
<tr>
<td>Lesson 1</td>
<td>index cards&lt;br&gt;three different dictionaries&lt;br&gt;flip chart or dry erase board&lt;br&gt;markers&lt;br&gt;pens/pencils&lt;br&gt;bowl or basket&lt;br&gt;scissors</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pens/pencils&lt;br&gt;flip chart or dry erase board&lt;br&gt;small bags with candy&lt;br&gt;markers&lt;br&gt;watch or timer&lt;br&gt;scissors</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pens/pencils&lt;br&gt;flip chart or dry erase board&lt;br&gt;markers&lt;br&gt;pens/pencils&lt;br&gt;paper (regular and colored)&lt;br&gt;TV/VCR&lt;br&gt;watch or timer&lt;br&gt;podium (regular or table top)&lt;br&gt;bell or other noise maker&lt;br&gt;glue&lt;br&gt;envelopes&lt;br&gt;poster board&lt;br&gt;scissors</td>
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<tr>
<td>Lesson 4</td>
<td>empty bottle (2-liter)&lt;br&gt;flip chart or dry erase board&lt;br&gt;markers&lt;br&gt;paper (regular and colored)&lt;br&gt;tape&lt;br&gt;pens/pencils&lt;br&gt;scissors&lt;br&gt;watch or timer&lt;br&gt;TV/VCR&lt;br&gt;recording of popular TV show</td>
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<td>Lesson 5</td>
<td>flip chart or dry erase board&lt;br&gt;markers&lt;br&gt;pens or pencils&lt;br&gt;poster board&lt;br&gt;use of library&lt;br&gt;2 knives, jar of peanut butter, jar of jelly, loaf of bread, pair of panty hose, pitcher of water, cup, salt, salt shaker&lt;br&gt;small paper bags filled with different items: 1. scissors, paper 2. hole puncher, paper 3. hammer, nail, piece of wood 4. needle, thread, fabric 5. bowl, egg, egg beater 6. shoe, shoelace 7. picture, picture frame 8. bolt, nut 9. stapler, two pieces of paper 10. glue, glitter, paper&lt;br&gt;index cards&lt;br&gt;paper bags</td>
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<tr>
<td>Lesson 6</td>
<td>scissors&lt;br&gt;watch or timer&lt;br&gt;flip chart or dry erase board&lt;br&gt;markers&lt;br&gt;pens/pencils&lt;br&gt;paper&lt;br&gt;poster board</td>
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<tr>
<td>Lesson 7</td>
<td>pens/pencils&lt;br&gt;flip chart/dry erase board&lt;br&gt;markers&lt;br&gt;scissors&lt;br&gt;telephone book&lt;br&gt;telephone access</td>
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<td>Lesson 8</td>
<td>pens/pencils&lt;br&gt;2 $1 bills&lt;br&gt;markers&lt;br&gt;flip chart or dry erase board&lt;br&gt;small prizes (candy, pencils, etc.)&lt;br&gt;scissors&lt;br&gt;shoes with laces&lt;br&gt;paper plates&lt;br&gt;blindfolds&lt;br&gt;tape&lt;br&gt;items to make a sandwich (bread, mustard, lunch meat, cheese, etc.)&lt;br&gt;rope&lt;br&gt;paper bags&lt;br&gt;puzzles (approximately 50 pieces)&lt;br&gt;index cards&lt;br&gt;styrofoam blocks&lt;br&gt;toothpicks&lt;br&gt;watch or timer&lt;br&gt;paper&lt;br&gt;poster board&lt;br&gt;glue&lt;br&gt;paper clips&lt;br&gt;three tennis balls&lt;br&gt;three buckets</td>
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About Working with 12-18 Year Olds in Leadership Activities…

These project activities provide a wealth of opportunities for the growth and development of youth of this age. The activities are “natural” in the sense that they provide fun learning experiences for youth and simultaneously help them with many social and group interaction skills being encountered during adolescent and teen years. Here are just a few ways they can benefit from these activities:

- developing confidence in their leadership potential and their own sense of identity.
- improving self-esteem in themselves and others.
- enhancing their communication skills (nonverbal, listening, written and oral communication) in sharing, reflecting, and discussing.
- understanding the importance of diversity and improving their ability to relate to others.
- learning effective decision-making methods and experience problem-solving situations.
- practicing managing different types of resources.
- learning group social skills.

As you will discover, you will not only be teaching youth leadership skills, but you will be helping them develop mentally and socially.

In working with youth, however, here are a few reminders that can make the project activities more successful for them and you.

- Offer feedback when appropriate during discussions. Draw from your own experiences as a leader or member of a group to spark discussions. Youth need active interaction with adults...listening, responding, and positive feedback. Remember you are a role model for them!
- Plan for a variety of activities, or break an activity into several short steps, to keep their attention. Be observant. Youth can respond differently to certain activities; if an activity is boring them, move on to something else. Remember that different youth learn in different ways.
- Plan activities according to the level of leadership experience the youth have had and not according to age. Some 12- or 13-year-olds may have already held a number of leadership positions within their club, while some 17- and 18- year-olds may be unfamiliar with leadership. Just because someone is younger or older doesn’t mean that they are any more or less familiar with leadership.
- Many youth of this age group are already thinking of future careers. Discuss how leadership skills relate to different professions. Stay on the lookout for articles or stories on the importance of leadership and share them.
THE EXPERIENTIAL PROCESS...Steps and Techniques

The 4-H Program has a long history of providing for a cooperative teaching-learning process between adults and youth. The activities in each project lesson strive to involve young people in experiences that require them to interact, analyze, question, reflect and transfer what they have learned to personal application. The activity comes first, the "learning" comes from the "discovery" of new knowledge and skills as a result of the experience. This is the 4-H "learn-by-doing" process. However, to end with the experience without building upon it through REFLECTING and APPLYING does not help the young person understand the significance of what he/she saw, heard, or did. It is the transfer of this significance from one experience to another that helps young people apply their "learning" in future situations.

DO Each lesson topic identifies the activity or series of activities to DO involving youth in a common EXPERIENCE.

REFLECT At the conclusion of the activity(ies), allow time for the youth to REFLECT (share and process) what they learned from the experience. Each lesson guide outlines some key questions to assist you in this process.

APPLY Help youth to APPLY their new knowledge and skill to real life situations. You can do this by helping them to identify key principles that are important for future decisions or personal action. Again, each lesson has outlined a few questions to direct this process.

Steps
This model illustrates the cooperative teaching-learning process that is the goal of 4-H curricula. A further description of the steps in the process may be helpful as you become an active participant in UNLOCK YOUR LEADERSHIP POTENTIAL!

Experience - Begin with concrete experience. This can be an individual activity or a group experience, but it involves "doing something." The learning experience will most likely take place when the experience is unfamiliar or a first-time activity for the learner, pushes the learner beyond any previous performance levels, is uncomfortable, and includes the risk of failure.

Share - Next, get the participant(s) to talk about the experience. Share reactions and observations. Let the group talk freely. Acknowledge ideas; listing them visually is helpful. Allow time for volunteers to share responses. Encourage group members to answer questions posed by others. Avoid having the leader answer questions.

Process - Discuss how themes, problems and issues are brought out by the exercise. Speak to specific problems and issues that the group discovers from the exercise or recalls from personal experiences. Look for recurring themes and write them on the newsprint. Have small groups discuss and report back, have a panel discussion, or generate ideas individually on 3” x 5” cards.
Generalize - Find general trends or common truths in the experience. Draw out and identify the principles that are important, that apply to "real life," not just the activity. This focuses on the key messages. List key terms that capture the lessons. Identify situations where the principles apply.

Apply - Concentrate on how the new learning can be applied to everyday situations. Discuss how issues raised by this activity can be useful in the future. Describe how more effective behaviors can grow out of what is learned. Write personal goals for behavior changes, take turns solving problem situations in groups of two or three, or role-play situations that show how new behavior is learned. Each individual should feel a sense of ownership for what is learned.

Experiential Learning Model

**Techniques**

**Use a Variety of Activities**
You might consider any one or a combination of the following: tours, interviews, judging, games, pantomimes, skits, puzzles, demonstrations, problems to solve, experiments, using a specific tool, systematic observations, creating a product, visualization, brainstorming, group initiatives, case studies, simulations, surveys leading to an event or activity, or sharing and presenting to others through talks and exhibits.

**Develop Questions to Ask**
The types of questions asked will vary with the activity, some questions may relate to the content but must go beyond it. If a specific life skill is to be enhanced, then the youth should have the opportunity to become as involved with understanding the life skill as understanding the subject related skill. Questions to help move in this direction may be as straightforward as these examples:

<table>
<thead>
<tr>
<th>Sharing Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What did you do?</td>
</tr>
<tr>
<td>2. What happened?</td>
</tr>
<tr>
<td>3. How did you feel?</td>
</tr>
<tr>
<td>4. How did it feel to...?</td>
</tr>
<tr>
<td>5. What was most difficult? Easiest?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Processing Questions (Use data generated from sharing questions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What problems or issues seemed to occur over and over?</td>
</tr>
<tr>
<td>2. What similar experiences have you had?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Generalizing Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What did you learn about yourself through this activity?</td>
</tr>
<tr>
<td>2. What did you learn about... (life skill, i.e., making decisions)?</td>
</tr>
<tr>
<td>3. How do the major themes or ideas relate to real life and not just the activity?</td>
</tr>
<tr>
<td>4. How did you go about making your decision?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Applying Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How can you apply what you learned (making decisions) to a new situation?</td>
</tr>
<tr>
<td>2. How will the issues raised by this activity be useful in the future?</td>
</tr>
<tr>
<td>3. How will you act differently in the future as a result of this activity?</td>
</tr>
</tbody>
</table>

Each of these general questions could be enhanced by adding specific language referring to the experience in a particular project.
REFERENCES and ACKNOWLEDGEMENTS

LESSON 2
Activity: 3 Adjective Assessment - Florida Leadership Summit (1996), University of Florida Student Government
Activity: 4 Personality Style - Used with permission from “Focus on Careers” Curriculum, Cooperative Extension Service, North Carolina State University
Activity: 5 How Well Do You Like Yourself? - Teen Community Leadership, Ohio Cooperative Extension Service

LESSON 3
Activity: 9 Listen To Me - Community Voices, Interlink Strategic Management Development System Workshop, NCA&T (n.d.)

LESSON 4

LESSON 5
Activity: 2 Learning Styles - Leadership RAP Workshop, Missouri Cooperative Extension Service
Activity: 3 Teaching Techniques - Teen Community Leadership, Ohio Cooperative Extension Service

LESSON 6
Activity: 13 Who Should Be Rescued? - Leadership RAP Workshop, Missouri Cooperative Extension Service
LESSON 7
Activity: 3  Time Wasters - Teen Community Leadership, Ohio Cooperative Extension Service
Activity: 6  The Indispensable Tiger - Canadian Association of Student Activity Advisors (1994).
Activity: 8  Goal Setting - Teen Community Leadership, Ohio Cooperative Extension Service
Activity: 9  Budget Planning - 4-H Leadership Project, Washington State University

LESSON 8
Activity: 5  Traffic Jam - Youth Leadership & Group Effectiveness, UF Cooperative Extension Service
LESSON 1
What is Leadership?

PURPOSE:
To help youth understand leadership.

OBJECTIVES:
For youth to:
- evaluate the different theories of leadership.
- establish personal definitions of leadership.
- describe attributes of leaders.
- determine their leadership style.

KEY CONCEPTS:
What is leadership? As we will discuss in the activities of Lesson 1, there is not one universally accepted definition of leadership. Numerous meanings of what leadership is and who leaders are exist. Basically, leadership is a process by which one member exerts positive influence over other group members; a leader is someone who performs leadership behaviors recognized by group members as helpful to the group in achieving its goals.

Though the term “leadership” has only been around since the 1800s, leadership has been studied for thousands of years. In earlier times, it was thought that leadership qualities were inherent and that one had to be “born” a leader. This was true in some cases, as royalty was passed through lineage, and many children could learn leadership skills by observing their parents. Later people thought that there were certain qualities, traits, and talents one needed to possess in order to be an effective leader. However, research established that the skills and traits necessary for effective leadership changed from situation to situation, depending on the needs of the group. Studies that examined traits of “great leaders” found that although some traits can affect one’s ability as a leader, there was no definite set of skills they each possessed.

The most current definitions of leadership speak of leadership as a function of the group process. Individual traits are important for one’s effectiveness as a leader; however, they should be considered in combination with the needs and expectations of group members. When considering group leadership behaviors, two types commonly come to mind. Task behaviors are those that help the group complete

“Leadership should be more participative than directive, more enabling than performing.”
Mary D. Poole

“The best example of leadership is leadership by example.”
Jerry McClain
KEY CONCEPTS (continued):

the task at hand or “get the job done.” Relationship behaviors function to build cohesiveness and create a sense of “togetherness” within the group. Though some leaders can be more task-oriented or relationship-oriented, an effective leader needs to know how to combine the two, as both types of behaviors are necessary for a group to achieve its maximum potential.

Examples of task behaviors include initiating (proposing the task or goal, defining the problem, suggesting procedures); information and opinion seeking (requesting facts, asking for suggestions and ideas, researching relevant information); information or opinion giving (offering facts, stating beliefs and ideas); clarifying or elaborating (interpreting or reflecting ideas and suggestions, giving examples, clearing up misunderstandings); summarizing (combining related ideas, restating suggestions after discussion, offering conclusions); and consensus testing (finding out how much agreement has been reached, determining if the group has reached any conclusions).

Important relationship behaviors 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 tension); compromising (admitting error, being open-minded to ideas and solutions); gate-keeping (keeping communication channels open, facilitating others’ participation); and setting standards (establishing standards for the group to work by, evaluating group functioning and production). Task and relationship functions should be filled by all group members; it is the leader’s responsibility that both types are being performed.

Skills and qualities associated with effective leadership can be learned. Evaluating other leaders helps us observe that there are traits needed by leaders for different situations. By becoming aware of positive traits associated with productive leadership, one can focus on building those qualities within him or herself. Knowing one’s personal leadership style can help him or her strengthen those areas in which they need to improve. By practicing leadership skills, one can improve his or her effectiveness in working with groups to achieve goals.

LEARNING ACTIVITIES

Activity 1: Create a personal definition of leadership in DEFINING LEADERSHIP.

Activity 2: Determine important leadership traits in LEADERSHIP CHARACTERISTICS.

Activity 3: Evaluate different views and definitions of leadership in LEADERSHIP LORE.

Activity 4: Discover your leadership style with WHAT KIND OF LEADER AM I?
After completing the chosen activities, review and wrap up this lesson using these key questions:

**REFLECT**
Think about what you already know about leadership.
- What is your definition of leadership? How did you come up with your definition?
- What traits and qualities make up a leader?
- What are the differences between leadership styles?
- How do different leadership styles affect group productivity?
- Can a person be missing some of these qualities and still be a leader?

**APPLY**
- How can being aware of positive leadership traits and characteristics affect our own leadership ability?
- Are different traits best suited for different leadership roles? Compare and contrast leaders in different areas (military, political, business, religious, etc.). What differences do you find? What similarities?
- What types of leaders are best suited for different tasks and functions? Why?
Activity 1: Defining Leadership

What is leadership? There is no doubt that if you were to ask ten people this question, you would receive ten different responses. Not only do people have different opinions regarding what leadership is, but there are also many acceptable definitions of leadership. There are so many different traits and expectations of leaders that it would be impossible to define the term in a way that could adequately explain every leadership role. Several definitions of leadership from literature are included on the handout.

**OBJECTIVES:**
For youth to:
- create a definition of leadership.
- understand that leadership can be defined in many ways.
- become aware of others’ views concerning leadership.
- discuss different aspects of leadership.
- summarize the most important parts of leadership.

**LIFE SKILLS:**
- Working with others.

**MATERIALS:**
- Index cards (one for every participant)
- Three different dictionaries
- Pens/pencils
- Copies of DEFINING LEADERSHIP Handout
- Flip chart
- Markers

**TIME:**
20 minutes

**SETTING:**
Comfortable room with tables and chairs.

**DO**
- Give participants index cards and ask them to write their individual definition of leadership.
- Have youth read their cards aloud. Point out the differences and similarities between the definitions as they are read.
- Give three volunteers the dictionaries and have them look up the word “leadership.” Have them read the definitions out loud to show that even those definitions are different.
- Lead a discussion about the most important aspects of leadership. Using the dictionaries’ definitions and those from the DEFINING LEADERSHIP handout, have participants come up with a group definition of leadership.

**REFLECT**
- What do you think is the most important part of being a leader? Did any personal values play a role in making up determining your definition of leadership?
- How did individual definitions of leadership differ? How were they the same?
- How did you determine which factors would be included in the group definition of leadership?
- What leadership skill is most common among group members? What are the common leadership weaknesses?

**APPLY**
- How can this definition of leadership serve as a focus for your group?
- Are you more aware of the different aspects of leadership? How will this help you in your search to learn about leadership?
- What are some of the qualities you possess that positively affect your leadership ability? Negatively affect your leadership ability?
DEFINING LEADERSHIP

“Leadership is a function of a group process rather than a series of traits residing in an individual.”

Diana Karol Nagy, UF

“To lead is to conduct by going first, to guide by influence, to direct, or to be the best among a group.”

Webster’s Dictionary

“Leadership is helping yourself and others achieve goals.”

Leadership Skills You Never Outgrow

“Leadership can be defined as helping and guiding others to reach a goal. Leading is not doing things for the group; it is helping the group decide what needs to be done and how it plans to do it.”

Leadership I

“Leadership is helping others find ways to achieve what they desire.”

Leadership I

“The long range goals of leadership include raising the level of member motivation, improving the quality of all decisions, developing teamwork and morale, furthering the individual development of members, and increasing the readiness to accept change.”

Youth Leadership and Group Effectiveness
Activity 2: **Leadership Characteristics**

Though much research has been done on the topic of leadership, no one has come up with an all-encompassing and fully accepted definition of leadership or a set list of traits leaders must have. There is no single recipe that will guarantee success for a leader in every situation.

Different leaders possess a variety of traits. In many cases it is the group situation that dictates which leadership characteristics will work the best. In some group situations emphasis needs to be put on the tasks to be accomplished and in other situations it is best to place emphasis on relationships and people. Many times, a good leader knows how to properly balance the emphasis on tasks and relationships. Let’s explore some characteristics of leadership.

**DO**
- Pass out LEADERSHIP CHARACTERISTICS Activity Sheet to each participant.
- Have participants think of one person who has been an effective leader. This person can be any type of leader (business, political, religious, fictitious, etc.). Have them write the name of person on the top of their sheet.
- Under the person’s name, have participants write down the person’s characteristics that make him or her a good leader.
- In small groups, have the youth share their persons and lists. Record the different characteristics on the flip chart. Place check marks by the different traits each time that they appear when reported by all groups.
- Take a look at the combined list and have youth add more characteristics of leaders that may have been left off.

**REFLECT**
- Which leadership characteristics appeared the most? Why?
- Was there any characteristic missing from the leader you selected? Does the missing trait affect his or her leadership ability? Why or Why not?
- Did leaders of different spheres (business, political, religious, etc.) have very different lists of leadership traits? Is so, which traits were different? Why?

**APPLY**
- How can becoming aware of effective leadership characteristics improve our own leadership skills?
- Which traits do you have in common with the leader you selected? What characteristics do you wish to acquire or improve?
LEADERSHIP CHARACTERISTICS

Think of a leader whom you admire. This leader can be of any sphere—political, religious, local, business—living or deceased etc.

Leader: ___________________________________

List characteristics of this person that makes an effective leader.

List any possible ineffective qualities this person may have that could hinder their leadership ability.
Activity 3: Leadership Lore

People have very different views of what leadership is and what it means. From thousands of years ago to present day society, people have been studying and writing about leadership. By examining others’ viewpoints of leadership, we are able to come up with a more well-rounded concept of what leadership is.

DO
- As youth enter the room, have them draw one quote each from the basket and allow them to read it.
- Have the youth find the other participants who have the same quote. Have all youth with the same quote form a group to discuss their reactions to the quote and how it relates to leadership. Have youth relate the quote to leadership and real life situations. Allow youth to write down their quote and some of their observations on flip chart paper with markers.
- After allowing groups ample time for discussion, have a representative from each group present their quote and their reflections to the rest of the participants. Allow other participants to contribute feedback to the groups.

REFLECT
- Did you agree with the quotes? Why or why not?
- Why do you think the person made that statement?
- Did these quotes change your views concerning leadership?
- Imagine the time period in which the statement was made. What was leadership like during that time period? How has leadership changed since that time?
- If you could select one quote that best represents your leadership style, what would it be? (It can be any quote, not just the ones from this activity). Why?

APPLY
- How have others' views affected your own ideas concerning leadership?
- Other than the person that made the statements, think of other examples of people whose leadership styles reflect the different philosophies.
Unlock Your Leadership Potential

LEADERSHIP LORE LIST

"Give me but one firm place to stand and I will move the earth."
Archimedes

"It is time for a new generation of leadership to cope with new problems and new opportunities. For there is a new world to be won."
John F. Kennedy

"What lies behind us and what lies before us are tiny matters compared to what lies within us."
Ralph Waldo Emerson

“If we take people as we find them, we may make them worse, but if we treat them as though they are what they should be, we help them to become what they are capable of becoming."
Johann Wolfgang von Goethe

“The secret of life is to know who you are and where you are going."
Anonymous

“Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity."
George Patton
"A leader is anyone who has two characteristics; first, he is going someplace; second, he is able to persuade other people to go with him."

W. H. Cowley

"Leadership in the nineties is the productive integration of diversity."

David Bruno

"A military operation involves deception. Even though you are competent, appear to be incompetent. Though effective, appear to be ineffective."

Sun-tzu

"The ultimate measure of a person is not where he stands in moments of comfort and convenience, but where he stands in times of challenge and controversy."

Martin Luther King, Jr

"The only time success comes before work is in the dictionary."

Lori Spivey

"Leadership and learning are indispensable to each other."

John F. Kennedy
Activity 4: What Kind of Leader Am I?

Most leaders change their behavior depending on the situation they are in, the people they are working with, and the task at hand. In this activity, we are exploring two different leadership styles: task-oriented and social-oriented. Task-oriented leaders are more concerned with getting the job done, while social-oriented leaders are more concerned with the group and its cohesiveness. These are not two distinct categories, but rather a continuum of traits. Though most leaders have a combination of both traits, they usually lean more towards one trait or another. This activity will help you decide which style you prefer.

**OBJECTIVES:**
For youth to:
- learn about two different types of leadership.
- determine their leadership style.
- discuss different leadership traits with their peers.
- compare and contrast different leadership styles.

**LIFE SKILLS:**
- Awareness of own personal leadership style.

**MATERIALS:**
- Copies of WHAT KIND OF LEADER AM I? Activity Sheet for each youth
- Copies of WHAT KIND OF LEADER AM I? Answer Key for each youth
- Copies of HOW TO INTERPRET YOUR LEADERSHIP STYLE Information Sheet
- Pens or Pencils
- Two flip charts
- Markers

**TIME:**
45 minutes

**SETTING:**
Comfortable room with tables and chairs.

**DO**
- Have participants select their answers on the WHAT KIND OF LEADER AM I? Activity Sheets.
- After youth have completed the sheets, distribute the WHAT KIND OF LEADER AM I? Answer Key and score themselves to determine whether they are more task or social-oriented.
- Hand out the HOW TO INTERPRET YOUR LEADERSHIP STYLE Information Sheet to participants and lead a discussion about the different traits the different types of leaders value and/or possess.
- Have participants divide into the Task group or the Social group depending on their leadership style. Give each group flip chart paper and markers and explain to them they will be debating each other as to which leadership style is best and why.
- After about 10-15 minutes, flip a coin to determine which group presents their argument first, allowing participants to debate the different leadership styles.

**REFLECT**
- What did you learn about your leadership style in this activity? Did anything surprise you?
- Do you think a new group requires more leadership direction than an established group?
- Do you act differently if you have a tight deadline?
- How do you approach complex tasks? Simple tasks?
- Is one leadership style any better than another one in all situations? Why or why not?

**APPLY**
- For what types of leadership positions are task-oriented leaders best suited? Social-oriented leaders?
- Look at some of today's leaders (business, government, religious, etc.). What type of leaders are they? What personality traits do they possess that puts them in that category?
WHAT KIND OF LEADER AM I?

1. I respect a leader who:
   a. gets things done.
   b. has the admiration of his/her colleagues.

2. When I am in a new group, the first thing I want to know is:
   a. who the other members are.
   b. what the group activities are.

3. When a group is in conflict, they need to:
   a. stop what they are doing and deal with the conflict.
   b. ignore the conflict and continue working.

4. When a group is unclear about its goals, I frequently:
   a. clarify the group’s goals for them.
   b. ask group members to clarify the goals.

5. I was just asked by the Chamber of Commerce to have our group give a presentation next week. The first thing I will do is:
   a. call other group members to let them know.
   b. start planning the presentation.

6. John has been in charge of programming for our fund raiser for the last two years. He has done a good job, but some members think we should let someone else do it. I think:
   a. John should do it. He knows what he is doing and we need the fund raiser to run smoothly.
   b. John should be put in charge of a different part of the fund raiser. He can try something new, and someone else can get experience in programming.

7. When I feel comfortable with a group, I tend to:
   a. suggest new projects, programs, and ideas.
   b. ask other members about their ideas, talents, etc.

8. The most satisfying part about working with my group is:
   a. a sense of belonging and friendship with other group members.
   b. a sense of accomplishment for what we have done.

9. What frustrates me most about long-range planning meetings is:
   a. when one or two members make all the decisions.
   b. when members talk on and on about their ideas.

10. Our group is taking on a project we have never done before. I will:
    a. write up a plan of action and present it to the group.
    b. suggest the group discuss the new project before we draw up plans.
11. When I am in a new group, people’s first impression of me would probably be:
   a. I know what I am doing.
   b. I am a caring person.

12. When I am under pressure to make a decision, I:
   a. sit down by myself and make the decision.
   b. talk to people to get their feedback and ideas.

13. When a group disagrees, they should:
   a. do what the majority wants to do.
   b. look for something on which they can all agree.

14. Our group is putting on a public forum, which we do every year. The first thing we should do is:
   a. talk about what we liked about last year's forum and what we would like to change.
   b. reassign committees and delegate individual responsibilities.

15. After groups have worked together for a while, they tend to:
   a. assume everyone agrees, so they don’t pay attention to individual members.
   b. lose track of what they are doing and don’t do anything.

16. I dislike it when a new group:
   a. goes "full steam ahead" without seeing if all members are in agreement.
   b. wastes time with talking about themselves and neglecting the work to be done.

17. I am afraid that in group settings people think I am:
   a. too pushy.
   b. too "wishy-washy."

18. Our group has six months to plan a workshop. We should:
   a. have group planning meetings so that everyone can be involved in planning.
   b. delegate the different planning responsibilities to individual group members.

19. People that have worked with me for a while appreciate my:
   a. communication skills.
   b. organization skills.

20. I pride myself on my:
   a. relationships.
   b. achievements.
**WHAT KIND OF LEADER AM I?**

Answer Key

After filling out the WHAT TYPE OF LEADER AM I? Activity Sheet, score yourself according to the following guidelines:

1. For the following [1, 4, 6, 7, 10, 11, 12, 13, 17], give yourself one point in the Task column for each one you marked "a" and one point in the Social column for each one you marked "b".

2. For the following [2, 3, 5, 8, 9, 14, 15, 16, 18, 19, 20], give yourself one point in the Task column for each one you marked "b" and one point in the Social column for each one you marked "a".

<table>
<thead>
<tr>
<th>TASK</th>
<th>SOCIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task total _____</td>
<td>Social Total _____</td>
</tr>
</tbody>
</table>
HOW TO INTERPRET YOUR LEADERSHIP STYLE

While no theory of leadership gives us all the answers, each provides us with a new way to look at our leadership tendencies. For example, look at your score. It draws on several facets of leadership.

The major separation of Task and Relationship is based on the idea that some people believe that attention must first go to getting work done. On the other hand, Relationship people place more value on the relationships among people that occur in the process of accomplishing work. These distinctions do not mean that one way is good or right, and the other is bad or wrong. It is just a difference in priorities that can be observed in certain styles of behaviors.

In general, did your score indicate that you were more task or relationship oriented?

- Do you think that’s true?

- What does that tell you?

The categories indicate different types of situations you may encounter as a leader.

- In your opinion, does your behavior change in different categories?
- Do you think a new group requires more leadership direction than an established group?

- Do you act differently if you have a tight time deadline?

- How do you approach complex or vague tasks?

Your answers to these questions tell you more about your leadership approach. They also help you analyze leadership theories. Remember, you don’t have to “buy” every theory of leadership. They are just tools to help you assess and improve your leadership abilities.

The underlying precept of most leadership theories is that a leader’s behavior should change according to the people that are involved and/or the task at hand. This is called “Situational Leadership.”
PURPOSE:
To help youth determine their personality strengths and apply them to leadership.

OBJECTIVES:
For youth to:
- build self esteem and confidence within themselves and others.
- describe positive attributes of themselves.
- determine their dominant personality style.
- explore personal values and their relationship to decision making.

KEY CONCEPTS
Knowing ourselves is important in our development as leaders. Becoming aware of our dominant personality style can allow us to identify our personality strengths and weaknesses. By realizing our strengths, we can focus on applying them to situations which they can benefit the most. Awareness of our leadership weaknesses enables us to improve those qualities in order to lead others effectively. Understanding differences in personality styles will help one relate to others and accept and appreciate differences.

Recognition of our positive traits and qualities can improve our self-esteem and give us the confidence we need to lead others. Self-esteem is the stable set of perceptions or beliefs one holds about him- or herself. Self-esteem is also based on our perceptions of others’ beliefs about us, and the value placed on those perceptions.

Self-esteem is a self-fulfilling prophecy; it is created in a cycle involving our perceptions of others’ beliefs about ourselves and others’ perceptions of our beliefs about ourselves. When we are treated as if we were intelligent, talented, and attractive, we come to believe those things about ourselves; also, if we act as if we are those things, others will treat us that way.

Unfortunately, the opposite is true also; if others act is 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 more too. We become what we believe we are; therefore, working to build self-esteem in ourselves and others is very important.
KEY CONCEPTS (continued)

High self-esteem will build confidence and bring out the best in people. It enables others to achieve their full potential.

Individuals with high self-esteem:

1. Respect each other. This means that the person’s pursuit of excellence is inwardly motivated. This pursuit is not based on a strategy of succeeding because of someone else’s failure. They have enough self-confidence to help whenever possible.

2. Take risks to grow. They take risks as they stretch their abilities to pursue new challenges. The thought of failure does not stop them from trying to learn something new.

3. Keep trying despite setbacks. They keep trying despite adversity. They endeavor when they perceive gain from the effort.

4. Value the effort more than success. They know that they learn more from trying. Their self-esteem comes from struggling to reach the goal. Striving for excellence is more important than pursuing perfection. Success without challenge is unrewarding.

5. Defend themselves and their values.

6. Refuse attempted corruption because they feel drawn to a positive future. They do not allow ridicule or pressure to participate in a destructive activity to destroy their dreams.

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

LEARNING ACTIVITIES

Activity 1: Identify personal positive characteristics and traits in SWEET SEVEN.

Activity 2: Explore characteristics and personal roles in WHO AM I?

Activity 3: Determine the leadership traits of yourself and others in ADJECTIVE ASSESSMENT.

Activity 4: Discover the different personality styles in PERSONALITY STYLE.

Activity 5: Analyze self esteem and confidence in HOW WELL DO YOU LIKE YOURSELF?

Activity 6: Build confidence and self esteem with SELF ESTEEM: MEASURING UP.

Activity 7: Relate self esteem to leadership in SELF ESTEEM EVALUATION.

Activity 8: Share accomplishments and positive qualities with others in FOCUSING ON ME.

Activity 9: Explore values and value judgments in WHAT ARE MY VALUES?

Activity 10: Use personal values to make life decisions with VALUES IN DECISION MAKING.

Activity 11: Compare and contrast values in ISSUES.
Values are an important part of our personality and play large roles in determining what types of decisions we make. Clarifying values helps us understand our personal priorities and can aid us in decision-making situations. It can also help us realize how we developed our own personal value system, and shed understanding on how others formulated their own values. Understanding how value systems are created will assist us in understanding others’ points of view, and empathizing with others is important when dealing with conflicts and value differences.

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

After completing the chosen activities, review and wrap up this lesson using these key questions:

REFLECT
- What are some of your positive personality characteristics? What are some of your traits that need improving? How can you improve those traits?
- Why is having a positive self-concept and self-esteem important? What are some characteristics of someone with high self-esteem? Low self-esteem?
- What determines our values? How do your values affect the decisions you make?

APPLY
- Which positive personality traits will help you most with your leadership roles?
- How can you improve your level of self-esteem? How can you build self-esteem in others?
- Think of a time when you made a decision based on your values. What was the situation like? Was it a difficult decision? What were the results of your decision?
- Have you ever made a decision against your values? What happened? How did you feel?
Activity 1: Sweet Seven

Before we can lead others, we must be aware and confident of our own leadership abilities. Knowing and recognizing our personal qualities and talents helps us take on the leadership roles and group activities for which we are best suited and can build self-esteem and confidence.

Advanced Preparation: Divide candy into bags. Write these seven statements on the flipchart: "What is... 1. Something you do well physically. 2. Something you like about your appearance. 3. Something you like about your personality. 4-7. Four other positive attributes of yourself."

DO
- Pass out the bags of candy, SWEET SEVEN Activity Sheets, and pens or pencils to each participant. Tell youth not to eat the candy, but that they must earn it.
- Have them write the answers to the questions listed on the flip chart and on their Activity Sheet. Give examples of possible answers to each question. (Possible examples: 1. I am a very good baseball player. 2. I have nice hair. 3. I am a friendly, outgoing person. 4. I play the piano well. 5. I am good in history. 6. I keep my locker clean. 7. I am a good public speaker.) These can include sports, arts, music, household, leadership or work-related tasks. Make sure the participants do not use modifiers such as "sort of" or "for my age."
- Have participants read their lists to the rest of the group. After they say each positive thing, they may eat a piece of candy.

REFLECT
- Was it easy or difficult to identify nice things about yourself? Why or why not? Is it okay to feel good about yourself?
- What are the negative effects of always putting oneself down?
- Did you have similar or different attributes than others in the group? What positive attributes are similar?
- Think about your friends or family members that have difficulty accepting and liking themselves. How can you help them attain a positive self image?

APPLY
- How can you improve your self-image? How can an improved self-image affect one’s life?
- How can you use your positive attributes to make your club or community better? Which attributes relate to leadership?
SWEET SEVEN

Something you do well physically:
1.

Something you like about your appearance:
2.

Something you like about your personality:
3.

Four other positive attributes of yourself:
4.
5.
6.
7.
Activity 2: Who Am I?

We define ourselves in many different ways. We each possess different qualities, fulfill different roles, and have different feelings. By knowing how we define ourselves, we can become aware of our strengths and weaknesses and can improve ourselves as people and as leaders.

**OBJECTIVES:**
For youth to:
- become acquainted with other members.
- explore descriptions of themselves and roles they fulfill.
- analyze positive and negative qualities of themselves.

**LIFE SKILLS:**
- Practice communication skills.
- Create awareness of positive and negative qualities and their effect.

**MATERIALS:**
- Copies of WHO AM I? Activity sheet for each youth
- Copies of CATEGORIES Activity sheet for each youth
- Watch or timer
- Pencils

**TIME:**
20 minutes

**SETTING:**
Comfortable room with tables and chairs.

**DO**
- Handout WHO AM I? Activity Sheet to each participant.
- Have youth choose partners and find a place in the room to work together. One will be Partner A and the other will be Partner B.
- Tell them that Partner A will ask Partner B "Who are you?" over and over for two minutes. Each time A asks the question, B should answer with whatever response comes to mind. Partner A should write down all of B's responses on the WHO AM I? Activity sheet. Some sample answers are "a student," "a sister," "a piano player," "a funny person." Participants should come up with as many different answers as possible.
- When the two minutes are up, have the partners switch roles. After two minutes, have them give each other their sheets.
- Have youth sort their answers using the CATEGORIES Activity sheet. Place all answers that describe their relation to other people (brother, sister, daughter, neighbor, grandson) in the "Relationship" column.
- Place in the "Do" column those answers that describe what they do (dancer, student, football player).
- Place answers that describe qualities they have (an intelligent person, a funny person, a sweet person) in the "Quality" column. Items that do not clearly fit into any of the categories will go into the "Other" column.
- After youth have categorized their descriptors, have youth place a "+" next to those words that represent positive qualities about themselves and place a "-" next to words that represent negative qualities about themselves.

**OBJECTIVES:**
For youth to:
- become acquainted with other members.
- explore descriptions of themselves and roles they fulfill.
- analyze positive and negative qualities of themselves.
REFLECT
- Because of the number of responses one is required to give, one must be creative in trying to come up with different answers. Did you think of some ways to describe yourself that you had never considered before? What were they?
- What kind of answers did you give the most (descriptors, relations, qualities, actions)?
- Compare your answers to others’ answers. How many people gave mostly descriptors? Relations? Qualities? Actions? Can you explain these differences in the patterns of answers?

APPLY
- Think of some of the words you used to describe yourself. Will any of these be different five or ten years from now? What words do you think will be able to describe you in the future?
- Consider the qualities that you marked with a “+”. Which of those can benefit you as a leader? How might you build on these positive aspects of yourself?
- Consider the qualities you marked with a “-“. What can you do to improve yourself in those areas?
WHO AM I?

Partner’s Name ________________________________

List your partner’s responses to the question “Who are you? Below.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
CATEGORIES

Now sort your answers. Place all of your answers that describe your relation to people (daughter, grandson, friend) in the “Relationship” column, place all answers that describe what you do (rollerblade, student, dancer) in the “Do” column, and place all answers that describe your qualities (funny, intelligent, friendly) in the “Qualities” column. Answers that do not clearly fit into any category should be placed in the “Other” column. Place a “+” next to the answers that represent positive aspects of yourself and a “-” next to those that represent negative aspects of yourself.

<table>
<thead>
<tr>
<th>R</th>
<th>D</th>
<th>Q</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
Activity 3: Adjective Assessment

Many times people see us differently than we see ourselves. Peoples’ perceptions of us as leaders are very important and can determine our effectiveness as a leader. By working to develop “a match” between how we attempt to portray ourselves and how others see us, we can better understand why certain people act the way they do towards us.

DO
- Have participants sit in a circle and hand each one an ADJECTIVE ASSESSMENT survey. Have them write their names on it and in the first column at the right of the page (column 1), have them circle five adjectives they feel best describe themselves. Tell youth to fold the column so that no one else can see what they circled.
- Without filling anything else out, have participants pass it to their neighbor.
- When youth have received their neighbor’s survey, have them circle in one column five adjectives that they think best describe the team member listed on the sheet.
- Pass the paper to the next person and have that person circle five adjectives in a separate column. Repeat the process with the remaining columns. Each person should use a different column.
- Collect the surveys after all of the columns are filled, and give each participant their original survey. Have youth compare their responses to those that others gave them.

REFLECT
- Were the adjectives you selected for yourself similar to the ones that others selected for you? Why or why not?
- Were the adjectives you selected for others similar to the one’s they checked for themselves? Why or why not?
- Did you find something out about one of your peers that you didn’t know before? How does that change your perception of them?
- How did you feel when selecting adjectives for the others?
- Are you comfortable knowing others’ opinions of you?

APPLY
- Will knowing how others see you affect your behavior in the future? As a leader? Will your perception of others change?
- How did the adjectives selected for yourself relate to your leadership abilities and style?
- Select a leader whom you admire. If you had to fill out the ADJECTIVE ASSESSMENT for him or her, what would you circle? Why?
### ADJECTIVE ASSESSMENT SURVEY

<table>
<thead>
<tr>
<th>ME</th>
<th>Neighbor 1</th>
<th>Neighbor 2</th>
<th>Neighbor 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steady</td>
<td>Steady</td>
<td>Steady</td>
<td>Steady</td>
</tr>
<tr>
<td>Determined</td>
<td>Determined</td>
<td>Determined</td>
<td>Determined</td>
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<tr>
<td>Trustworthy</td>
<td>Trustworthy</td>
<td>Trustworthy</td>
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<tr>
<td>Independent</td>
<td>Independent</td>
<td>Independent</td>
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<tr>
<td>Creative</td>
<td>Creative</td>
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<tr>
<td>Refined</td>
<td>Refined</td>
<td>Refined</td>
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<tr>
<td>Diplomatic</td>
<td>Diplomatic</td>
<td>Diplomatic</td>
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<tr>
<td>Idealistic</td>
<td>Idealistic</td>
<td>Idealistic</td>
<td>Idealistic</td>
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<tr>
<td>Rational</td>
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<tr>
<td>Spontaneous</td>
<td>Spontaneous</td>
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<td>Sincere</td>
<td>Sincere</td>
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<tr>
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<tr>
<td>Understanding</td>
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<td>Enthusiastic</td>
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<td>Logical</td>
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<td>Logical</td>
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</tr>
<tr>
<td>Open</td>
<td>Open</td>
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<td>Open</td>
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<tr>
<td>Conscientious</td>
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<td>Assertive</td>
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<tr>
<td>Intense</td>
<td>Intense</td>
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Unlock Your Leadership Potential
Activity 4: Personality Style

This activity will help you identify various personality traits and become aware of the strengths and weaknesses of your personality style. Knowing these different styles will not only help us understand ourselves better, but it can help us get along better with others.

**OBJECTIVES:**
For youth to:
- identify personal strengths and weaknesses that affect behavior.
- increase self awareness.

**LIFE SKILLS:**
- Learn which positive traits to enhance and which personal traits need improvement.
- Improve self-esteem.

**MATERIALS:**
- Copies of PERSONAL STYLE INVENTORY, PERSONAL STYLE INVENTORY SCORING SHEET, DETERMINING YOUR STYLE, and STRENGTHS AND WEAKNESSES OF EACH DIMENSION (one of each for each youth)
- Paper
- Pens or Pencils

**TIME:**
40 minutes

**SETTING:**
Comfortable room with tables and chairs.

**DO**
- Have each participant fill out a PERSONAL STYLE INVENTORY.
- After each participant has completed the inventory, have them score their own using the PERSONAL STYLE INVENTORY SCORING SHEET.
- Distribute DETERMINING YOUR STYLE handout and go over what the letters stand for. Use the PERSONALITY STYLE SUMMARY to discuss characteristics of each style. Help youth determine their personality type by explaining how to interpret the score.
- Hand out STRENGTHS AND WEAKNESSES OF EACH DIMENSION worksheet.

**REFLECT**
- Were you surprised with the results of the inventory? Why or why not?
- How did your results compare to the results of other group members?
- Why is it important to become aware of one’s strengths and weaknesses as a leader?

**APPLY**
- How can knowing your personal style affect future decisions concerning careers?
- How can you improve your weaknesses?
- Relate various experiences you have had in your past that reflected your predominant personality style. Think of instances that did not.
The following items are arranged in pairs (a and b). Each member of the pair represents a preference you may or may not hold. Rate your preference for each item by giving it a score of 0 to 5 (0 meaning you really feel negative about it or strongly about the other member of the pair). The scores of a and b must add up to 5 (0 and 5, 1 and 4, 2 and 3, etc.). Do not use fractions such as 2½.

I prefer:

1a. _____ making decisions after finding out what others think.
1b. _____ making decisions without consulting others.

2a. _____ being called imaginative or intuitive.
2b. _____ being called factual or accurate.

3a. _____ making decisions about people in groups based on available data and systematic analysis of situations.
3b. _____ making decisions about people in groups based on empathy, feelings, and understanding of their needs and values.

4a. _____ allowing commitments to occur if others want to make them.
4b. _____ pushing for definite commitments to ensure that they are made.

5a. _____ quiet, thoughtful time alone.
5b. _____ active, energetic time with people.

6a. _____ using methods I know well that are effective to get the job done.
6b. _____ trying to think of new methods of doing tasks when confronted with them.

7a. _____ drawing conclusions based on unemotional logic and careful step-by-step analysis.
7b. _____ drawing conclusions based on what I feel and believe about life and people from past experiences.

8a. _____ avoiding making deadlines.
8b. _____ setting a schedule and sticking to it.

9a. _____ talking awhile and then thinking to myself about the subject.
9b. _____ talking freely for an extended period and thinking to myself at a later time.

10a. _____ thinking about possibilities.
10b. _____ dealing with what is real.
11a. _____ being thought of as a thinking person.
11b. _____ being thought of as a feeling person.

12a. _____ considering every possible angle for a long time before and after making a decision.
12b. _____ getting the information I need, considering it for a while, and then making a fairly quick, firm decision.

13a. _____ inner thought and feeling others cannot see.
13b. _____ activities and occurrences in which others join.

14a. _____ the abstract or theoretical.
14b. _____ the concrete or real.

15a. _____ helping others explore their feelings.
15b. _____ helping others make logical decisions.

16a. _____ change and keeping options open.
16b. _____ predictability and knowing in advance.

17a. _____ communicating little of my inner thinking and feelings.
17b. _____ communicating freely my inner thinking and feelings.

18a. _____ possible views of the whole.
18b. _____ the factual details available.

19a. _____ using common sense and conviction to make decisions.
19b. _____ using data, analysis, and reason to make decisions.

20a. _____ planning ahead based on projections.
20b. _____ planning as necessities arise, just before carrying out the plans.

21a. _____ meeting new people.
21b. _____ being alone or with one person I know well.

22a. _____ ideas.
22b. _____ facts.

23a. _____ convictions.
23b. _____ verifiable conclusions.
24a. _____ keeping appointments and notes about commitments in notebooks or in appointment books as much as possible.
24b. _____ using appointment books and notebooks as minimally as possible (although I may use them).

25a. _____ discussing a new, unconsidered issue at length in a group.
25b. _____ puzzling out issues in my mind, then sharing the results with another person.

26a. _____ carrying out carefully laid, detailed plans with precision.
26b. _____ designing plans and structures without necessarily carrying them out.

27a. _____ logical people.
27b. _____ feeling people.

28a. _____ being free to do things on the spur of the moment.
28b. _____ knowing well in advance what I am expected to do.

29a. _____ being the center of attention.
29b. _____ being reserved.

30a. _____ imagining the nonexistent.
30b. _____ examining the details of the actual.

31a. _____ experiencing emotional situations, discussions and movies.
31b. _____ using my ability to analyze situations.

32a. _____ starting meeting at a prearranged time.
32b. _____ starting meetings when all are comfortable or ready.
PERSONAL STYLE INVENTORY

Scoring Sheet

Transfer your scores for each item of each pair to the appropriate blanks. Be careful to check the a and b letters to be sure you are recording scores in the right blank spaces. Then total the scores for each column.

1b._____ 1a._____ 2a._____ 2b._____ 3a._____ 3b._____ 4a._____ 4b._____
5a._____ 5b._____ 6b._____ 6a._____ 7a._____ 7b._____ 8a._____ 8b._____ 
9a._____ 9b._____ 10a._____ 10b._____ 11a._____ 11b._____ 12a._____ 12b._____ 
13a._____ 13b._____ 14a._____ 14b._____ 15b._____ 15a._____ 16a._____ 16b._____ 
17a._____ 17b._____ 18a._____ 18b._____ 19b._____ 19a._____ 20a._____ 20b._____ 
21b._____ 21a._____ 22a._____ 22b._____ 23a._____ 23b._____ 24b._____ 24a._____ 
25b._____ 25a._____ 26b._____ 26a._____ 27a._____ 27b._____ 28a._____ 28b._____ 
29b._____ 29a._____ 30a._____ 30b._____ 31b._____ 31a._____ 32b._____ 32a._____ 

Total scores for each column:
I _____ E _____ N _____ S _____ T _____ F _____ P _____ J _____
**DETERMINING YOUR STYLE**

Letters on the score sheet stand for:

- I - Introversion
- E - Extroversion
- N - Intuitive
- S - Sensing
- T - Thinking
- F - Feeling
- P - Perceiving
- J - Judging

Scoring Example: If your total score for I is:

a) 19 through 21--You have a balance and display strengths or weaknesses of both, but are not extreme in either area. You would show your type as E/I.

b) 22 or above--This is your dominant dimension. Your type would be I. *This same interpretation applies for the N-S, T-F, and P-J dimensions*

Note: Your personality style has four elements: E or I; N or S; T or F; and P or J. One of the 16 possible combinations of these four elements describes you (e.g. ENTP).
**STRENGTHS AND WEAKNESSES OF EACH DIMENSION**

<table>
<thead>
<tr>
<th>Possible Strengths</th>
<th>Possible Weaknesses</th>
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</thead>
<tbody>
<tr>
<td><strong>Introvert</strong></td>
<td></td>
</tr>
<tr>
<td>- independent</td>
<td>- avoids others</td>
</tr>
<tr>
<td>- works alone</td>
<td>- is secretive</td>
</tr>
<tr>
<td>- is diligent</td>
<td>- hesitates before acting</td>
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<tr>
<td>- works with ideas</td>
<td>- may be misunderstood by others</td>
</tr>
<tr>
<td>- is careful before acting</td>
<td>- dislikes being interrupted</td>
</tr>
<tr>
<td><strong>Extrovert</strong></td>
<td></td>
</tr>
<tr>
<td>- relates to the world around</td>
<td>- has less independence</td>
</tr>
<tr>
<td>- interacts with others</td>
<td>- does not work without people</td>
</tr>
<tr>
<td>- is open</td>
<td>- needs change, variety</td>
</tr>
<tr>
<td>- likes action</td>
<td>- is impulsive</td>
</tr>
<tr>
<td>- is well understood</td>
<td>- is impatient with routine</td>
</tr>
<tr>
<td><strong>Intuitor</strong></td>
<td></td>
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<tr>
<td>- sees possibilities</td>
<td>- inattentive to detail</td>
</tr>
<tr>
<td>- sees the big picture</td>
<td>- not practical</td>
</tr>
<tr>
<td>- imagines</td>
<td>- impatient with the tedious</td>
</tr>
<tr>
<td>- works out new ideas</td>
<td>- leaves out important steps</td>
</tr>
<tr>
<td>- works with the complicated</td>
<td>- loses sight of the here-and-now</td>
</tr>
<tr>
<td>- solves novel problems</td>
<td>- jumps to conclusions</td>
</tr>
<tr>
<td><strong>Senser</strong></td>
<td></td>
</tr>
<tr>
<td>- attends to detail</td>
<td>- slow to see possibilities</td>
</tr>
<tr>
<td>- is practical</td>
<td>- gets lost in details</td>
</tr>
<tr>
<td>- has memory for detail, fact</td>
<td>- mistrusts intuition</td>
</tr>
<tr>
<td>- is patient</td>
<td>- is frustrated with the complicated</td>
</tr>
<tr>
<td>- is careful, systematic</td>
<td>- prefers not to imagine future</td>
</tr>
</tbody>
</table>
Activity 5: How Well Do You Like Yourself?

Our personal levels of self-esteem can have different effects on our personality. What are some examples of behaviors that may indicate high, medium, or low self-esteem? (Let youth brainstorm their ideas in small groups, record on flip charts, and then compare to other groups lists as well as those below.) Below are some examples of attributes that are affected by self-esteem.

<table>
<thead>
<tr>
<th>A person with high self-esteem may...</th>
<th>A person with a medium self-esteem may...</th>
<th>A person with low self-esteem may...</th>
</tr>
</thead>
<tbody>
<tr>
<td>- assume an active and constructive role in social groups.</td>
<td>- be optimistic.</td>
<td>- feel unloved and inferior; have difficulty in entering loving relationships.</td>
</tr>
<tr>
<td>- be eager to express self as an equal.</td>
<td>- be uncertain about self-worth.</td>
<td>- be a perfectionist and have impractical expectations for him or herself.</td>
</tr>
<tr>
<td>- be sensitive to the needs of others.</td>
<td>- seek recognition to erase self-doubt.</td>
<td>- fear social situations.</td>
</tr>
<tr>
<td>- be more creative and self-confident.</td>
<td>- tend to conform.</td>
<td>- discourage easily.</td>
</tr>
<tr>
<td>- be physically healthy and happy.</td>
<td>- be expressive.</td>
<td>- fear of competition; reluctant to try new things.</td>
</tr>
<tr>
<td>- be willing to try new activities; flexible, adaptable in changing situations</td>
<td>- be able to listen to criticism.</td>
<td>- feel isolated, persecuted, on the sidelines.</td>
</tr>
<tr>
<td>- have a sense of humor.</td>
<td>- be quite dependent upon social acceptance.</td>
<td>- frequently sees self as helpless and incapable of improving his or her situation.</td>
</tr>
<tr>
<td>- have a positive outlook; happy, energetic, enthusiastic.</td>
<td>- be less adventuresome than those with high self-esteem.</td>
<td>- be highly sensitive to criticism; afraid to make a mistake.</td>
</tr>
<tr>
<td>- believe strongly in certain principles and values.</td>
<td>- be less adventuresome than those with high self-esteem.</td>
<td>- overly critical of others and self.</td>
</tr>
<tr>
<td>- be capable of acting in own best judgment.</td>
<td>- be more creative and self-confident.</td>
<td>- blames others.</td>
</tr>
<tr>
<td>- genuinely enjoy themselves and participate in a wide variety of activities.</td>
<td>- be physically healthy and happy.</td>
<td>- over-responsive to praise.</td>
</tr>
<tr>
<td>- resist efforts of peers to dominate or sway them.</td>
<td>- be willing to try new activities; flexible, adaptable in changing situations</td>
<td>- shy, timid, withdrawn.</td>
</tr>
<tr>
<td>- feel confident in ability to deal with challenging situations, despite failures and setbacks.</td>
<td>- have a sense of humor.</td>
<td>- uncertain of own opinions and values.</td>
</tr>
<tr>
<td>- have a positive outlook; happy, energetic, enthusiastic.</td>
<td>- be able to listen to criticism.</td>
<td>- may be jealous, possessive.</td>
</tr>
</tbody>
</table>

OBJECTIVES:
For youth to:
- determine their self-concept.
- come to terms with their individuality.
- understand the concept of self-esteem.
- acquire the tools and knowledge to build a healthy self-esteem.
- increase their awareness of the importance of supportive relationships.
- learn how to build supportive relationships.

LIFE SKILLS:
- Build self-esteem.
- Getting along with others.

MATERIALS:
- Copies of HOW WELL DO I LIKE MYSELF? Worksheet and Answer Key, and EFFECTS OF SELF ESTEEM (one each for each youth)
- Pens or Pencils
- Flip chart and markers (optional)

TIME:
20 minutes

SETTING:
Comfortable room with tables and chairs.
DO

- Have participants fill out the HOW WELL DO I LIKE MYSELF? Activity Sheet.
- After participants have completed the Activity Sheet, have them score themselves using the Answer Key.
- Hand out EFFECTS OF SELF-ESTEEM Information Sheet and allow participants to compare their self-esteem level with possible personality effects.

REFLECT

- What did you learn about your self-esteem levels? Were you surprised with the results?
- Have aspects of your personality been affected by your self-esteem? Did some of the effects of self-esteem surprise you?

APPLY

- How can you use what you learned through this activity to improve your self-esteem?
- How can you work to improve the self-esteem of others?
- How can you improve any negative damage that low self-esteem has caused? How can you help the negative effects in others?
HOW WELL DO YOU LIKE YOURSELF?

Here is a way of looking at your self-esteem. By answering the following statements truthfully, you can get a general idea of how happy you are with yourself. Next to each statement, put a number that reflects your feelings about the statement.

3 = True most of the time.
2 = True some of the time.
1 = Rarely true.
0 = Not true at all.

____ 1. I enjoy waking up in the morning.
____ 2. I'm usually in a good mood, day or night.
____ 3. When I look in a mirror, I really like what I see.
____ 4. If I were a member of the opposite sex, I'd find me quite attractive.
____ 5. I really enjoy my work.
____ 6. I always have plenty of energy.
____ 7. I'm basically quite an optimistic person.
____ 8. I can laugh at my mistakes.
____ 9. If I could live my life over, there is very little I'd change in things I've done.
____ 10. I'm a very interesting person.
____ 11. I like the direction that I am growing and changing as a person.
____ 12. Other people really show they care about me.
____ 13. I am a kind and loving person.
____ 14. The people I care about really value my opinions and ideas.
____ 15. I have never wished that I were someone else.
____ 16. I express my feelings.
____ 17. There aren't very many people I'd trade places with in life.
____ 18. I lead an interesting and rewarding life.

____ Total (sum of all scores)

Scale:
44-54 Very high self-esteem, positive self-worth, accepted one's self as okay.
24-33 Self-esteem lower but is still okay. Acceptance of self and one's worth is less than one might like. Could work on improving one's self-image and accepting one's self as being the only one they have.
below 24 Person's self-esteem could be improved. Self-worth and self-esteem lower than desirable. Needs encouragement and support from others. Needs work on changing "losing" attitudes and behaviors.
EFFECTS OF SELF-ESTEEM
Information Sheet

A person with high self-esteem may:
- often assume an active and constructive role in social groups.
- be eager to express self as an equal.
- be sensitive to the needs of others.
- be more creative and self-confident.
- be physically healthy and happy.
- be willing to try new activities; flexible, adaptable in changing situations
- have a sense of humor.
- have a positive outlook on life.
- believe strongly in certain principles and values.
- be capable of acting on own best judgment.
- genuinely enjoy themselves and participate in a wide variety of activities.
- resist efforts of peers to dominate or sway them.
- feel confident in ability to deal with challenging situations, despite failures and setbacks.

A person with medium self-esteem may:
- be optimistic.
- be uncertain about self-worth.
- seek recognition to erase self-doubt.
- tend to conform.
- be expressive.
- be able to listen to criticism.
- be quite dependent on social acceptance.
- be less adventuresome than those with high self-esteem.

A person with low self-esteem may:
- feel unloved and inferior; have difficulty in entering loving relationships.
- be a perfectionist and have impractical expectations for him or herself.
- fear social situations.
- discourage easily.
- fear of competition; reluctant to try new things.
- feel isolated, persecuted, on the sidelines.
- frequently sees self as helpless and incapable of improving his or her situation.
- be highly sensitive to criticism; afraid to make a mistake.
- overly critical of others and self.
- blames others.
- over-responsive to praise.
- shy, timid, withdrawn.
- uncertain of own opinions and values.
- may be jealous, possessive.
Activity 6: Self-Esteem: Measuring Up

Self-esteem is a person's feeling of self-worth. A person with strong self-esteem is self-assured and confident. These individuals know who they are and like themselves. Contrarily, negative self-esteem is projected by individuals who generally do not like themselves and lack confidence in their abilities. Identifying aspects of our personality we feel positively about allows us to concentrate on and emphasize our positive qualities. Identifying our less positive qualities helps us improve ourselves in those areas.

**DO**
- Hand out a copy of the SELF-ESTEEM ASSESSMENT SURVEY for each participant to fill out. Remind youth to answer all the questions truthfully.
- After youth have finished filling out their survey, have them get into small groups of three to four and share their surveys. As each participant shares his or her survey, have other group members make positive statements about that person regarding each category.
- After youth have shared their surveys in their small groups, allow groups to come back together for large group discussion.

**REFLECT**
- Was it difficult to complete the chart? Why?
- When was the last time you compared how you see yourself to the expectations of others?
- How did you feel when you shared your chart?
- What similarities and/or differences were there among group members?

**APPLY**
- What did you learn about yourself? Others?
- How will what you learned about yourself and others help you with your leadership activities? In the future?
Give yourself a ranking for each category with 10 being **good** and 1 being **poor**.

<table>
<thead>
<tr>
<th>Your opinion of yourself.</th>
<th>What you think others think about you.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence</td>
<td></td>
</tr>
<tr>
<td>Appearance</td>
<td></td>
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<tr>
<td>Ability to Relate to Others</td>
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<tr>
<td>Leadership Ability</td>
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<tr>
<td>Future Ambitions</td>
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<tr>
<td>Personality</td>
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<tr>
<td>Role as a Male/Female</td>
<td></td>
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<tr>
<td>Role as a Son/Daughter</td>
<td></td>
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<tr>
<td>Physical Health</td>
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<tr>
<td>Talents</td>
<td></td>
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<tr>
<td>Ability to Complete Tasks</td>
<td></td>
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<tr>
<td>Morality and Integrity</td>
<td></td>
</tr>
<tr>
<td>Role as a 4-H’er</td>
<td></td>
</tr>
<tr>
<td>Role as a Student</td>
<td></td>
</tr>
</tbody>
</table>
Activity 7: Self-Esteem Evaluation

Our self-esteem has a very important effect on how we view ourselves and relate to others. Having positive self-esteem can lead to more effective leadership. Self-esteem is important for two reasons. First, we act consistently with our beliefs and feelings about ourselves. If you believe something is true, that belief affects your actions as though it were actually true. Second, our self-esteem filters our perceptions of the world around us. Beliefs act as a screen that may distort our view of events. Knowing who we are is essential to being able to relate to the world.

**OBJECTIVES:**
For youth to:
- determine their level of self-esteem.
- find out what contributes to positive self-esteem.
- discuss the relationship between self-esteem and leadership ability.
- brainstorm ways to help others improve self-esteem.

**LIFE SKILLS:**
- Understand self.
- Improve levels of self-esteem.

**MATERIALS:**
- Copies of the BARKSDALE SELF-ESTEEM EVALUATION Activity Sheet
- Pens or Pencils

**TIME:**
20 minutes

**SETTING:**
Comfortable room with tables and chairs.

**DO**
- Have participants score themselves on the BARKSDALE SELF-ESTEEM EVALUATION Activity Sheet.
- Have youth tally their scores and find their range on the Self-Esteem Index (SCI).

**REFLECT**
- What did you learn about your self-esteem? Was it higher or lower than you expected? Why or why not?
- What are some characteristics of individuals with low self-esteem? High self-esteem?

**APPLY**
- How can one improve his or her level of self-esteem? How can we help others improve their self-esteem?
- How is positive self-esteem related to effective leadership?
BARKSDALE SELF-ESTEEM EVALUATION

Answer the following questions by giving the score that determines how true or the amount of time you believe that the statement is true for you:

0 = Not at all true for me
1 = True only part of the time
2 = True about half the time
3 = True most of the time
4 = True all the time

___ 1. I don't feel anyone else is better than I am.
___ 2. I am free of shame, blame, and guilt.
___ 3. I am a happy, carefree person.
___ 4. I have no need to prove I am as good as or better than others.
___ 5. I do not have a strong need for people to pay attention to me or like what I do.
___ 6. Losing does not upset me or make me feel less than others.
___ 7. I feel warm and friendly toward myself.
___ 8. I do not feel others are better than I am because they can do things better, or have more money or are more popular.
___ 9. I am at ease with strangers and make friends easily.
___ 10. I speak up for my own ideas and express my likes and dislikes.
___ 11. Others' opinions or attitudes do not hurt me.
___ 12. I do not need praise to feel good about myself.
___ 13. I feel good about others' good luck and winning.
___ 14. I do not find fault with my family, friends, or others.
___ 15. I do not feel I must always please others.
16. I am open and honest and allow others to see my real self.
17. I am friendly, thoughtful and generous toward others.
18. I take responsibility for my problems and mistakes without blaming others.
19. I enjoy being alone with myself.
20. I accept compliments and gifts comfortably without needing to give something in return.
21. I admit my mistakes and defeats without feeling ashamed or "less than."
22. I feel no need to defend what I think, say, or do.
23. I do not need others to agree with me or tell me I'm right.
24. I do not brag about myself, what I have done, or what my family has or does.
25. I do not feel "put down" when criticized by my friends or others.

Add the scores for each item. The possible range of your Self-Esteem Index (SEI) is from 0-100. Research shows that an SEI of:

93 - 100: Healthy Self-Esteem  
76 - 92: A handicap to one's emotional well-being  
51 - 75: A serious handicap  
0 - 50: A lack of Self-Esteem that handicaps you in all areas and keeps you from feeling good, especially from being loved and loving.
Activity 8: Focusing on Me

When good things happen to us, we often are eager to share those experiences with others. Humans like to hear praise and recognition when a goal has been achieved or when one has worked hard. However, sharing good news can be perceived as bragging, and bragging is generally frowned upon. Look at the "put-downs" that are commonly used in regard to bragging:

- "If his head gets any bigger, he won't be able to wear a hat."
- "She's the most self-centered person I know."
- "He's always blowing his own horn/beat[ing] his own drum."
- "With all her bragging, she should get a press agent."

There is nothing wrong with letting others know about good things in our life, as long as we do not insult others in the process. Compare the differences between these two statements: "I am so excited! I got an A on a test!" and "You only got a C on the test? Well, I got an A." Learning to express our positive qualities is important when determining the resources that are available to a group. For example, if you let the group know that you are an excellent writer, they know it can turn to you if it needs someone that has those skills.

**DO**

- Divide participants into groups of three to four members. Tell youth that they will each be given two minutes to "brag" about anything he or she feels like telling about (accomplishments, awards, skills, things done well, personal characteristics, etc.). For the first minute, the youth must speak in a way that would be construed as "bragging"; the second minute, the youth must make their statements not sound like bragging. Give participants a few minutes to think of what they are going to talk about.

- Set the timer for two minutes, and have the first person in each group begin. After each youth has talked, have the other group members give feedback regarding the statement. Keep resetting the timer until all the participants have had their chance to "brag" and receive feedback.

**REFLECT**

- How did you feel about bragging about your accomplishments?
- Were you uncomfortable listening to others brag?
- Did you feel you had to match their accomplishments?
- Were there any statements you either resented or admired?
- What is the most effective way of expressing your talents and achievements?

**APPLY**

- Why is one usually looked down upon when he or she "brags"?

**OBJECTIVES:**
For youth to:
- understand that expressing pride in an accomplishment is acceptable.
- receive recognition and positive support for what they have accomplished.
- communicate personal positive qualities to other youth while recognizing positive qualities in others.

**LIFE SKILLS:**
- Self Esteem.
- Confidence.

**MATERIALS:**
- Watch or timer

**TIME:**
30 minutes

**SETTING:**
Comfortable room
Activity 9: What Are My Values?

Are our actions relative to our values dependent on the situational context? Sometimes peoples' opinions toward an action can change with varying situations. Let's explore how your actions reflecting your values might change given different situations.

Advanced Preparation: Cut out WHAT ARE MY VALUES? SITUATIONS or create your own situations relevant to your group.

DO
- Divide youth into five equal size groups of no more than five members. If there are more participants, divide into more groups.
- Give each group one of the WHAT ARE MY VALUES? SITUATIONS (if there are more than five groups, make copies of the scenarios).
- Have each group read and discuss their situation and answer the questions following the story. Make sure there is no interaction between the groups.
- After groups have completed their discussion and have answered the questions, bring everyone back together.
- Allow a spokesperson from each group to read their group’s scenario and give their group’s answers to the questions.
- After all groups have read their scenarios and answers, ask about any differences between the different groups' answers and discuss why there are differences.

REFLECT
- What are values?
- What about the different stories made your answers to the questions any different?
- Do one’s actions vary depending on the situation? What does this say about our values?
- Is it acceptable for one’s values to "change" from situation to situation? Why or why not?
- How can a leader’s better understanding of personal values help him or her make better decisions?

APPLY
- How will this exercise help you to understand your value decisions in the future?
- Have you ever made a decision conflicting with your values? How did you feel about it?
WHAT ARE MY VALUES?

Situations

#1
You are very nervous because you didn't study for your final exam in history. You get to class and your teacher passes out the test. During the middle of the test, your teacher leaves the room. You see other students sharing answers. What would you do?

Would you share answers?
If not, would you tell on your classmates?
Do nothing?

#2
You have studied hours for your final exam in history. You get to class and your teacher passes out the test. You quickly fill out the multiple choice answers, excited because your studying has paid off. However, when you get to the essay question section (which comprises half of the total points on the test) your mind goes blank. You panic because the result of this final determines whether you will get a B or a C in the class, the latter keeping you from receiving a college scholarship. Suddenly, your teacher leaves the room. You notice other students sharing answers. What do you do?

Would you share answers?
If not, would you tell on your classmates?
Do nothing?

#3
You have studied for your final exam in history. You get to class and the teacher passes out the test. You quickly fill out the multiple choice answers, excited because your studying has paid off. However, when you get to the essay question section (which comprises half of the total points on the test) your mind goes blank. You panic because your performance on this final determines whether you will get a B or a C in the class. Just then, your teacher leaves the room. You notice other students sharing answers. What do you do?

Would you share answers?
If not, would you tell on your classmates?
Do nothing?
#4
You are in the middle of taking your final exam in history when your teacher suddenly leaves the room. You are confident with your answers and are not tempted to cheat. However, your best friend did not study as much as you did, and he asks you if he could see your answers. You do not feel comfortable cheating, but you are aware that this test will determine whether he gets a C or a D, the latter keeping him from getting a college scholarship. What do you do?

Would you share answers?

If not, why not?

#5
You are in the middle of taking your history final exam when your teacher suddenly leaves the room. You are confident with your answers and are not tempted to cheat. However, the person you have had a crush on all year asks if he or she could see your answer sheet. What would you do?

Would you share answers?

If not, why not?
Activity 10: *Values in Decision Making*

Every day we face decisions. Some decisions are simple, such as what we will eat for breakfast or what color shirt we will put on. Other decisions are more difficult and can force us to choose between our own needs and the needs of others. Our values play an important part in these decisions.

**Objectives:**
For youth to:
- determine their values.
- learn decision making skills and apply them to real-to-life situations.
- examine the relationship between values and making decisions.

**Life Skills:**
- Realize the importance of values in life decisions.
- Learn how to make decisions.

**Materials:**
- DECISION Case Studies
- Flip Chart Paper
- Markers
- Scissors

**Time:**
30 minutes

**Setting:**
Comfortable room with tables and chairs.

**Advanced Preparation:**
Cut out DECISION case studies.

**Do:**
- Divide youth into five groups and give each group a DECISION Case Study.
- Have youth read their Case Study and find solutions within their small groups.
- Bring groups together and have a group spokesperson read their scenario and give the groups solutions. Allow members of other groups to contribute their opinions regarding the different scenarios.

**Reflect:**
- Did the participants have similar feelings regarding each situation or were there many varied responses? Why or why not?
- How did your group come up with its solution?
- Were there any major disagreements among group members? If so, why?
- What values are evident in each decision?

**Apply:**
- Have you faced any similar situations? If so, what was it and what did you do?
- How are decisions made in real life different than those made regarding a scenario?

LESSON 2: UNDERSTANDING SELF
Unlock Your Leadership Potential
You and your best friend are involved in the Clothing project. You just went over to her house and found her mother sewing your best friend’s county fair exhibit. You have been working very hard for weeks on your own clothing fair exhibit. What are your options? What do you do? Why?

You and your best friend are camp counselors for a cabin of ten-year-olds. One night while you were sleeping, your friend led some of the campers on a "raid" of some of the cabins. The camp coordinator is now trying to find out who caused the mess and is now asking you if you know who did it. What are your options? What do you say? Why?

You are part of a judging team selected to compete in the state competition. While in bed one night, your teammates tell you they are sneaking out of the hotel room to meet some friends and ask if you want to go with them. You would really like to go, and there’s a very slim chance you will get caught, but if anyone is caught, the team would not be allowed to compete. What are your options? What do you do? Why?

It is your last year in 4-H, and after years of hard work in your project area, you won an all expense paid trip to a national 4-H event. Unfortunately, your older brother is getting married the same weekend, and you are supposed to be in the wedding party. What are your options? What do you do? Why?

You have $45. You are going to purchase a present for your father’s birthday (which is next week) when you hear on the radio that tickets for your favorite performer’s farewell concert will go on sale tomorrow. You don’t have enough money to buy a present and go to the concert. What are your options? What would you do? Why?
Activity 11: Issues

Our personal value systems make up who we are. Therefore, they also play a large role in the decisions we make and the sides we take involving different issues. By examining controversial issues, we can determine what values we find important and compare our values to those of others.

**Advanced Preparation:** Using the paper and the markers, make a sign saying "STRONGLY AGREE" and another sign saying "STRONGLY DISAGREE". Hang STRONGLY AGREE sign on one side of a wall and the STRONGLY DISAGREE sign on the other side of the wall.

**DO**
- Read the first issue statement and have the youth stand against the wall at a point that best represents their opinion (Strongly Agree, Strongly Disagree, or in between).
- Ask at least three persons standing in different areas why they are standing where they are standing. Allow anyone to contribute their feelings and opinions.
- Repeat with each statement.

**REFLECT**
- How did you come to your decisions?
- Did other participants' locations affect where you stood? Why or why not?
- Did anyone change their mind after the issues were discussed? Why or why not?
- What causes different opinions regarding issues?

**APPLY**
- What are some situations that you will face in the future where you will have to "take a stand"?
- How do your values affect decisions you make regarding controversial issues?

**OBJECTIVES:**
For youth to:
- identify their values and use them to make decisions.
- explain and defend their beliefs.
- compare their values with those of other group members.

**LIFE SKILLS:**
- Relating to others.

**MATERIALS:**
- ISSUE STATEMENTS
- Paper
- Markers
- Tape

**TIME:**
30 minutes

**SETTING:**
Comfortable room with open space next to a wall suitable for standing.
ISSUE STATEMENTS

Situation: Angie is 22 years old, old enough to drink legally. During dinner at her boyfriend Greg's house, she drinks some wine. Greg offers to drive Angie home in his car and let her leave her car at his place, but she refuses, saying, "No, I need my car early in the morning, and plus, I've driven plenty of times with no problem after drinking this much." She decides to drive home.

Statement #1: Angie made the right decision.

Situation: Alicia is 15 years old and has an older sister, Jamie, in college. One weekend while Jamie is visiting, Alicia discovers her sister has begun smoking cigarettes. Alicia hates to see her sister hurting her health, so she looks through Jamie's purse and bags without her knowledge, finds two packs of cigarettes, and throws them away.

Statement #2: Alicia made the right decision.

Situation: Chris is 17 years old and has just graduated from high school. He received a very nice stereo system as graduation gift from his cousin Shoana. She laughingly tells him how she "lifted" it from the department store where she works. He doesn't think it's right to keep the gift, but he really does like the stereo. He decides to keep it because he wouldn't want to hurt Shoana's feelings.

Statement #3: Chris made the right decision.
**ISSUE STATEMENTS (continued)**

**Situation:** Researchers at a medical company have discovered an ingredient from a certain tree is successful in treating cancer patients. However, a rare species of bird lives in these trees, and it takes thousands of trees to get the amount of the ingredient needed. If the company harvests the trees, the bird may become endangered. Because of the danger to this species of bird, the government decides not to let the company harvest the trees.

Statement #4: The government made the right decision.

**Situation:** Tony is a pharmacist. His mother is very, very ill with an incurable disease and wants to die. She begs Tony for medication that will allow her to commit suicide so that she will not have to suffer any longer. Tony does not give her the medicine.

Statement #5: Tony made the right decision.
PURPOSE:
For youth to practice their communication skills as they relate to leadership.

OBJECTIVES:
For youth to:
- demonstrate the effective use of nonverbal communication.
- improve their listening ability.
- use effective communication when working with others.
- strengthen their public speaking skills.
- practice writing for the mass media.

KEY CONCEPTS
“The ability of leaders to interpret others’ messages and to construct messages for others is a key to effective leadership” (Barge, 1994). Many leading researchers and popular authors agree that communication competence is an important skill needed by leaders. “Individual messages and interlocked sequences of messages become the primary means through which leadership is exercised” (ibid). So for a group to accomplish its goals, a leader must have the ability to communicate in such a way so that others may understand their message clearly. The most effective supervisors (1) are more communication-oriented and speak up more than less effective supervisors, (2) are responsive and receptive to their subordinates’ questions, (3) ask and persuade rather than order or command, and (4) explain the reasons behind changes and policies. “Leadership is enacted through communication” (Barge, 1994); therefore,

“Communication is the single most important leadership skill.”
Lin Bothwell, The Art of Leadership

LEARNING ACTIVITIES
Activity 1: Learn the importance of listening and nonverbal communication in BACK TO BACK.
Activity 2: Test listening skills in AM I A GOOD LISTENER?
Activity 3: Observe and practice nonverbal communication in LIAR, LIAR!
Activity 4: Determine the meaning of nonverbal cues in COMMUNICATION CUES.
Activity 5: Interpret communication without hearing the verbal message in TV TALK.
quality communication is important to the overall achievement of a leader and his or her group or organization. "Effective leadership is associated with the mastery of effective communication techniques" (Barge, 1994).

Communication is very important to effective leadership. What types of communication are used in leadership? Public speaking is often the first type that comes to mind and is probably the most visible form of communication leaders use. It is very important and can be found when running a meeting, leading discussions, lobbying for causes, and in a number of leadership situations.

Public speaking competence is not the only communication skill needed by leaders, however. Leaders must communicate effectively in less formal settings, such as in one on one conversations and in small groups.

Leaders need to be good listeners and understand the importance of nonverbal cues in communication. Skills in this area of communication can help build interpersonal relationships and cohesiveness within groups, and is also helpful in the professional world, such as in job interviews and other situations. Also, writing skills are important for maintaining good public relations and for correspondence, keeping records, creating agendas, and other leadership tasks.

Good communicators are perceived as better leaders than poor communicators, and knowing how to communicate is the first step to practicing effective leadership. Communication skills can be learned and practiced.

**KEY CONCEPTS (continued)**

**LEARNING ACTIVITIES**

Activity 6: Improve listening skills in "AND NOW INTRODUCING..."

Activity 7: Practice leading a discussion in SOMETHING TO TALK ABOUT.

Activity 8: Develop effective interpersonal communication in I/YOU MESSAGES

Activity 9: Evaluate the listening skills of self and others in LISTEN TO ME!

Activity 10: Identify communication fears in TALKING TERROR.

Activity 11: Learn effective public speaking techniques in PODIUM PRESENCE.

Activity 12: Eliminate vocal fillers in speech with "UM, ER, UH..."

Activity 13: Practice extemporaneous speaking in TABLOID TOPICS.

Activity 14: Relate communication to careers in THE INTERVIEW YOU.

Activity 15: Create an advertising campaign with ADVERTISING ANGLES.

Activity 16: Heighten public awareness of an issue with PERSUASIVE PSAs.

Activity 17: Write news stories and press releases in MEET THE PRESS.
After completing the chosen activities, review and wrap up this lesson using these key questions:

**REFLECT**
- Other than speaking, what are other components of communication? Why are they important?
- What did you learn about your communication skills? What are your strengths? What areas need improvement?
- Can someone be a poor communicator but an effective leader? Why or why not?

**APPLY**
- Is there one most important communication skill a leader must have? Why?
- What are some ways we can improve our communication skills with other persons? In groups? In public speaking situations?
- When is writing related to leadership?
Activity 1: **Back to Back**

Observing the nonverbal behaviors of those with whom we are communicating is important in reinforcing, denying, and understanding the complete message. Behaviors such as head nodding, eye contact, facial expressions, and hand gestures let us know if the other person understands what we are talking about, if the other person is distracted, and other information that is useful in the communication process.

**OBJECTIVES:**
For youth to:
- become aware of the different forms of nonverbal communication.
- understand the role of nonverbal communication in understanding the overall message.
- compare communication with nonverbal cues to communication without nonverbal cues.

**LIFE SKILLS:**
- Getting along with others.
- Listening.

**MATERIALS:**
- Copies of TOPIC LIST for each pair
- Flip chart or dry erase board
- Markers

**TIME:**
15 minutes

**SETTING:**
Comfortable room with tables and chairs.

**DO**
- Have participants select a partner and rearrange chairs so the individuals in the pairs will be sitting back to back to one another. Make sure the pairs are far enough away from each other so that they will not hear or be distracted by other pairs.
- Hand out the TOPIC LIST, and have the pairs select which topic they would like to discuss. For two to five minutes, have partners communicate about the selected topic without facing each other. By becoming aware of the important role nonverbal behavior plays in communication, we can learn to better understand others and become more effective communicators ourselves.
- Allow partners to turn around, face each other, and continue their conversation face to face.
- After five minutes, have participants talk about how they felt during both conversations.
- Using the flip chart or dry erase board, have youth brainstorm a list of nonverbal behaviors and their possible meanings that could be helpful in interpreting messages.

**REFLECT**
- Was there a difference in the communication level from when you and your partner were not communicating face-to-face to when you were communicating face-to-face? If so, why do you think there was a difference?
- Did you feel comfortable talking to your partner without being able to look at him or her?
- Was it difficult to listen? Why or why not? Did you feel listened to? Why or why not?
- How important are nonverbal cues in communication? What are some examples of common nonverbal cues?

**APPLY**
- How did this activity compare to other forms of communication where nonverbal cues are not visible (telephone, letters, E-mail, etc.)?
- What are some of the attending behaviors associated with listening and communication?
- Can one learn to improve his or her use of nonverbal communication? How?
**TOPIC LIST**

Choose a topic from the list below that you and your partner would like to discuss.

- The importance of 4-H in your life
- Your favorite vacation or trip
- Your favorite class or teacher
- Your most embarrassing moment
- A time you met someone famous
- Your goals in life (career, family, etc.)
- Your role models or important people in your life
- If you could change one thing about yourself, what would it be?
- Your hobbies and/or 4-H projects
- A difficult time in your life
Activity 2: Am I a Good Listener?

Are you a good listener? Listening is one of the most important communication skills. In fact, we spend more of our time listening to others than any other form of communication. However, practically no training is given to teach us how to become better listeners. Many people do not know what it means to be a good listener.

**OBJECTIVES:**
For youth to:
- listen to stories and recall information and details.
- evaluate and strengthen their listening skills.
- brainstorm good listening strategies.

**LIFE SKILLS:**
- Getting along with others.
- Listening.

**MATERIALS:**
- Copies of AM I A GOOD LISTENER? Activity Sheet for each youth
- AM I A GOOD LISTENER? Stories, Questions, and Answer Key
- Copies of AM I A GOOD NOTE TAKER? Activity Sheet for each youth
- Paper
- Pens or pencils

**TIME:**
20 minutes

**SETTING:**
Comfortable room with tables and chairs.

**DO**
- Hand out AM I A GOOD LISTENER? Activity Sheets to participants.
- Explain to them that you will be reading three stories to them, and they will answer five questions about each story. Have participants predict their listening score before the activity begins (there are 15 questions, making the maximum score 15).
- Using the AM I A GOOD LISTENER? Stories Question and Answer Key, read the stories clearly and ask the corresponding questions. You can repeat the questions twice.
- After the Activity Sheets have been filled out, read the stories, questions, and the correct answers from the Key. Have youth score themselves and compare their predicted scores with their actual scores.
- Brainstorm as a group ways people can improve their listening skills.

**ALTERNATIVE ACTIVITY**
- Instead of using this activity to teach listening skills, it can be used to teach note taking skills. Give participants paper and writing utensils. While you read the stories, have the participants take notes.
- After you have read the three stories aloud, hand out the AM I A GOOD NOTE TAKER? Activity Sheet. Have participants answer the questions using their notes.

**REFLECT**
- What did you learn about being an effective listener?
- What are some strategies for good listening?
- How did your actual score compare with your predicted score? How would you rate yourself as a listener?
- Were there any distractions? How did that affect your performance?

**APPLY**
- What can you do to improve your listening skills?
- Can you think of situations in which you did not listen well? What happened?
- List situations in which good listening skills are important.
#1 Ted's alarm went off this morning at 6:45. He pushed the snooze button three times, and did not actually get out of bed until 7:15. He showered, brushed his teeth, got dressed, and ate breakfast with his mother, father, and sister. After his brother finished reading the newspaper, Ted glanced through the Sports section and read a baseball story. Ted looked at the clock and it read 7:45; he grabbed his backpack and drove to school.

1. What time was it when Ted got out of bed?
   a. 6:30
   b. 6:45
   c. 7:00
   d. 7:15

2. What is the correct order in which Ted did the following things?
   a. showered, brushed his teeth, dressed, and ate breakfast
   b. brushed his teeth, showered, dressed, and ate breakfast
   c. showered, dressed, brushed his teeth, and ate breakfast
   d. showered, dressed, ate breakfast, and brushed his teeth

3. With whom did Ted not eat breakfast?
   a. mother
   b. father
   c. sister
   d. brother

4. What did Ted grab before he left the house?
   a. book bag
   b. back pack
   c. books
   d. he didn't grab anything

5. How did Ted get to school?
   a. rode the bus
   b. walked
   c. rode his bike
   d. drove
#2 Andrea loves to roller blade. One day, she put on her skates and roller bladed to a sidewalk two streets away from her house. She then rode through her neighborhood until she reached the brown house with the large dog. She turned around and skated towards the elementary school. As she was going down a hill, she hit a bump and fell. She hurt her arm, so she took off her skates and walked home.

1. How far away was the sidewalk from her house?
   a. one street
   b. two streets
   c. three blocks
   d. one mile

2. What color was the house that had the large dog?
   a. grey
   b. white
   c. brown
   d. the story did not say

3. Where was she going after she turned around at the house with the dog?
   a. the hill
   b. home
   c. the sidewalk
   d. the elementary school

4. What did Andrea hit that made her fall?
   a. a bump
   b. a crack
   c. the sidewalk
   d. a twig

5. What did she hurt when she fell?
   a. arm
   b. knee
   c. ankle
   d. elbow
AM I A GOOD LISTENER?

Question and Answer Key

#3 Jennie likes to travel. Her first vacation was a train trip to Chicago, Illinois for two weeks. She has been on cruises to the Bahamas, Bermuda, and Mexico. She has been white water rafting in West Virginia. Her favorite trip was a ferryboat ride down the Mississippi River with stops in Memphis, Tennessee and New Orleans, Louisiana. She hopes to go backpacking through Europe someday and wants to see the Greek ruins, the canals of Venice, and the French Louvre.

1. How did Jennie get to Chicago, Illinois?
   a. airplane
   b. train
   c. car
   d. hitchhiked

2. To where did she not go on a cruise?
   a. Bahamas
   b. Jamaica
   c. Bermuda
   d. Mexico

3. What did she do in West Virginia?
   a. go camping
   b. white water rafting
   c. mountain climbing
   d. hiking

4. How does she want to travel when she is in Europe?
   a. by plane
   b. biking
   c. backpacking
   d. Eurotrain

5. What doesn't she want to see in Europe?
   a. the Leaning Tower of Pisa
   b. the Greek ruins
   c. the canals of Venice
   d. the French Louvre
AM I A GOOD LISTENER?
Question and Answer Key

You will hear three stories. Listen to each very carefully. Answer the questions asked at the end of each story.

Story 1
1. _____
2. _____
3. _____
4. _____
5. _____

Story 2
1. _____
2. _____
3. _____
4. _____
5. _____

Story 3
1. _____
2. _____
3. _____
4. _____
5. _____

Predicted Score: _____  Actual Score: _____
AM I A GOOD NOTETAKER?

Using your notes, answer the following questions about each of the stories you heard.

TED
1. What time was it when Ted got out of bed?
   a. 6:30
   b. 6:45
   c. 7:00
   d. 7:15

2. What is the correct order in which Ted did the following things?
   a. showered, brushed his teeth, dressed, and ate breakfast
   b. brushed his teeth, showered, dressed, and ate breakfast
   c. showered, dressed, brushed his teeth, and ate breakfast
   d. showered, dressed, ate breakfast, and brushed his teeth

3. Who didn't Ted eat breakfast with?
   a. mother
   b. father
   c. sister
   d. brother

4. What did Ted grab before he left the house?
   a. book bag
   b. back pack
   c. books
   d. he didn't grab anything

5. How did Ted get to school?
   a. rode the bus
   b. walked
   c. rode his bike
   d. drove
AM I A GOOD NOTETAKER?

ANDREA

1. How far away was the sidewalk from her house?
   a. one street
   b. two streets
   c. three blocks
   d. one mile

2. What color was the house that had the large dog?
   a. grey
   b. white
   c. brown
   d. the story did not say

3. Where was she going when she turned around at the house with the dog?
   a. the hill
   b. home
   c. the sidewalk
   d. the elementary school

4. What did Andrea hit that made her fall?
   a. a bump
   b. a crack
   c. the sidewalk
   d. a twig

5. What did she hurt when she fell?
   a. arm
   b. knee
   c. ankle
   d. elbow
AM I A GOOD NOTETAKER?

JENNIE

1. How did Jennie get to Chicago, Illinois?
   a. airplane
   b. train
   c. car
   d. hitchhiked

2. To where did she not go on a cruise?
   a. Bahamas
   b. Jamaica
   c. Bermuda
   d. Mexico

3. What did she do in West Virginia?
   a. go camping
   b. white water rafting
   c. mountain climbing
   d. hiking

4. How does she want to travel when she is in Europe?
   a. by plane
   b. biking
   c. backpacking
   d. Eurotrain

5. What doesn't she want to see in Europe?
   a. the Leaning Tower of Pisa
   b. the Greek ruins
   c. the canals of Venice
   d. the French Louvre
Nonverbal actions are very important in communicating. Knowing what nonverbal cues imply can help us understand others better while enabling us to improve our communication skills. Nonverbal communication has many functions. It can either emphasize or decrease the impact of our message; sometimes it negates our message altogether! Sometimes, we can tell if someone is lying by nonverbal behaviors such as avoiding eye contact, nervous gestures, etc. The opposite is true too, however. Research shows that sometimes liars lie so well that they are more believable than those telling the truth. A study examined police officers questioning crime suspects (some of which were guilty and others who were innocent). The police officers often guessed the guilty parties innocent and the innocent parties guilty. The liars hid the truth very well, while the innocent were probably very nervous and exhibited suspicious behavior. This illustrates the importance of being aware and controlling nonverbal behavior when communicating.

**OBJECTIVES:**
- For youth to:
  - become acquainted with one another.
  - attempt to read nonverbal clues to determine if someone is lying.
  - list characteristics associated with deception.
  - practice their listening skills.

**LIFE SKILLS:**
- Realize the importance of nonverbal communication.
- Improve listening and observation skills associated with communication.

**MATERIALS:**
- Flip chart or dry erase board
- Markers
- Awards (candy, etc).

**TIME:**
30 minutes

**SETTING:**
Comfortable room with enough space for participants to sit in a circle.

**DO**
- Have participants sit in a circle.
- Explain to the participants that they will be telling the group three things about themselves and that one of the three must be false. The group will then have to guess which item is false. Give youth about five minutes to think of the three items. Whoever can successfully "stump" the group will get an award.
- Go around the circle clockwise and have each participant tell his or her three facts.
- Have other group members vote to determine which statement is false.
- After everyone has told their facts, ask the group members what "gave" each other away. Have the group come up with a list of nonverbal characteristics that people show when they are deceiving others and have a volunteer write these on the flip chart.

**REFLECT**
- Were you able to tell when people were lying? If so, what nonverbal cues gave them away?
- Was it difficult for you to lie? Why or why not?
- Did you concentrate on hiding any nonverbal cues that may indicate that you are lying?

**APPLY**
- Have you been in situations before when you knew the other person was lying? How could you tell?
- Remember some situations where you may have told a lie. Were you caught? If so, why do you think you were? If not, why do you think you were not?
- Discuss some situations in which nonverbal communication is very important.
- Most people consider eye contact an important aspect of nonverbal communication. List some positive and negative nonverbal behaviors.
Activity 4: Communication Cues

Nonverbal communication plays an important role in the overall message that is communicated. It can reinforce or contradict the verbal message and is sometimes more believable than the spoken message. By becoming more aware of different types of nonverbal communication and what they can imply, we can better understand others’ messages while improving our own communication skills.

**OBJECTIVES:**
For youth to:
- become aware of the importance of nonverbal communication.
- compare predictions of behavior with actual behavior.
- interpret situations without hearing verbal communication.

**LIFE SKILLS:**
- Understanding others.
- Listening.

**MATERIALS:**
- Copies of COMMUNICATION CUE Activity Sheet for each youth
- Paper
- Pens or pencils

**TIME:**
15 minutes

**SETTING:**
Comfortable room with tables and chairs.

**DO**
- Hand out COMMUNICATION CUES Activity Sheet to each youth.
- Have youth determine and write down what they think the person is feeling or doing according to the nonverbal behaviors (without discussion).
- After all of the pictures have been shown, display each again one at a time. This time ask participants what they wrote down. Ask for shows of hands to determine how many of the participants interpreted the pictures the same way.
- Have group discuss why their interpretations were similar or different.

**REFLECT**
- Which emotions were easiest to figure out? Hardest?
- Did the amount or intensity of the nonverbal communication vary between gender, age, race, etc.?
- Why is nonverbal communication important?

**APPLY**
- How can you use nonverbal cues to improve your communication skills?
- List some situations where nonverbal communication is very important.
COMMUNICATION CUES

What are these people feeling or doing?
Can you “read” the people’s gestures and facial expressions?

1. 
2. 
3. 

4. 
5. 
6.
COMMUNICATION CUES

What are these people feeling or doing?
Can you “read” the people’s gestures and facial expressions?

7. 

8. 

9. 

10. 

11. 

12. 
Activity 5: TV Talk

Nonverbal communication plays an important role in the overall message that is communicated. It can reinforce or contradict the verbal message and is sometimes more believable than the spoken message. By being aware of nonverbal communication and understanding its implications, we can improve our own communication skills.

OBJECTIVES:
For youth to:
- become aware of the importance of nonverbal communication.
- compare predictions of behavior with actual behavior.
- interpret communication situations without hearing verbal messages.

LIFE SKILLS:
- Getting along with others.
- Working with groups.

MATERIALS:
- Copies of TV TALK Activity Sheet for each youth
- Television
- DVD/VCR Player
- Pens or pencils
- DVD/VCR Recording of a popular TV show

TIME:
1 hour

SETTING:
Comfortable room for watching television and written work.

DO
- Hand out TV TALK Activity Sheets to participants. Play the tape without the volume and have youth write down what they think is occurring between the characters based on the nonverbal cues.
- Have group discuss what they think occurred, what emotions were displayed, etc.
- Play back the tape with the sound to see how close the group came to understanding the messages. Have participants make check marks next to their assumptions that were correct.

REFLECT
- What emotions were easiest to figure out? Hardest?
- Did the amount or intensity of the nonverbal communication vary between gender, age, race, etc.?
- Were a majority of your interpretations correct or incorrect? Why?
- Why is nonverbal communication important?

APPLY
- How can you use nonverbal cues to improve your communication skills?
- List some situations where nonverbal communication is very important.
- Name some people who have good nonverbal skills. Name some people who have poor nonverbal skills.
TV TALK

You will be watching a television show without the sound. Try to interpret what is going on in the show by watching the nonverbal behaviors (facial expressions, body movement and positioning, hand gestures, etc.) Make notes of what you think is happening in the space below.
Activity 6: “And Now Introducing…”

Have you ever been introduced to someone and forgotten his or her name in the next instant? You probably weren’t listening attentively! Good listening skills are an important part of being an effective communicator. Luckily, listening is a skill that can be practiced and learned. Being an effective listener and communicator can help us initiate and maintain interpersonal relationships and help us to become better leaders.

**OBJECTIVES:**
For youth to:
- practice listening skills.
- improve interpersonal communication skills.

**LIFE SKILLS:**
- Working with others.
- Listening.

**MATERIALS:**
- People

**TIME:**
20 minutes

**SETTING:**
Comfortable room with space to walk around.

**DO**
- Have five or six volunteers be the “Hosts,” assume fictitious names and backgrounds, and form a receiving line.
- Have the remaining participants be the “Guests” and go through the receiving line, also assuming fictitious names and backgrounds.
- Each host will introduce each guest to the person standing next to him or her by stating the name of the guest, together with the name of and some background information on the host next in line. Each guest will state that host’s name and comment on the given background information.
- Each guest will continue moving down the receiving line until he or she has met all of the hosts.

**REFLECT**
- Was it easy or difficult to remember the persons’ names? What makes it easier to listen to someone?
- How can you improve your listening skills?
- What do you do when you know others are not listening to you? How can you get their attention?

**APPLY**
- Have you ever met someone and forgotten his or her name right away? How can you keep from allowing that to happen?
- What are other situations when you would use the skills you’ve learned from this activity?
The ability to communicate effectively in a small group situation is important in many situations. Club and committee meetings, classrooms, and even friends planning a night out are all situations that depend on individual contribution to small group discussions for their success. Not only is individual participation important, but there may be a time when we are responsible for facilitating the group discussion. Whether it’s deciding on a community pride project, discussing what to do with club funds or brainstorming a group project in class, learning how to lead discussions can help in a number of situations.

Advanced Preparation: Choose a current event article from the local newspaper or magazine that is appropriate for the group.

**DO**

- If the group is larger than six, break into groups of six. Tell the participants that they will each be responsible for a three minute portion of a group discussion. (Their goal is to keep the conversation going and spark interest in the topic among other group members.)

- Hand out copies of the current article, the SOMETHING TO TALK ABOUT Activity Sheet and index cards to each participant. Give them five minutes to read both.

- Have participants come up with questions and statements regarding the article that they can use for their portion of the discussion and write them on the index cards.

- After youth seem ready, randomly select one person in each group to start the group’s discussion (oldest person, youngest person, ask for volunteers, etc). Using your watch or timer, time the discussion for three minute intervals and select new discussion leaders each time.

- Continue allowing one person to lead the discussion for three minutes until everyone has had a turn.

**REFLECT**

- How were the transitions between discussion leaders?

- Was it easy to stick to the topic, or did participants go off on tangents? Why or why not?

- What are some skills or qualities that served the discussion leaders well? What qualities hindered the discussion leaders?

- What did you learn about your own style?

- Did leading the discussion on a topic help you learn more about it yourself?

**APPLY**

- In what ways can you improve your abilities to lead discussions in the future?

- Can you think of any times when you will need to lead a discussion in the future?
**SOMETHING TO TALK ABOUT**

The qualities of a good discussion leader are:

- Intelligent and experienced
- Interest in the discussion topic
- Able to bring everyone into the discussion
- Able to balance the various viewpoints in the discussion

The qualities of a good discussion group are:

- The leaders should have a basic plan, but be flexible to the wishes of the group.
- Direct the interchange between the people in the group so that all conversation does not go through the leader.
- Don't let one or two members dominate the group--try to encourage all members to participate.
- Keep the discussion focused on the "goals" and don't let the conversation drift off the topic.
- Make sure to assign a time limit at the beginning of the discussion and then if necessary allow for a vote for extension.
Activity 8: I/You Messages

Sometimes how we say something can be more important than what we say. Many times, we can be misunderstood or feel threatened by a seemingly harmless message just because of the way it was phrased. When we are upset or in conflict with someone, we sometimes make accusing statements that put the responsibility of our feelings on the other person. These statements are called “You” Messages and are characterized usually by containing the word “you.” The focus of the message is on the other person; the message often communicates that you are responsible for the other person or that they are responsible for you. You Messages are arguable: they include statements that analyze and diagnose, direct or order, question or probe, reassure, argue, praise and approve, blame and disapprove, involve sarcasm, warn or threaten, advise or suggest, moralize, or name-call. Examples of You Messages are “You make me mad!”, “You are inconsiderate,” and “You’re not nice to me.”

The statement “You make me mad” places the blame on the other person for making you mad, when really, your being mad is your own feeling. No one can “make” you mad; you can be mad as a result of something someone did, but they cannot make you mad. “I am mad when you don’t do the dishes” is an “I” Message.

“I” Messages are the alternative way of phrasing statements. They usually contain the word “I” and focus on the self, personal feelings, perceptions, and conditions. I Messages communicate that the speaker is responsible for himself or herself and communicate that the other person is responsible for the other person’s self. I Messages are non-arguable. (For example, if you say “I am upset because you did not call me”, how can someone argue with that?)

Some examples are “I am hurt that you...”, "I am angry...", "I see that you are...", I am worried about...", and "I heard that...".

You Messages tend to elicit more defensiveness from the recipient, while persons using I Messages are perceived as more accepting, understanding, and genuine or real. People interviewed with You Messages tend to respond with more hypothetical examples, less personal examples, less personal opinion, and more citing of the opinions of others, than persons interviewed with I Messages. I Messages usually elicit I Messages, and You Messages elicit You Messages. Therefore, by rephrasing “you” messages to “I” messages, we can become better communicators.
DO

• Share the introduction about I / You Messages with youth. Discuss I and You Messages until they understand the differences.

• Allow participants to select partners; have them fill out the I/YOU MESSAGE Activity Sheet with their partner.

• Have participants role play their best I and You Messages to the entire group. Encourage creativity.

• As a group, go over the Activity Sheet, and write down some of the best You Messages on the flip chart or dry erase board. Use the Answer Key as a guideline; there can be more than one correct answer for each I Message.

REFLECT

• Why is it important to use I Messages rather than You Messages?

• How does the use of an I Message as opposed to a You Message change the outcome of a communication interaction?

• What were some of the best I Messages? Why were they the most effective?

APPLY

• Can you think of some instances you have used You messages recently? What about instances when others have used You Messages with you? How did you react?

• How does our phrasing of messages affect our abilities to perform leadership tasks?

• Spend the next couple of days making a strong effort to use only I Messages. Was it easy? Did people react differently to you? What happened?
I / YOU MESSAGES

Answer Key

(There can be more than one correct answer for each "I" message; this is only a guideline for examples.)

1. I think you are more mature than you act sometimes.
2. Sometimes I feel I am not being listened to.
3. I sometimes feel people dislike me.
4. Maybe we could try a different idea.
5. I feel hurt and upset when I think you are trying to argue with me.
7. I need some time to myself right now.
8. I'm very busy right now. Can we talk another time?
9. I feel that you don't have time for me anymore. Is something wrong?
10. I don't think that I was told the complete truth.
11. I didn't know you were coming.
12. My room is my personal space. I would like to be alone right now.
13. I like when people knock first before coming in. Could you knock first next time?
14. I need some peace and quiet; I don't like it when people are so negative.
15. I think you can do a little better.
16. I get angry at you sometimes when you...
17. I am sometimes hurt by the things you do.
18. I worry about you so much.
19. Sometimes I think you don't consider how I feel.
1 / YOU MESSAGES

Change the following YOU messages to a more positive I message.

Example:
You never call me.  
I wish you would call me more often.

1. You need to grow up!  
2. You don't listen to me!  
3. Everyone here hates me!  
4. That's a dumb idea.  
5. You always argue with me.  
6. No one does anything here.  
7. You annoy me; go away!  
8. Leave me alone!  
9. You never have time for me.  
10. You lied to me.  
11. Who invited you?  
12. Get out of my room!  
13. You never knock first!  
14. Shut up and quit complaining.  
15. You did a horrible job.  
16. You make me so mad!!  
17. How could you do this to me?  
18. You worry me to death.  
19. You are so inconsiderate!
Many people think speaking is the most important communication skill for leaders. However, one spends more time listening than any other form of communication. Whether you are in a leadership position or not, listening is one of the most important communication skills you can learn. When you listen you not only know what you know, but you know what the other person knows.

**OBJECTIVES:**
For youth to:
- improve their listening skills.
- observe and evaluate others in a listening interaction.
- realize the importance of listening in getting along with others.
- discover the relationship between effective listening and team-building.
- practice helping others through listening.

**LIFE SKILLS:**
- Working with others.
- Improving listening and overall communication.

**MATERIALS:**
- Copies of LISTEN TO ME! Activity Sheets for each youth
- Paper
- Pens or pencils

**TIME:**
1 hour

**SETTING:**
Comfortable room with tables and chairs.

**DO**
- Pass out the LISTEN TO ME! Activity Sheets and allow participants to read before the activity begins. Discuss any skills the youth may have questions about.
- Separate into groups of three. Designate one person as the “Solution-Seeker,” another as the “Listener” and the third person as the “Evaluator.” (Everyone will have a chance to play each role once.)
- The Solution-Seeker will tell the Listener a problem (past or current) that he or she is facing. The Listener must listen with empathy using the guidelines stated on the LISTEN TO ME! Activity Sheet. The Evaluator will take notes of the interaction, specifically on the skills of the Listener.
- After each session is complete, the participants will switch places until each person has played all of the roles.
- After each person has played a role, the Evaluators for each discussion will explain their observations of the interaction and the Listener’s empathic listening skills to the other members.

**REFLECT**
- As the Solution-Seeker, how did you feel after telling the Listener your problem?
- As the Listener, was it difficult to listen with empathy without contributing?
- As the Evaluator, were you able to become more aware of your own listening strengths and weaknesses?
- Overall, what did you learn about your listening skills?

**APPLY**
- How are listening skills important to leadership?
- Can you think of some examples of problems that occurred when leaders were not listening?
- How can you help others improve their listening skills?
LISTEN TO ME!

Good listening is an active skill. It involves:

- Observing (What one does)
- Hearing (What one says and how one says it)
- Feeling (How one is feeling)
- Sensing (What one has not said, but wishes to or means to say)

The following are some suggestions which may help you increase your readiness to be an active listener:

1. Have a purpose or reason for listening.
2. Ask questions.
3. Provide speaker with verbal and nonverbal feedback.
4. Be aware of your attitudes towards the speaker and attempt to listen objectively.
5. Wait before responding. Do not formulate your response while the speaker is delivering the message.
6. Listen with your eyes as well as your ears.
7. Listen for feelings as well as information.
8. Look for important themes.
10. Overlook negative aspects of the speaker’s delivery which might interfere with your understanding the message.

Continued on Next Page...
LISTEN TO ME!

- Show interest.
- Be understanding of the other person and use words such as "I see" or "I understand" to confirm your understanding.
- If there is a problem, listen for the cause and single it out.
- Help person associate problem with the cause.
- Encourage the speaker to develop ability and desire to solve his or her own problems.
- Learn to be silent.
- Restate what the speaker has said to let him or her know you are listening.
- End the conversation by repeating and confirming what has been discussed.
- Concentrate intently on the speaker.
- Practice reinforcing nonverbal behaviors (i.e. leaning forward, establishing and maintaining eye contact, etc).
- Be alert and attentive.
- Imagine yourself in this person’s place.
Activity 10: Talking Terror

Leaders have to be able to communicate in a variety of different situations. Public speaking is not the only form of communication in which a leader should be competent. Communicating effectively in group discussions, conversations, and in formal meeting situations are often required and necessary when holding a leadership position.

Not everyone is an effective communicator in all situations. Communication apprehension is the fear of communicating in certain situations. There are some people who are superb public speakers but are intimidated speaking one on one. There are others who are comfortable speaking in relaxed group discussions but are unable to communicate in a formal setting such as a meeting or classroom. By identifying situations in which we are apprehensive about communicating, we are able to focus on improving those areas in order to increase our overall strength as a communicator.

DO
- Hand out TALKING TERROR Activity Sheet to participants.
- After youth have completed the questions, hand out the TALKING TERROR Score Sheet. Explain the scoring process to the participants and allow them to score their own test.
- After participants have scored themselves, go through each of the main communication categories (Small group, public speaking, one to one, and meetings) and brainstorm ways in which to improve that particular communication. Write strategies on the flip chart or dry erase board.

REFLECT
- In which situations were you the most apprehensive about communicating? Why?
- In which situations do you think most people are most uncomfortable communicating?
- Who or what types of leaders especially/specifically need good communication skills in group discussions? During conversations? In meetings? When giving speeches?
- What is the relationship between communication apprehension (CA) and leadership? Are effective leaders low, moderate, or high in CA?
- Is flexibility in communication associated with low, moderate or high levels of CA? How does communication apprehension influence the acquisition and production of communication?

APPLY
- How can you improve your communication skills in group discussions? In meetings? In conversations? During speeches?
- What problems can a leader face if he or she is apprehensive in a situation?
**TALKING TERROR**

Please indicate in the space provided the degree to which you agree or disagree with each statement by noting whether you:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>Are Undecided</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
</tr>
<tr>
<td>1</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

There are no right or wrong answers. Work quickly to record your first impression. You do not have to answer any question you do not wish to answer.

1. I dislike participating in group discussions.
2. Generally, I am comfortable while participating in group discussion.
3. I am tense and nervous while participating in group discussions.
4. I like to get involved in group discussions.
5. Engaging in group discussion with new people makes me tense and nervous.
6. I am calm and relaxed while participating in group discussions.
7. Generally, I am nervous when I have to participate in a meeting.
8. Usually, I am calm and relaxed while participating in meetings.
9. I am very calm and relaxed when I am called on to express an opinion at a meeting.
10. I am afraid to express myself at meetings.
11. Communicating at meetings usually makes me uncomfortable.
12. I am very relaxed when answering questions at a meeting.
13. While participating in a conversation with a new acquaintance, I feel very nervous.
14. I have no fear of speaking up in conversations.
15. Ordinarily, I am very tense and nervous in conversations.
16. Ordinarily, I am very calm and relaxed in conversations.
17. While conversing with a new acquaintance, I feel very relaxed.
18. I'm afraid to speak up in conversations.
19. I have no fear of giving a speech.
20. Certain parts of my body feel very tense and rigid while I am giving a speech.
21. I feel relaxed while giving a speech.
22. My thoughts become confused and jumbled when I am giving a speech.
23. I face the prospect of giving a speech with confidence.
24. While giving a speech, I get so nervous that I forget facts I really know.

TALKING TERROR
Score Sheet

The PRCA-24 allows you to compute an overall communication apprehension score and provides a summary of your apprehension in four specific communication situations: group, meeting, dyadic (one-on-one conversations), and public.

Group Score = Begin with 18, add scores for items 2, 4, and 6; then subtract scores for items 1, 3, and 5.
Your group score = _____

Meeting Score = Begin with 18, add scores for items 8, 9, and 12; then subtract scores for items 7, 10, and 11.
Your meeting score = _____

Dyadic Score = Start with 18, add scores for items 14, 16, and 17; then subtract scores for items 13, 15, and 18.
Your dyadic score = _____

Public Scores = Start with 18, add scores for items 19, 21, and 23; then subtract scores for items 20, 22, and 24.
Your public score = _____

Overall Communication Apprehension (CA) = Add your group, meeting, dyadic, and public scores.
Overall CA score = _____.

INTERPRETING YOUR SCORE

Low CA Overall score is less than 55. Low CAs talk a great deal; they even talk with people when they are not particularly motivated to talk.

High CA Overall score is greater than 83. High CAs are more withdrawn in conversation and appear tense and shy.

Moderate CA Overall score is between 55 and 83. Moderate CAs recognize that there are times to talk and times when they should not talk. Their level of participation in conversation varies.

Personal Report of Communication Apprehension-24 PRCA-24 taken from:
Activity 11: Podium Presence

Public speaking is the form of communication most often associated with leadership. Leaders use public speaking skills when running meetings, discussing issues, brainstorming topics, and many other areas. It is a very important skill that, when polished, is very marketable and can increase your effectiveness as a leader.

**OBJECTIVES:**
For youth to:
- practice speaking to a group from behind a podium.
- practice using hand gestures when speaking to a group.
- learn to control voice tempo and range.
- critique one another’s speaking performance.

**LIFE SKILLS:**
- Listening skills.
- Communicating to groups.

**MATERIALS:**
- Podium (regular or table top)
- Newspapers
- Copies of PODIUM PRESENCE Activity Sheet for each youth
- Pens or pencils

**TIME:**
30 minutes - 1 hour (depending on number of participants)

**SETTING:**
Comfortable room with chairs and a podium set up at the front.

**DO**
- Explain to the youth that they will be selecting an article and reading a paragraph to the rest of the group. As each person reads his or her paragraph, other youth will look for behaviors that add to and detract from his or her speech and write them on the PODIUM PRESENCE Activity Sheet. Some examples of behaviors that enhance public speaking could be "straight posture," "smiles," or "pleasant voice tone" while behaviors that have a negative effect could be "poor posture/slouching," "speaking too quietly," and/or "little eye contact with the audience."

- Hand out newspapers and allow youth to select an article that interests them.
- Have youth take turns standing behind the podium and reading their article to the group. Have other youth make notes on their Activity Sheet.
- After all youth have read their article, lead a discussion about what helped and hindered their speech.
- Hand out the PODIUM PRESENCE Information Sheets and have youth one at a time take turns going to the podium and reading one of the tips aloud.

**REFLECT**
- Compare reading the article to giving a speech. How are they alike? How are they different?
- What are some of your speaking strengths? What are some of your weaknesses? How can you improve your weaknesses?
- How does one’s ability as a public speaker affect his or her leadership effectiveness?

**APPLY**
- Think of examples of good leaders with poor speaking skills. Now list examples of poor leaders with excellent speaking skills. How do the two lists compare?
- List times when a leader’s public speaking ability is crucial.
PODIUM PRESENCE

As you listen to your group speak individually, look for behaviors that add to or detract from the speech and write them below.
PODIUM PRESENCE
Information Sheet

Improving your public speaking means developing your own style.
It does not mean learning to speak like a newscaster or to speak like someone else. It means strengthening your ability to say what you want to say. There is no such thing as a perfect speaker or speech. Everyone can improve.

The most important thing to remember in improving your public speaking is to become your own best teacher.
Learn to analyze a presentation and you will be able to learn and improve with every speech you give. You can learn from every person you hear. If you hear someone speak and you did not even learn one thing then you have wasted an opportunity. Everyone has something to teach and something to learn.

Know your audience.
Know what they want to know. Know where they come from. Find out what interests them. If possible, know them by name and use their names in speech whenever possible. One study indicated that the sweetest sound in any language is the sound of your own name. Know your audience as well as you can.

Space and room arrangement are important to speaking.
For example, if people are in a circle, they tend to hear better. If you are speaking in a classroom it is better to stand so that your voice can project better, your presence adds to your message, and so that you can use body language.

There is no substitute for preparation and practice.
The best speakers practice each sentence in their head many, many times before they speak it. They try it over and over until the timing is just right and it begins to feel natural. Often it looks like they are sitting there thinking but really they are practicing speaking in their head.

Develop the main theme or message you want to communicate.
Often when we try to use too many themes it becomes confusing and the audience doesn't remember any of them. It doesn't matter if you are making a point in a class or doing a full scale speech. Develop your main theme and keep hammering away to get that message across.

Use an introduction, body and conclusion in your presentation.
All three of these should tie directly to whatever is your main theme. The goal of any speech is to help your audience understand something, and having an introduction, body and conclusion helps your audience understand your theme and tie it back into everything you say.

The introduction has two purposes.
The first is to secure attention and the second is to orient the audience toward your theme. Most audiences will pay attention to any speaker at least for the first 20 seconds. In that time, you should get their attention and orient them to your talk.
The conclusion also has two purposes. The first is to summarize the speech, and the second is to motivate the audience. The summary should restate the theme in a clear manner. The motivation should focus on what you want the audience to do. For example, if you are recruiting people to come to a conference, your conclusion should end on a note that makes them want to come.

The cure for stage fright is to get emotional or to laugh. Allow yourself to feel very happy or very angry and your stage-fright will go away. Allow yourself to laugh and it will also go away. Stage fright is like fog - a good breath of emotion or laughter will blow it away.

Make eye contact with the audience. Allow yourself to smile. Don't be afraid to use emotion when it is real and sincere. Real emotion and feeling allows your audience to relate to you. If you let your guard down and speak from the heart, the audience will let its guard down and listen from the heart.

Use stories rather than statistics. Statistics appeal to the head but stories touch the heart. Most people can't relate to statistics. They can understand them but are not inspired by them. Everyone, however, can relate to stories.

Build strong language into your presentation. Strong language is language that expresses force, feeling, or fact. Examples of strong language are words that paint pictures that the listener understands. “Scared” is regular language, while “petrified” is strong language. “Red” is regular language, but “cherry red” is strong language. Strong language is more descriptive and helps your listener understand what you are expressing.

Vary your tone. A person who speaks in one tone is monotone - that's what monotone means. Become a little louder at times and a little softer at others. Vary the tone. Don't be boring.

Vary your speed. Mono-speed is as bad as monotone. It does not matter whether you talk more quickly or more slowly. What is critical is that you vary your speed and practice your timing. Speed up some words and slow down on some. Practice will improve your timing.

There is no one right way to speak, but there are some wrong ways. Don't read from a script unless absolutely necessary. Also don't repeat things. If you want to reinforce a point, say it again but in a different and creative way.
Identify and eliminate weak language from your speaking.
Weak language is any word or phrase that does not add anything to what you are saying. Any word that does not make your message stronger makes it weaker. When you analyze a sentence, cut it down to as little as you need without cutting out the message.

The most common example of weak language is the word "um."
From now on, if anyone uses the word "um" for the rest of this workshop, I want everyone else to raise their hands to remind the speaker that they said "um."
Other examples of weak language are "basically," "well," "that is to say," "I mean," or "in other words."

We use weak language as a crutch.
We say words like “basically” not because they mean anything but because they help us stall until we can think of something to say. But it is better to be silent than to use weak language. Be comfortable with silence.

Like anything else, public speaking is only worth doing if it is worth doing well.
No matter what else you learn, you must become your own best teacher. Learn to analyze every speech you hear. Look for the items from the nineteen points already shared and see which speakers are using them and what their effect is. Become your own best teacher and you will always improve.
Activity 12: Um, Er, Uh...

Much of our public speaking deals with current events and issues facing our local, national, and global community. When called upon to speak in a public situation, how we say something is as important as what we say in the overall effectiveness of our speech. Sometimes we fill our speech with detractions such as vocal fillers. Vocal fillers are “ums,” “uhs,” “likes,” extreme pauses, and any other unnecessary fillers in our speech. By becoming aware of them, we can control them and improve the effectiveness of our public speaking.

Advanced Preparation: Cut each sheet of paper into eighths.

DO
- Hand small slips of paper to each youth as he or she arrives.
- Have youth write one current issue facing today’s society on the slip of paper. They can be political, social, or local as long as they are relatively current (within the past two years; this will increase the chances that the topics will be ones that youth have heard about and/or understand.) Have youth fold their topics and collect them.
- Ask for one volunteer to time the speeches and one volunteer to be the bell ringer.
- Before the speeches, ask the participants to make estimates for the number of times they think they would use vocal fillers in a two to three minute speech.
- Call on youth one at a time and ask them to select three topics from the bag. Have them select one of the topics and place the other two back into the bag. They will then give a one- to two-minute speech on that topic. Any angle can be taken. The bell ringer will ring the bell any time a vocal filler is used. (This is not to embarrass but to make youth aware of the frequency with which we use these.) If a bell or other noise maker is not available, have youth raise their hands when a vocal filler is used.
- Have group members brainstorm ways to eliminate the use of fillers from their speech.

REFLECT
- Did you use fillers more or less than you had expected? Why?
- Did some people use more fillers than others? Why or why not?
- Did you have to speak about a topic you are not familiar with? How did the number of vocal fillers relate to the speaker’s knowledge about the subject?
- Sometimes the use of fillers indicates comfort with an audience. At what times do you notice their use the most?
APPLY

- How can you prevent yourself from using vocal fillers?
- Next time you listen to a speech, pay attention to the use of fillers. Are they very noticeable? What do they tell you about the speaker?
- Do fillers detract from a speech or are they basically unnoticeable? Defend your answer.
Activity 13: Tabloid Topics

There are times we may be called upon to speak at a moment’s notice, sometimes about topics we know relatively little about. It is very important to practice spontaneous speaking skills in high pressure situations in order to learn how to gather and organize information in a short amount of time.

**DO**
- Give participants old newspapers or tabloids and have them select and cut out one title each.
- Have youth glue headlines onto the index cards, and collect the index cards.
- Select one youth to begin (either ask for volunteers or draw names). The youth should select one index card without seeing what headline is on the card.
- The youth has three minutes to come up with a 2-minute speech about the headline or about one word on the card. For example, if the headline reads “Aliens Land on the White House,” they can make up a speech about the entire headline or “aliens,” “land,” “white,” “White House,” or “house.” Anything goes in this exercise; speeches can be fabricated, serious, funny, etc.
- While the first youth is making his or her speech, select another person to choose a card and let that person leave the room to create a speech. Have each youth read their headline after making the speech.
- Continue until all participants have given speeches.

**REFLECT**
- How did you select your speech topic from the available choices (words in the headline)?
- How were the individual speeches alike? Different?
- Were you nervous? Were you less nervous than you would have been had you more time to prepare? Did this exercise help you feel more confident about doing this in the future?
- What can you do to improve your speaking skills?

**APPLY**
- Name some situations where you have given an impromptu speech. How did you perform? What could you have done better?
- Can you think of any future situations when you will have to speak in front of a group?

**OBJECTIVES:**
For youth to:
- learn to communicate extemporaneously.
- organize thoughts quickly in a high pressure situation.

**LIFE SKILLS:**
- Public speaking and communication.
- Self-confidence.

**MATERIALS:**
- Old newspapers or tabloids
- Index cards
- Scissors
- Glue

**TIME:**
30 minutes

**SETTING:**
Comfortable room with tables and chairs.
Activity 14: The Interview You

An interview is a formal meeting/situation that allows one person or a group of people to ask questions of an individual to attain information about that person. Interviewing is commonly used in reporting for the mass media and employee searches. The purpose of job interviews is to find out if a candidate matches the qualifications of a particular job. They often include questions about the specific behavior of a person in certain situations.

Examples of questions include "Discuss a situation in which you had to lead a group to achieve a goal and a conflict arose among group members. What did you do and what were the results?" or "Tell us about a time when you worked with a group of others to achieve a common goal" or "Discuss a time when you used your communication skills to persuade others." This lets the interviewer know a little bit more about you, what you have done, and what you are capable of doing.

**OBJECTIVES:**
For youth to:
- practice public speaking and interview skills.
- learn what to expect during a behavioral interview.
- improve communication skills.
- realize the importance of good interviewing skills in finding a career.

**LIFE SKILLS:**
- Interview skills.
- Public speaking.

**MATERIALS:**
- Copies of the INTERVIEW YOU Topics for each group
- Copies of the INTERVIEW YOU Handout
- Copies of the INTERVIEW YOU Evaluation Sheets (enough for each participant to evaluate everyone once)
- Scissors
- Envelopes
- Pens/pencils

**TIME:**
45 minutes (depends on number of participants/approximately 3 minutes per participant)

**SETTING:**
Comfortable room with chairs and enough room for small groups to work.

**DO**
- Distribute copies of the INTERVIEW YOU Handout and explain to participants they will be participating in a mock interview. Have participants read the information to themselves while you state the information aloud. Discuss any questions participants may have.
- Hand out copies of the INTERVIEW YOU Evaluation Sheet. Tell the participants they will be evaluating each others’ performances, just as if they were the ones interviewing them. Go over the evaluation process with them.
- After the youth seem to understand the concepts and procedures of behavioral interviewing and the evaluation process, have participants divide into small groups of four and give each group an envelope.
- Have each youth, one at a time within the small group, select a topic/question from the envelope. There is no time limit; participants need to spend enough time so that the topic/question is answered completely without rambling.
- Participants should take turns selecting and answering topic/questions. As one answers a question, have the other youth in the small group evaluate the answer. Do not look at the evaluations until everyone is finished.
- After all the questions in the envelope have been answered, have participants give the evaluations to the person.

**ALTERNATIVE ACTIVITY**
- Hand out INTERVIEW YOU Handout to participants. Go over information and discuss behavioral interviewing with the youth.
- After youth understands basic behavioral interviewing concepts, hand out uncut copies of the INTERVIEW YOU TOPICS to the participants. Have them write their answers to the questions on the sheet.
- After youth have written their answers, have them select a partner and share their answers with each other.
- Have participants evaluate their partners’ answers, giving comments and constructive criticism.
REFLECT

- How comfortable or uncomfortable did you feel in the interview situation? Why?
- What did you learn about the interview process through this activity?
- What interviewing strengths do you possess? What are your interviewing weaknesses? How can you strengthen your weaknesses?
- Which interview questions were the toughest to answer? Which were the easiest?
- How can one prepare for a behavioral interview?

APPLY

- What are situations in which you will have to participate in a behavioral interview?
- What can you do to improve your interview skills?
- What are some of the advantages and disadvantages of interviewing from an interviewer's standpoint?
- How effective are interviews in the employee selection process?
Unlock Your Leadership Potential

INTERVIEW YOU
Evaluation Sheet

When giving constructive comments and criticism, you should find ways the person can improve themselves. For example, do not just say “You weren’t descriptive enough.” Instead say “You should be more specific when describing your responsibilities with the community pride program.” These evaluations should help participants learn their interview strengths and weaknesses so they can increase their strong points and improve their weak ones.

Name of person being interviewed:

Question(s) asked:

Comments and constructive criticism (be very detailed):
Describe a situation when you used your communication skills to persuade others.

Discuss a time in which you had to lead a group to achieve a common goal.

What has been your biggest accomplishment as leader or as a member of a group?

Describe a situation when you set your sights on a high or demanding goal and saw it through to completion, despite obstacles.

Describe a problem situation where you had to seek out relevant information, define issues, and decide on which steps to take to get the desired results.

Describe a creative/innovative idea you produced which led to the success of an activity or project.

Provide an example of how you assessed a situation and achieved good results by focusing on the most important priorities.

What are your career objectives? What have you done so far to help yourself reach your objectives?

Tell us about your extra-curricular and work experiences.
INTERVIEW YOU

1. Research commonly required skills and functions for the job or position for which you are applying. (Ask company recruiters, get phone numbers, contacts, people who work for or have worked for the organization.)

2. Write down personal examples of those skills. For example, if one of the requirements is "Excellent written communication skills," write about how you wrote for your school newspaper and won a statewide writing award. If they are looking for "creativity," discuss the time you came up with a new idea for a fundraiser and how you put it together.

3. When meeting interviewers initially, take notes and write questions for you to ask them. This shows interest in the company/organization.

4. Expect problem solving questions in your interview. Example "Have you ever had to deal with a difficult person or customer? How did you do it?" This shows your ability to evaluate situations and come up with a solution.

5. Don't be afraid of dead air space. Some answers to interview questions require a detailed, informative answer, and pausing for a few seconds before giving a long answer is OK.

6. Don't hesitate to ask for clarification if you don't understand a question completely. That is much better than "winging it" and not really answering the question that was asked.

7. Give specific, detailed answers from your own experiences. Long answers are preferred during interviews as long as they are filled with substance.

8. Arrive fifteen minutes early. Never be late!!

9. When applying for a position, always bring an extra copy of your transcript, resume, application, etc. This makes you look prepared.

10. Dress for success! Always check yourself in the rest room right before you go in for the interview. You want to look professional.

11. Extend your hand first when shaking. Also, dry your hands. Sweaty palms are sometimes inevitable when one is nervous; however, they are still very unappealing.

12. Employers often look for the ability to do multi-task functions, resolve conflicts, and manage ambiguity. Think of examples of these before your interview.
Activity 15: Advertising Angles

Almost everything we know about events and products is what we learn from the media. The way products and events are "packaged" through advertisements and other media determines their appeal and our actions (whether we will buy the product or attend the event). By learning effective advertising methods, one can apply those strategies to improve the appeal of his or her programs.

OBJECTIVES:
For youth to:
- examine different advertising strategies.
- create an advertisement for a mock event.
- evaluate current publicity campaigns by different companies.

LIFE SKILLS:
- Creativity.
- Mass communication techniques.

MATERIALS:
- Copies of ADVERTISING ANGLE Activity Slips
- Current magazines
- Flip chart paper
- Markers
- Pens or pencils
- Colored paper

TIME:
45 minutes

SETTING:
Comfortable room with tables and chairs.

Advanced Preparation: Cut out ADVERTISING ANGLE Activity Slips.

DO
- Have the participants look through the magazines and select advertisements that are very appealing and very unappealing to them.
- Have youth present their favorite and least favorite advertisements to the group. Have them explain why they are so.
- Divide youth into groups of 3-4. Give each group an ADVERTISING ANGLE Activity Slip.
- Tell the group they have 30 minutes to come up with advertisements for the event. Encourage creativity and let them know they can use any publicity idea they want.
- After youth have done so, have the teams present their ideas to the entire group.

REFLECT
- How did you select your strategies?
- How did the different strategies compare?

APPLY
- How can you use these strategies in real life situations?
- What are some of the most effective advertising campaigns you have seen in the media? Why are they so effective? What are some of the least effective campaigns you have seen? Why are they ineffective? How can an unappealing advertisement be effective?
1. Your club is planning a dance to raise money for camp scholarships.

2. Your club is planning an anti-drug rally for local middle school students.

3. Your organization is hosting a Conservation Information Fair at the local mall.

4. Your organization is raffling off a computer, television sets, and gift certificates donated by businesses to raise funds for club activities.

5. Your club is offering a $500 college scholarship for high school seniors and you are looking for applicants.

6. You are trying to recruit bands for your organization’s annual benefit concert.

7. Your club is sponsoring a Used Clothing Drive at a local grocery store.
Activity 16: **Persuasive PSAs**

Public service announcements (PSAs) are messages disseminated through the media to inform the general population of an issue. Television and radio stations give air time to non-profit organizations and associations so that they may educate the public about subjects ranging from the dangers of smoking to the demise of the rain forest to even information about different diseases affecting the population. The purpose of PSAs is to heighten public awareness about important issues facing society.

**DO**
- Divide youth into teams of 3-4 and think of current issues facing the population that are of interest to them. Allow them to look through the magazines for ideas. Examples of issues could be recycling, cancer, alcoholism, or anything that is seen as a problem or a need affecting people.

- Distribute PERSUASIVE PSAs Activity Sheets to teams.

- Using the Activity Sheet and Poster board, have teams write a public service announcement and make a poster about the issue they selected. If groups can, have them make up a skit for their public service announcement.

- Have teams read their announcements, perform their skits, show and explain their posters to the rest of the group.

- Allow other teams to ask questions about the issue.

**REFLECT**
- Why did your team select their issue? Was it easy for you to determine an issue that concerns you?

- How did other teams react to your public service announcement?

- What types of issues were addressed by the group as a whole? Did any pattern develop (were many environmental or health-related, for example?)

**APPLY**
- List some of the PSAs that you have seen recently. Were they effective at informing the audience? Why or why not?

- Why are PSAs important? What other strategies can we use to educate the population on different issues?

- Pay attention to public service announcements when watching television or listening to the radio. What were they for? What educational strategies were used?

**OBJECTIVES:**
For youth to:
- utilize their creativity and writing skills in a leadership situation.
- practice taking stands on current issues.
- heighten their and other’s awareness of different issues facing society.

**LIFE SKILLS:**
- Creativity.
- Communication.
- Working with groups.

**MATERIALS:**
- Current magazines
- Copies of the PERSUASIVE PSA’S Activity Sheet
- Pens or pencils
- Poster board
- Markers

**TIME:**
30 minutes

**SETTING:**
Comfortable room with tables and chairs.
**PERSUASIVE PSAs**

What is a Public Service Announcement (PSA)?

Public service announcements are messages disseminated throughout the media to inform the general population about an issue. Television and radio stations give air time to non-profit organizations and associations so that they may educate the population about subjects ranging from the demise of the rain forests to the dangers of smoking to even information about different diseases. The purpose of PSAs is to heighten public awareness about the important issues facing society.

PSAs use many different strategies to try and get our attention and to help us remember information. Sometimes famous spokespersons are used as advocates for different causes (such as famous athletes, television and movie personalities speaking out against drinking and driving).

Team issue: ____________________________________________________

Team PSA:
Activity 17: Meet the Press!

The media are the avenue through which we receive most of our information about events in the world around us. It is also the way in which we can let others know what is going on. An organization can be the best on the earth, but if no one knows what it is doing, it will not get credit for what it does. By learning basic media relations skills, an organization can get advertising for its events and publicity for their organization.

Advanced Preparation: Cut out MEDIA SCENARIOS.

DO
- Distribute the "5 Ws AND THE H" and the "WRITING A NEWS STORY" Information Sheets to participants. Read them aloud as they read to themselves.
- Give each participant a newspaper article and have them find the five Ws and the H and also to circle the lead. Have youth discuss what they find with the group and where they found it in the story.
- Hand out one MEDIA SCENARIO to each participant, and have youth write a news story using the “5 Ws and the H”. Participants can work in pairs if necessary.

REFLECT
- Where did you find the 5 Ws and the H? Why do you think they were placed where they were?
- Why is the media important? Why is it important to establish good media relations?
- Were any of the 5 Ws or the H missing? If so, why do you think they were missing? Did the story seem incomplete without them?

APPLY
- In what types of situations is publicity needed?
- Name some events in which the media played a big role.
MEDIA SCENARIOS

#1
Who? Community 4-H Club members
What? Annual Coastal Cleanup
When? Last Saturday, September 24
Where? At Green Beach, located on the north shore of Raciak Island
Why? To clean up Florida’s Coastline
How? With gloves, plastic bags

#2
Who? 4-H County Council
What? Fall Carnival
When? Next Saturday, October 15, 10 a.m. to 7 p.m.
Where? County 4-H Center; 2221 Zirilli Circle
Why? Raise money for camp scholarships
How? Selling tickets for food, activity booths, etc.

#3
Who? Community 4-H Club
What? 4-H
When? Monthly meetings (every first Tuesday of the month)
Where? YMCA; 6207 32nd Street East
Why? Learn leadership skills, participate in projects and community service
How? To join; fill out membership form; pay dues

#4
Who? Greenbough High School Student Council
What? Voter Registration Drive
When? Next week
Where? Greenbough High School Library; 808 West Clover Drive
Why? Increase community involvement in government issues
How? Officials will be on hand to register students, teachers and community members to vote. Voter information will be handed out also.
MEDIA SCENARIOS

#5
Who? Club President, Jennifer Hine
What? Elected State 4-H Vice President
When? Wednesday, July 27
Where? At the annual statewide conference in Gainesville, Florida
Why? To serve the state 4-H program; preside when state president is absent
How? Two delegates from each county voted in the state officer elections

#6
Who? Rodney Wong
What? Will represent Florida at the National 4-H Conference
When? February 29-March 4
Where? Chevy Chase, Maryland
Why? His extensive leadership experience in 4-H, his school, and the community
How? Selected through an application and interview process

#7
Who? Brett Rhoden
What? Won the Florida Berry Memorial Scholarship
When? Friday, January 10
Where? Florida Awards Banquet held at the Florida State Fair in Tampa
Why? Involvement with the environment, community service, and grades
How? Selected by prominent business and community leaders from 20 applicants

#8
Who? All area youth ages 13-18
What? Study in a foreign country; exchange student program
When? Applications due March 1 for fall program
Where? Turn in applications to Study Abroad Program Office, County School Board Building
Why? Earn high school credits while learning a foreign language and culture
How? Fill out application
5 Ws and the H
Information Sheet

The 5 Ws and the H are very important in a news story. They let the reader know the major factors about what is going on.

WHO?
Who is the main person or group in the story? Who is the story about?

WHAT?
What is the main idea of the story? What is the story about?

WHERE?
If the event/situation being covered already happened, where did it occur? If it is upcoming, where will it occur? This should include the name of the location (Ex. Bray Park or Miller Square Mall) or the exact address (the benefit garage sale will be held at 5715 38th Avenue East, Clovertown).

WHEN?
When did the event/situation occur, or when will it occur? Include dates, days and times. (Ex. "The fair will be Monday-Friday, October 19-23, from 9 a.m. to 10 p.m. daily," or "The river clean-up occurred Saturday, June 29."

WHY?
Why did the event happen or why is the event going to happen? (Ex. "The group donated the flags to the fire station as a memorial to the astronauts killed in the disaster," or "Funds from the bake sale will be used to fund summer camp scholarships for underprivileged children."

HOW?
How did the event happen or how is it going to happen? (Ex. "The accident occurred when Danny Smith roller bladed into the path of Scott Jones bicycle" or "The club plans on soliciting merchandise from area businesses for the raffle. If your business would like to donate merchandise, please contact Amy Johnson at 555-8830.")
WRITING A NEWS STORY

News stories are written in what is called an "inverted pyramid" style. This means the most important information is at the "top" or beginning of the story and the less relevant information and facts are placed more towards the "bottom" or the end of the story. The 5 Ws and the H are almost always placed in the top of the news story. Because newspapers have limited space for stories, this enables editors to cut stories from the bottom if there is not enough space.

The news story begins with a lead. The lead is usually one sentence that contains the most important parts of the story and is used to grab the reader's attention. This is usually where the 5 Ws and the H are located.

SOME TIPS FOR WRITING NEWS STORIES AND PRESS RELEASES

1. Keep the story short, but make sure all of the information is included. Use short paragraphs that focus on a single point.
2. Give the name and telephone number of a contact person for more information.
3. Have someone else read your story to make sure all obvious questions are answered. Also have them check for grammar, spelling, etc.
4. Use quotes from reliable and prominent sources to make your story more interesting. Make sure that the quotes are correct!
5. If you are trying to get publicity for a program, emphasize the positive aspects of the program and how it will benefit others. If the public is invited, make sure you state it specifically.
6. Tie the story to a local interest or concern.
7. Include photographs and list photo opportunities.
PURPOSE:
To assist youth in developing skills for improved interpersonal relationships.

OBJECTIVES:
For youth to:
- build self-esteem within themselves and others.
- explain the problems associated with stereotyping others.
- use effective conflict management and resolution strategies.
- determine different causes of conflict (value differences, etc.)

KEY CONCEPTS

The ability to get along with other people is another “key” to leadership. If you cannot get along well with other people, who will want to follow you? How can you establish cohesiveness in a group?

The social or relationship aspect of groups is the dimension that involves how well group members get along with one another and how cohesive the group is. If a group is not cohesive and members do not get along, motivation levels tend to fall and goals become more difficult to attain.

There are many ways to help people get along well with each other. Self-esteem plays an important role in relationships. High self-esteem gives people self-confidence to establish relationships and to build self-esteem in others. It increases one's positive feelings toward the group and its members, and overall, it has a beneficial effect on the group.

Sometimes people come into groups with preconceived ideas of what others are going to be like. This can hurt group productivity. Becoming aware of stereotypes and eliminating them can build group cohesiveness. By learning that diversity helps organizations by bringing a wide range of ideas and talents to a group, people can learn to appreciate others and their differences.
KEY CONCEPTS (continued)

No matter how hard we work to build cohesiveness in others, conflict is almost inevitable. Everyone is unique, and values among members are usually not the same. Conflict should not be viewed as negative, but as an opportunity to communicate differences in views and opinions. If handled correctly, greater understanding between members can emerge from conflict.

Conflict works to check assumptions and brings a wide variety of ideas and views to a group. For example, assume an organization is planning a charity golf tournament, and some members disagree with the rest of the group about the plan’s effectiveness. In dealing with the conflict, the members can explain why they do not think the plan will work, and other members can give explanations for how the plan will work. There may be some problems with the plan that the majority of the group failed to work out, and discussing the conflict will allow the entire group to work through the potential problems with the plan. Sometimes appointing a “devil’s advocate” in a group is productive so that members do not make any false assumptions in their decision-making.

LEARNING ACTIVITIES

Activity 1: Build self esteem and group cohesiveness with SPINNING COMPLIMENTS.

Activity 2: Understand the importance of belonging in LET ME IN!

Activity 3: Identify positive qualities in others with WATCH YOUR BACK!

Activity 4: Solve possible conflict situations in TAKING ACTION.

Activity 5: Identify common stereotypes in SENSELESS STEREOTYPES.

Activity 6: Discuss the negative effects of stereotypes in GIVING GIFTS.

Activity 7: Learn to value differences in others with DIVERSITY LAP GAME.

Activity 8: Become aware of attitudes concerning conflict in TAKE A STAND.
After completing the chosen activities, review and wrap up this lesson using these key questions:

REFLECT
Think about what you already know about leadership.

- What did you learn about your self esteem? Why is self esteem important? Why is it important in getting along with others?
- What are some stereotypes and their effects? How do stereotypes affect how people get along?
- Is diversity within an organization important? Why or why not?
- Is conflict good or bad? Why is it important for leaders to understand conflict resolution techniques?

APPLY
- How can you build self esteem within yourself and others?
- How can one work to combat negative stereotypes? How can you work to bring diversity to an organization?
- Discuss a time when you were faced with a conflict. How did you deal with it? What were the results? Would you do anything different?
Activity 1: *Spinning Compliments*

Have you ever had a horrible day, until someone gave you a compliment and completely turned your day around? We need to feel appreciated. It builds our confidence and self-esteem, and the better we feel about ourselves, the more effective we are within our interpersonal relationships and leadership roles.

**OBJECTIVES:**
For youth to:
- learn to value others.
- build self-esteem.
- build group cohesiveness.

**LIFE SKILLS:**
- Improved interpersonal relations.
- Learning to value others.
- Improved self-confidence.

**MATERIALS:**
- Empty bottle

**TIME:**
20 minutes

**SETTING:**
Comfortable room with space for group to sit in a circle.

**DO**
- Have youth sit in a circle. If there are more than ten members, divide into groups of no more than ten.
- Place the bottle in the middle and have a member of the group spin the bottle.
- When the bottle stops spinning, the member who spun it says something nice about the person to whom the bottle is pointing.
- The person to whom the bottle is pointing then has a turn to spin the bottle and the process repeats itself until everyone has had a turn.

**REFLECT**
- How do you feel when you receive a compliment?
- Why do humans need to feel appreciated? What happens when someone consistently feels unappreciated?
- What do you appreciate about yourself?

**APPLY**
- What can we do to help others feel appreciated and build others confidence?
- People who are confident are generally more successful. Why is this so?
Activity 2: *Let Me In!*

Have you ever tried to become part of a group but just never really fit in? As members of groups, we understand the importance of "belonging" in order to be comfortable within the group. It is probably a concept we do not give much thought to until we are faced with situations in which we feel we do not belong.

Everyone needs to feel like they are a part of something. Unfortunately, sometimes every door can be shut in their face. Do you help others get involved? Or do you do the door shutting? We all need to do our part in making others feel welcome and a part of a group. If you do not think they will like being part of your group, let them make that decision for themselves. At least give them the opportunity to try. If they feel they do not belong or feel they are not wanted anywhere, they may look for unhealthy places to be accepted (gangs, etc.).

**OBJECTIVES:**
For youth to:
- understand the importance of belonging.
- brainstorm ways to make others feel like they belong.
- describe their feelings when they feel unwanted.

**LIFE SKILLS:**
- Learn how to make others feel like they belong.
- Getting along with others.
- Affirmative communication.

**MATERIALS:**
- Flip chart or dry-erase board
- Markers

**TIME:**
20 minutes

**SETTING:**
Comfortable room with space to move around.

**DO**
- Have participants divide into smaller groups of about five.
- Pick one participant in each group to stand outside of the group while the other group members link arms.
- Tell all of the participants that under no conditions are they to let the "outsider" back into the group.
- The members outside of the small groups will have one minute to convince their small group to let them back into the circle. All group members have to be persuaded in order to let the person back in.
- After one minute, allow the volunteer to get back into the circle and have another group member stand outside and try to persuade the others to let him or her back in the circle.
- Every minute, have members take turns being on the outside until all participants have been on the outside of their circle

**REFLECT**
- How did you feel when you were outside of the circle? How did you feel when you were on the inside of the circle? Did your attitude change? Why or why not?
- Was anyone able to persuade their group to let them in the circle? Why or why not?
- What are some of the worst things you can do to alienate someone in a group? What are some ways to bring people closer to the group?
APPLY

- Think of a situation in 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 that they can increase their efforts in making others feel wanted.
Activity 3: Watch Your Back!

Being accepted and feeling liked by others is important in the development of our self-esteem. According to studies, babies handled a lot and loved do better physically and emotionally than babies who experience little handling and attention. This shows what we have known all along; we need others to affirm us.

**DO**
- Tape a piece of construction paper on the back of each youth.
- Have youth walk around and 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 the paper off and read what everyone wrote.

**REFLECT**
- How did you feel when you read what people wrote?
- How did you feel 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 their leadership skills? How does building others' confidence help your leadership ability?
- How can you continue to be positive towards others in the future?

**OBJECTIVES:**
For youth to:
- discover each others' positive qualities.
- build self esteem in others.
- create awareness of one's own self esteem.

**LIFE SKILLS:**
- Getting along with others.
- Team building.
- Improved interpersonal relations and self esteem.

**MATERIALS:**
- Construction Paper (or any blank paper)
- Tape
- Markers, Pens or Pencils

**TIME:**
20 minutes

**SETTING:**
Comfortable room with space to walk around.
Activity 4: **Taking Action**

We are sometimes faced with potential conflict in our interpersonal relationships with others. By learning to act assertively, we can stand up for ourselves while respecting others’ rights and beliefs. Learning different communication techniques can help us in acting assertively.

<table>
<thead>
<tr>
<th>OBJECTIVES:</th>
</tr>
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<tbody>
<tr>
<td>For youth to:</td>
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<tr>
<td>• evaluate potential conflict situations and brainstorm possible solutions.</td>
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<tr>
<td>• relate situations to real life experiences.</td>
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<tr>
<td>• brainstorm assertive responses to potential conflict situations.</td>
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<td>• learn the effects of critical statements.</td>
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<table>
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<tr>
<th>LIFE SKILLS:</th>
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<tbody>
<tr>
<td>• Getting along with others.</td>
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<tr>
<td>• Improved interpersonal communication and relations.</td>
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<table>
<thead>
<tr>
<th>MATERIALS:</th>
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<tbody>
<tr>
<td>• TAKING ACTION Scenarios</td>
</tr>
<tr>
<td>• Pens/pencils</td>
</tr>
</tbody>
</table>

| TIME: |
| 30 minutes |

| SETTING: |
| Comfortable room. |

**DO**
- Have participants pair up and give each pair a TAKING ACTION Scenario. Give multiple copies of the scenarios if necessary.
- Have pairs discuss scenarios and answer the questions.
- Allow participants to role play the situations and solutions in front of the entire group.

**REFLECT**
- Can you remember some instances in which you were negative towards someone? Someone was negative towards you? How did you deal with that situation?
- What happens to the people involved when situations like these occur?

**APPLY**
- How can you be more positive in the future? How can you help other people become more positive?
- Have you ever witnessed or been a part of similar situations? What did you do? Would you handle the situation differently now?
Valerie was thrilled - she had just won the student government election! She calls her mother at work during a break between classes to tell her the good news. Her mother replies sarcastically, "Gee that's great. Now you'll have even less time to do your jobs and what's really important."

How would you react if you were in Valerie's position?

Why do you think Valerie's mother reacted that way?

How can you change Valerie's mother's statement into a positive statement?

How would that change Valerie's reaction?

Mark is very good in English and loves to write. The local newspaper is sponsoring a college scholarship for students interested in journalism careers. Mark excitedly tells his older brother Josh, who is already in college, that he is going to apply for the scholarship. Josh replies, "You really shouldn't waste your time in that field. Go pre-law or pre-med where there is more money."

How would you react if you were in Mark's shoes?

Why do you think Josh reacted that way?

How can you change Josh's statement into a positive statement?

How would that change Mark's reaction?
Tony is going to meet with his guidance counselor regarding his plans after graduation. He wants to go to community college for two years and then move on to a state university. After Tony enters the office and sits down, the guidance counselor looks at his records and says, "Well Tony, it's obvious you aren't college material."

How would you react if you were in Tony's shoes?

Why do you think the guidance counselor said this?

How can you change the counselor's statement into a positive one?

How would that change Tony's reaction?

Sissy is entering a local talent show. She has been practicing her monologue for weeks and is looking forward to the competition. She is practicing in her room one day when her sister walks by and asks, "Do you REALLY think you're good enough?"

How would you react if you were in Sissy's shoes?

Why do think her sister reacted that way?

How can you change her sister's statement into a positive one?

How would that change Sissy's reaction?
Activity 5: Senseless Stereotypes

Stereotypes distort the truth. They suggest that all people in a particular group are the same. This, of course, is not true. Stereotypes are sometimes used by the mass media, and they rely on the fact that many of us have certain stereotypes, whether they are intentional or not.

**OBJECTIVES:**
For youth to:
- identify common stereotypes.
- discuss reasons stereotypes may have come about.
- become aware of the negative effects stereotypes may have.
- brainstorm ways of combating stereotypes.

**LIFE SKILLS:**
- Getting along with others.

**MATERIALS:**
- Copies of the SENSELESS STEREOTYPES Activity Sheet
- Pens or pencils
- Flip chart
- Markers

**TIME:**
20 minutes

**SETTING:**
Comfortable room with tables and chairs.

**DO**
- Pass out copies of the SENSELESS STEREOTYPES Activity Sheet to youth.
- Have youth match persons with stereotypes.
- Compare stereotypes. Most participants probably placed the following together:
  1. Blondes d. are dumb
  2. Fat People g. are always jolly
  3. Redheads f. are hot-tempered
  4. Jocks b. are not good students
  5. Professors h. are absent-minded
  6. Politicians c. make false promises
  7. Teenagers a. are disrespectful to adults
  8. Actresses e. are always glamorous
  9. African Americans i. are lazy, gangbangers
  10. Hispanics j. are illegal aliens
  11. Asians k. are overachievers and smart
  12. Native Americans l. all wear feathers
- Have youth come up with examples of those persons that fit the stereotypes and do not fit the stereotypes. Have a volunteer write examples on the flip chart.

**REFLECT**
- Do assumptions apply to everyone in a group?
- 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 are some labels you have 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 disrespectful of adults
2. African Americans  b. are not good students
3. Redheads  c. make false promises
4. Jocks  d. are dumb
5. Professors  e. are illegal aliens
6. Asians  f. are hot-tempered
7. Teenagers  g. are always jolly
8. Fat people  h. are absent-minded
9. Hispanics  e. are always glamorous
10. Politicians  f. all wear feathers
11. Native Americans  g. are overachievers and smart
12. Actresses  h. are lazy, gangbangers
Activity 6: Giving Gifts

A stereotype is an "oversimplified preconceived expectation about some aspect of reality, especially of people or social groups" or is an "exaggerated and biased generalization that is applied to all members of a specific group." They are the perceptions we have of certain groups looking and acting the same way. Stereotypes of different groups can affect our judgment of people because they ignore the fact that no two people are identical.

Stereotypical labels mislead people when perceiving others. To know a person well one needs a great deal of information. We must learn to be sensitive to others by not categorizing people by common labels, but by taking the time to really find out about the individual.

DO
- Distribute the GIVING GIFTS Activity Sheets to each participant. Without discussion, have them match the appropriate gift with the person described.
- After youth have completed the matching, name the person described and ask the participants to raise their hands to indicate which gift they selected for that person. Ask participants why they selected the gifts that they did. If they need help, some of the answers may be:
  1. The leather jacket for Harry because "it's the kind of clothing a cab driver wears."
  2. The first-aid kit for Marsha since "it may come in handy the next time she helps out in an emergency."
  3. The desk dictionary for Fred who "can always use a dictionary to help him with his studies."
  4. The rocker for Abigail who "probably doesn't get around too much and spends most of the time knitting or staring out a window."
  5. The football for George "because he loves to play sports."
  6. Makeup for Sarah because "it will be useful in her modeling career."

OBJECTIVES:
For youth to:
- discuss stereotypes and their causes.
- learn the effects of categorizing others.
- recognize stereotypes in the media and community.
- investigate the truth or lack of truth involving a particular stereotype.

LIFE SKILLS:
- Working with groups.
- Getting along with others.

MATERIALS:
- GIVING GIFTS Activity Sheets
- Pens or pencils

TIME:
20 minutes

SETTING:
Comfortable room with table and chairs.
After each person and gift has been discussed, read the answers to the participants:

1. Harry is a voice student who drives a cab in his spare time. He has nothing against leather jackets, but he would prefer the opera tickets. He hopes to become an opera singer one day.

2. At 16, Marsha listens to her favorite music while doing volunteer work in the Red Cross canteen every afternoon. She does not need a first-aid kit to serve coffee and soft drinks to servicemen and women.

3. Fred is working on a clown routine for the school talent show right now. Makeup would help his act more than a dictionary would.

4. Born in Vermont, Abigail still enjoys skiing down a powdery slope on a brisk winter day. She would put those new skis to good use and has no need for a rocking chair just yet.

5. A football would not be very useful when George is on the professional golf tour. Besides he and his wife just had a little baby girl. He really wants and could use a rocking chair right now.

6. Though Sarah spends most of her time made up in front of lights and cameras, she loves to take weekend trips on her motorcycle. A leather jacket is just what she needs for protection from the weather on those long rides.

**REFLECT**
- Why did you select the gifts you did? Was the task difficult or easy?
- Were you bound by the stereotypes of the people in your gift selection?
- Are these stereotypes common? Why or why not?

**APPLY**
- How can one prevent stereotypes from clouding judgments of others?
- List some stereotypical labels that are common in the media and within society.
GIVING GIFTS

It is December and you are given the task of buying presents for each of the following people:

_____ 1. Harry Skinner, a cab driver
_____ 2. Marsha Truelove, a Red Cross volunteer
_____ 3. Fred Faster, a sixth-grade "A" student
_____ 4. Abigail Watson, a senior citizen
_____ 5. George Martin, an athlete
_____ 6. Sarah Docker, a model

Which of the following gifts would you choose for each? Write the letter in the space after the name above.

A. a desk dictionary
B. a rocking chair
C. two tickets to the opera
D. a pair of skis
E. a leather jacket
F. a football
G. make-up
H. a popular compact disc
Activity 7: Diversity Lap Game

With technological and social advances, the world is growing smaller. Because of this, we are more likely than our parents were at our age to come in contact with races, cultures, and religions different than our own. It is important to view these differences as positive and learn to respect those different from ourselves. Our culture is comprised of the language, beliefs, and customs of our environment.

Diversity essentially means the variety and/or differences within a group. This could mean differences in races, religions, cultures, interests, or anything that makes people different from one another. It usually refers to racial and cultural differences.

Discrimination is treating someone poorly on the basis of race, national origin, religion, physical handicap or sex instead of on the basis of individual merit. It is not just limited to treatment due to race, ethnicity, and religion. Unfortunately, a person can be discriminated against because of any difference.

**OBJECTIVES:**
For youth to:
- identify differences between youth.
- discuss personal values concerning diversity.
- analyze participants' views of culture and diversity.

**LIFE SKILLS:**
- Getting along with others.
- Learning the benefits of diversity within groups.
- Working with groups.

**MATERIALS:**
- DISTINGUISHING DIVERSITY Statements
- Copies of DISTINGUISHING DIVERSITY Activity Sheet for each youth
- Pens or Pencils
- Flip chart paper or poster board
- Markers

**TIME:**
20 minutes

**SETTING:**
Comfortable room with chairs arranged in a large circle.

DO
- Explain to the participants that they will be playing the Diversity Lap Game. Everyone takes a chair in the circle. You will read a characteristic from the DISTINGUISHING DIVERSITY STATEMENTS followed by an instruction (move two chairs to the left; move one chair to the right; etc.). If the DIVERSITY STATEMENT applies to a person, that person must follow the instructions. Most likely he or she will end up on someone's lap. If the person on the bottom must move, everyone above him or her must move also.

- Explain to the participants that you are going to make a statement, and if a statement applies to them, they should stand up. Assure them that if a statement makes them feel uncomfortable, they do not have to stand up.

- Read the DISTINGUISHING DIVERSITY Statements one at a time, allowing participants to stand and to sit back down. The purpose of this is to illustrate how everyone is different.

- Have participants break into groups of 3-4.

- Discuss and answer the questions on the DISTINGUISHING DIVERSITY Activity Sheet individually and then write their group's response on the flip chart paper.

- Bring the group back together and allow a representative from each small group to summarize their responses. Encourage discussion between all the participants.
REFLECT

- Is the group homogeneous or rather heterogeneous?
- Were you sometimes hesitant to stand up? Why or why not?
- How did the different groups' answers to the diversity questionnaire compare? How were they different?

APPLY

- What can you do personally to stop discrimination?
- How can you educate yourself and others about other cultures?
DISTINGUISHING DIVERSITY Statements

1. You practice a non-Christian religion.
2. You are being raised by a single parent.
3. You have been called a "dumb jock" or other label because you are athletic.
4. You have had a boyfriend or girlfriend who practices a different religion than you.
5. You have been physically or emotionally hurt and have hid the pain from others.
6. You have been discriminated against because of your gender.
7. You have been called a "nerd" or have been made fun of because of your intelligence.
8. You have called other kids "nerds".
9. You have been stereotyped because of your hair color or style.
10. You have been discriminated against because of your race.
11. You have been made fun of because of your body size or weight.
12. You have been made fun of because of your height.
13. You have been discriminated against because of where you are from.
14. You have been made fun of because of your interests.
15. You have been called a "prep".
16. You have been ashamed of a family member.
17. You have felt uncomfortable around a disabled person.
18. You have been made fun of because you wear glasses, have braces, etc.
19. You have made fun of others because of what they wore.
20. You have felt inferior to other people at one time or another.
21. You have been made fun of because of the music you listen to.
DISTINGUISHING DIVERSITY

1. What is culture?

2. Define discrimination.

3. Have you ever been discriminated against by other people? On what basis were you discriminated? How did you feel?

4. Have you ever personally or have ever been a part of a group that has discriminated against another person or group of people? How did you feel?

5. What does it mean to accept someone who has different beliefs than you do?

6. Is learning about different types of people important? Why or why not?

7. How do you integrate your values into dealing with diversity?
Activity 8: Take a Stand

Because of different values, beliefs, and opinions, it is inevitable that we will experience conflict in our lives, whether it be with our peers, family, or within our 4-H clubs and other groups. Conflict does not always have to be negative or have negative results. There are many different views towards conflict. Though conflict sometimes results in negative feelings, when dealt with correctly, it can actually be beneficial to the parties involved.

OBJECTIVES:
For youth to:
- become aware of their attitudes concerning conflict.
- compare and discuss their attitudes with those of other youth.
- evaluate their positions regarding conflict.

LIFE SKILLS:
- Learn the positive and negative attributes of conflict.
- Relate conflict attitudes to life situations.

MATERIALS:
- CONFLICT STATEMENTS & ANSWER KEY
- Signs saying STRONGLY AGREE and STRONGLY DISAGREE
- Copies of CONFLICT Information Sheet for each youth
- Tape

TIME:
30 minutes

SETTING:
Room containing large open space suitable for walking around.

DO
- Explain to the participants that you will read a statement from the CONFLICT STATEMENTS & ANSWER KEY. After the statement is read, they are to stand under the respective signs that represent their opinion regarding the statement. If their opinion falls somewhere between the extremes, have the participants stand between the signs where they feel their opinion is best represented.
- Read the first statement, and allow participants to find their place against the wall. Then, ask at least two participants (preferably those with different opinions) why they are standing where they are.
- Read the corresponding answer statement from the KEY to the participants and allow feedback regarding it.
- Repeat the steps with each statement.
- Hand out CONFLICT Information Sheet to participants. Lead group discussion about the advantages and disadvantages of conflict.

REFLECT
- Many people have negative attitudes towards conflict. What did you learn about your attitudes concerning conflict?
- Did group members basically share the same opinions, or was there a wide disparity in beliefs? Why?
- Were there any patterns in the differences of opinions between the different ages, sexes, leadership level within the club, etc.?
- Has your view of conflict changed? Why or why not?

APPLY
- How will your views concerning conflict affect your management strategies in the future?
- Discuss some conflicts that you have been involved in. How did you deal with them? Would you deal with them any differently now?
CONFLICT STATEMENTS
Statements and Answer Key

1. "The presence of conflict means something is wrong in a relationship or organization."
   Conflict is normal in healthy relationships. Conflict in an organization doesn't mean something is wrong, but rather that something is going on—misunderstandings, personal needs are being threatened, etc.

2. "The success of individuals within organizations depends on their ability to ignore conflicts and concentrate on getting the job done."
   Getting the job done to everyone's mutual satisfaction requires dealing openly with differences of opinion.

3. "The best way to deal with conflicts is to smooth them over as much as possible. This is an unhealthy response. Smoothing things over doesn't help. It only postpones.

4. "Most conflicts will not be resolved unless one person or party accepts defeat."
   Accepting defeat is difficult for most of us. If managed properly, conflict can be resolved to everyone's satisfaction. Conflict is successfully resolved when all parties win. When conflicts end up "win-lose," the side that lost usually feels bad even when they "accept" defeat.

5. "Conflicts are inevitable simply because the needs of individuals are different."
   This is a good summary of conflict.

6. "Conflict is resolved by bringing rational, logical ideas to bear when emotions are high."
   Logical and rational advice are rarely effective in dealing with emotions. Feelings are involved in all conflict. Effective conflict management begins by addressing the feeling and then moving to the facts.

7. "The use of force is often necessary in resolving conflict."
   Force sometimes works with young children, rarely with adults. The use of force will drive the conflict underground. Force will only manage conflict for a while.
CONFLICT STATEMENTS

Statements and Answer Key

8. "The only lasting basis for resolution of conflict is restoration of trust between those involved."
Conflict is resolved through restoration of trust and mutual respect.

9. "It is not possible to manage conflict successfully when personally involved in the conflict."
The individuals' involvement is the key to effective management of conflict. We may ask others for help, but resolution primarily depends on the parties involved.

10. "To manage conflict successfully, it is important to deal with both facts and feelings."
Unfortunately in dealing with conflict, we often tend to focus on facts and avoid the feelings. Feelings must be dealt with before the facts, for conflicts to be resolved.

11. "To be effective as a third-party mediator of conflicts, the mediator cannot take sides."
Neutrality is essential. A mediator, by definition, is one who does not take sides.

12. "Beneath most conflict is a power struggle."
Power struggles are at the base of many but not all conflicts.
Strongly Agree

Strongly Disagree
CONFLICT

Advantages of Conflict

😊  Can increase motivation and energy.
😊  Clarifies issues and positions.
😊  Can build internal cohesiveness.
😊  Can lead to innovation and creativity.
😊  Can increase self-awareness.
😊  May be means of dealing with internal conflicts.
😊  Can lead to a new synthesis of ideas or methods.

Disadvantages of Conflict

😊😊  Can be debilitating.
😊😊  Can distract from goal achievement.
😊😊  Can cause defensiveness and rigidity.
😊😊  Can cause distortions of reality.
😊😊  Often becomes a negatively reinforcing cycle.
😊😊  Tends to escalate (more serious) and to proliferate (more issues).
😊😊  Efforts to resolve are often not reciprocated.
Activity 9: Conflict or Controversy?

As leaders, we encounter a wide variety of people with different values, opinions, and beliefs. Because of this, it is inevitable that we witness or even be directly involved in some type of controversy or conflict during our leadership experience, whether it be minor or serious.

Controversy is usually a one-time or short-term difference of opinion; it can usually be solved quickly, and once solved, it usually does not reoccur. Conflict, however, is a longer-term, ongoing difference in values; it takes a longer time to work through because it is often reoccurring.

Because of their differences, different methods must be used when dealing with conflict and controversy. Resolution techniques are used to deal with one-time differences of opinion and occasional flair ups, or controversy, while conflict management is used to deal with ongoing value differences, or conflict.

DO
- Distribute CONFLICT OR CONTROVERSY? Activity Sheets to participants.
- Have youth determine whether each situation is conflict or controversy and whether resolution or management strategies are needed to deal with the situation.
- As a group and using the CONFLICT OR CONTROVERSY Answer Key, go over the correct answers and brainstorm resolution or management strategies for each situation.

REFLECT
- How can you tell the difference between situations of conflict and controversy?
- What strategies are used for the different types of conflict?
- Imagine conflict or controversy situations you have witnessed. Were they conflict or controversy? Why?
- Is conflict or controversy bad or good? Why? What effects can it have on a relationship? An organization?

APPLY
- As a leader, what is your role when conflict or controversy arises?
- In the past, were there any specific instances of conflict or controversy in any groups that you are involved in? What management or resolution strategies did you use?
- What does the presence of conflict or controversy tell us about a relationship or situation?

OBJECTIVES:
For youth to:
- differentiate between controversy and conflict.
- recognize and compare styles of conflict management and conflict resolution.
- examine situations and determine if they are examples of conflict or controversy.

LIFE SKILLS:
- Conflict management and resolution skill building.
- Getting along with others.

MATERIALS:
- Copies of CONFLICT OR CONTROVERSY? Activity Sheet for each youth
- Copies of CONFLICT OR CONTROVERSY? Answer Key for each youth
- Pen or Pencil

TIME: 15 minutes

SETTING: Comfortable room with table and chairs.
CONFLICT or CONTROVERSY?

Answer Key

1. Controversy; resolution techniques
2. Conflict; management techniques
3. Controversy; resolution techniques
4. Conflict; management techniques
5. Controversy; resolution techniques
6. Conflict; management techniques
7. Conflict; management techniques
8. Conflict; management techniques
9. Conflict; management techniques
10. Controversy; resolution techniques
CONFLICT or CONTROVERSY?

Determine whether the situations below are conflict or controversy. Then determine whether resolution or management strategies are needed to deal with the situation.

1. Club members are fighting over the location of the awards banquet.
2. The member in charge of the annual holiday party refuses to be sensitive to members who do not celebrate Christmas.
3. There is a fierce competition between the two candidates for vice president.
4. Planned Parenthood has asked the club to distribute information on AIDS prevention at local high schools. The youth are eager to help out, but the leader believes it would promote an incorrect image of 4-H.
5. The County Council can't decide between a rap DJ or a country DJ for the annual dance.
6. Your parents won't extend your curfew.
7. Half of your horticulture club wants to concentrate primarily on judging competitions, while the other half wants to do everything other 4-H clubs do (community service projects, etc.)
8. One of the club officers consistently fails to fulfill her responsibilities.
9. The adult leader feels the club should concentrate on internal club activities, while the teen leader would like the club to participate more at the county level.
10. The district officers cannot come to a consensus as to who they will appoint to historian.
Activity 10: Conflict Communication

Listening is one of the most important communication skills. Unfortunately, we are not the listeners we would like to be. The times we are engaging in conflict are usually the times we listen the least, when in actuality, these are the times when listening is extremely important. When in a conflict, we need to listen to other people’s views and opinions to attempt to understand their side of the issue. By understanding from where the other person is coming, we can help them to understand our own position on an issue and allow them to see our side. Without effective listening, people cannot communicate adequately with each other and people are less likely to understand one another. This leads to arguments and further disagreements and a decrease in communication, continuing the cycle.

**DO**
- Pick a controversial subject and ask for two volunteers (one on each side of the issue that does not mind expressing his or her opinion in public) to come to the front of the room.
- Tell the volunteers to pretend that they are the only people in the room and to debate the issue for two minutes (the facilitator should act as the timer). Have the other participants observe the volunteers.
- After the two minutes are up and the volunteers have finished their debate, ask each volunteer to pretend that they are the other person and repeat the other person’s “argument” back to them. Many times, they will be unable to do so.
- Distribute copies of IMPORTANT COMMUNICATION SKILLS IN CONFLICT MANAGEMENT Information Sheet and discuss communication’s importance in dealing with conflict situations.
- Have all of the participants brainstorm ways that persons can improve their listening skills in conflict situations and write the strategies on the flip chart or dry erase board.

**REFLECT**
- Was it difficult for the volunteers to repeat the other person’s argument? Why or why not?
- Why is effective listening by all parties important in managing conflict situations?
- What types of behaviors show that a person is listening? Is not listening?

**APPLY**
- Have you been in a conflict situation recently? How would you rate your listening skills in that conflict? Do you need to improve your listening skills?
- What are some other situations in which listening skills are important?
- How can one improve their listening skills?
IMPORTANT COMMUNICATION SKILLS IN CONFLICT MANAGEMENT

1. **Speak your mind and heart.**
   Don’t be afraid to communicate your needs clearly. Inability to address the problem can result in aggressive, indirect and avoiding communication behaviors.

2. **Listen well.**
   Focus on what the other person is saying and give feedback to show the other person that you are listening.

3. **Express strong feelings appropriately.**
   Avoid hiding your feelings but express them in a nondestructive manner.

4. **Remain rational as long as possible.**
   Remember that you are trying to solve a problem. Anything that diverts you from this task hurts conflict management.

5. **Summarize and ask questions.**
   Review what has been said. Ask questions about information that needs to be clarified.

6. **Give and take.**
   Keep the conversation two-sided. Be fair to all parties involved.

7. **Avoid all harmful statements.**
   Do not attack the other person. Try constructive criticism if necessary.
Different people have different values and goals. Conflict emerges as we try to attain these goals. Some may find it easier to give up one value than another. There are some values we would fight for rather than give up any part of them.

**DO**

- Give each participant a copy of the ALLIGATOR RIVER STORY Activity Sheet.
- Have participants read the story to themselves and rank the characters from the most to least contemptible on their own.
- Have youth pair up with someone who has a different ranking of the characters. Let them have ten minutes to convince their partners that they are right and their partners are wrong.
- Bring the group back together and compare rankings. Ask the group which strategies worked and which did not work. Write strategies on the dry erase board or flip chart indicating whether they worked or not.
- Hand out DEALING WITH VALUE DIFFERENCES Information Sheet and have participants read to themselves. Compare the strategies on the information sheet to the ones the group came up with.

**REFLECT**

- Did you have trouble creating your rankings?
- Were you able to convince your partner to change his or her mind? Why or why not?
- Which strategies worked and did not work? Did anyone change their rankings after hearing another’s reasoning? Why did you change your mind?
- Are the values of the group members similar or different? Why or why not? Are there any consistencies based on the age, gender, race, ethnicity, or religion of the participants?
- Were the strategies on the Information Sheet similar to the ones you came up with? Why or why not? Did you come up with more strategies that could be added to the sheet?

**APPLY**

- Name some instances when you had to deal with value differences. How did you deal with those differences?
- What did you learn from this exercise that will help you when you face conflicts in the future?
- Do you agree with all of the strategies on the Information Sheet? Why or why not? If not, list some situations when the strategies may not work.

**OBJECTIVES:**

For youth to:
- become aware of and prioritize their own values.
- demonstrate the importance of different values to different people.
- learn to deal with value differences and conflict.
- learn and apply persuasion techniques.

**LIFE SKILLS:**
- Conflict management and resolution skill building.
- How to deal with value differences between people.

**MATERIALS:**
- Copies of the ALLIGATOR RIVER STORY Activity Sheet (I or II)
- Copies of the DEALING WITH VALUE DIFFERENCES Information Sheet
- Pens or pencils
- Flip chart or dry erase board
- Markers

**TIME:**
- 30 minutes

**SETTING:**
- Comfortable room with table and chairs.
DEALING WITH VALUE DIFFERENCES

Different people have different values and priorities. Conflict emerges as we try to attain these priorities. Some may find it is easier to give up one value than another. There are some values we would fight for rather than give up.

When dealing with a value difference, strategies that will not work are:

- Questioning the other party's values and logic by pointing out the error and weakness of his or her thinking.
- Pressure.
- Defending or justifying your position.
- Arguing the morals of the issue.
- Focusing on areas of disagreement.
- Being unwilling to back down.
- Teasing the person who disagrees with you.

Strategies that will work are:

- Building your arguments from your opponent's point of view.
- Listen. Acknowledge that you hear what he or she is saying by paraphrasing what is said.
- Do not challenge anyone's values.
- Ask questions to gain more information, not to manipulate.
- Affirm the other person.
- Look for areas of agreement.
- Slow down or back off to reduce the intensity of the conflict.
Abigail and Gregory were in love. Unfortunately, they lived on opposite sides of a river filled with alligators. The river was deep and wide, and there was no bridge. Gregory became tired of their "long distance" relationship and sent a message to Abigail demanding that if she did not cross the river within 24 hours, he would find someone else.

Abigail asked Sinbad, the captain of the only boat on the river, to take her across. Sinbad agreed to do so only if Abigail slept with him. She said no and left to explain her problem to her best friend Jill. Jill refused to get involved.

Time was running out. Abigail felt that her only choice was to go to bed with Sinbad. He kept his bargain and took her across the river.

Abigail felt guilty and confessed to Gregory how she had secured passage across the river. Revolted, Gregory immediately cast her aside. Upset, Abigail turned to an acquaintance, Glen with her story. Glen, feeling compassion for Abigail, found Gregory and beat him up.

1. Rank the characters from the most to the least despicable.

   Abigail ______
   Glen ______
   Gregory ______
   Jill ______
   Sinbad ______

2. Pair up with someone who has a different ranking of the characters. You now have ten minutes to convince your partner that you are right and he or she is wrong.
ALLIGATOR RIVER

STORY 2

Abigail and Gregory were in love. Unfortunately, they lived on opposite sides of a river filled with alligators. The river was deep and wide, and there was no bridge. Abigail became tired of their "long distance" relationship and sent a message to Gregory demanding that if he did not cross the river within 24 hours, she would find someone else.

Gregory asked Sinbad, the owner of the only boat on the river, to take him across. Sinbad agreed to do so only if Gregory would participate in a plot to kill Glen. Gregory said no and left to explain his plight to Glen.

Glen was furious when he learned of Sinbad's plot. He found Sinbad and beat him up. Meanwhile, time was running out, so Gregory stole the boat and crossed the river.

1. Rank the characters from the most to the least despicable.

Abigail _____
Glen _____
Gregory _____
Sinbad _____

2. Pair up with someone who has a different ranking of the characters. You now have ten minutes to convince your partner that you are right and he or she is wrong.
Activity 12: Controlling Controversy

A friend continuously borrows your sneakers without asking. You notice later the sole is partially torn. What do you do? Do you confront your friend? Do you yell at him or her? Or do you just “forget” it so that you can avoid controversy? What is the best way to express your feelings to your friend AND alleviate the problem? There are a number of different management strategies people use when dealing with conflict. By selecting and practicing those management and communication skills that are most effective, we can turn potentially negative conflict into something positive.

DO

- Divide youth into five small groups and give each group one of the CONTROLLING CONTROVERSY Activity Scenarios. Tell the groups to discuss and find solutions to the problems. Have youth brainstorm all of the possible solutions they can think of and write them on the flip chart or banner paper. Youth are not to make judgments about the solutions yet, just come up with as many solutions as possible.

- After groups have come up with sizable lists, have the group decide and circle which solution they feel is the best.

- Bring the groups back together and compare the results for each individual situation. Discuss the effectiveness of these strategies if they were used in real life.

- Hand out the CONTROLLING CONTROVERSY Information Sheet and go over the different management strategies. Have group members fit their solutions into a strategy category. With the additional information, ask groups if they can think of any more solutions or would select a different solution as the best one.

REFLECT

- Was there any one strategy that was generally most effective? Least effective? Why?

- What did you discover about your own ways of dealing with conflict and controversy? Which strategy do you usually use?

- Why is communication so important in conflict and controversy situations? How can it affect the outcome of a situation?

- How can you improve your conflict management and resolution skills? Your communication skills within conflict situations?

APPLY

- Think of conflicts and controversies that you have experienced recently. How did you handle each situation? Would the outcome have been any different had you used a different strategy? Think of the possible strategies you could have used.

- Consider some of the controversies in American politics. How are they being dealt with by those involved? How would you deal with the situation if you were in it?
Activity 13: TV Replay Resolutions

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

WITHDRAWING
These individuals avoid conflict at all costs. They give up their personal goals and relationships, stay away from the issues over which the conflict is taking place and from the persons with whom they are having conflict. They believe it is hopeless to try to resolve conflicts and that it is easier to withdraw than to face conflict. Both relationships and goals are of low importance to them. These individuals are using non-aggressive behaviors.

FORCING
These individuals try to overpower opponents by forcing them to accept their solutions to the conflict. They seek to achieve their solutions to the conflict. They seek to achieve their goals at all costs, are not concerned with the needs of others, and do not care if others accept or like them. They assume that all conflicts are settled by one person winning and one person losing and they want to be the winner. Winning gives a sense of pride and achievement while losing gives a sense of weakness, inadequacy and failure.

They try to win by attacking, overpowering, overwhelming, and intimidating others. Their goals are highly important to them and relationships of low importance. These individuals are using aggressive behaviors.

SMOOTHING
These individuals feel their relationships are more important than their goals. They want to be accepted and liked by others. They think that conflict should be avoided in favor of harmony and that people cannot discuss conflicts without damaging relationships. They are afraid that if the conflict continues, someone will get hurt and that would ruin the relationship. They give up their goals to preserve the relationship. These individuals are using non-aggressive behaviors.

COMPROMISING
These individuals attempt to “make a deal.” They seek a compromise by giving up part of their goals and persuading the other party to give up part of their goals. They seek a conflict solution which both sides gain something - the middle ground between two positions. They are willing to sacrifice part of their goals and relationships in order to find agreement for the common good. These individuals use assertive behaviors when dealing with conflict and controversy.

CONFRONTING
These individuals value their goals and relationships. They view conflict as problems to be solved and seek a solution that achieves both their own goals and the goals of the other person. They see conflicts as a means for improving relationships by reducing tension between two persons. By using assertive behaviors and seeking solutions that satisfy both themselves and others, they maintain the relationship. This is the most productive style of handling conflict.
DO

- Give each youth a CONTROLLING CONTROVERSY Information Sheet and go over the different strategies. Explain to the youth they will be watching a television show and they are to make notes of the different conflicts which occur and how they are resolved (if they are resolved).

- Have youth make notes as they watch the tape of the television show.

- After the show is over, make a list, as a group, of the different conflicts that occurred during the show and write down on the dry erase board or flip chart.

- Now divide youth into five groups and label each group with one of the strategies: WITHDRAWING, FORCING, SMOOTHING, COMPROMISING, or CONFRONTING.

- Select one or two of the conflicts and have each group resolve the conflicts in according to their assigned technique.

- Have groups role play their resolutions in front of all the youth. Discuss the consequences of the different solutions.

REFLECT

- Compare the different techniques. Which were most effective with the problems of the television show?

- Which techniques are usually most effective in real life? Can different techniques be better for different problems?

- How did the role played endings differ from the ones on television? How were they the same?

- What are the costs and the benefits of each type of method?

APPLY

- What style do you use the most when dealing with conflict or controversy?

- How do you deal with a person who uses a conflict management style detrimental to the situation?
CONTROLLING CONTROVERSY

There are five different ways of dealing with conflict and controversy: withdrawing, forcing, smoothing, compromising, and confronting.

Individuals who deal with conflict by withdrawing avoid conflict at all costs. They give up their personal goals and relationships, stay away from the issues over which the conflict is taking place and from the persons with whom they are having a conflict. They believe it is hopeless to try and resolve conflicts and that it is easier to withdraw than to face conflict. Both relationships and goals are of low importance to them. These individuals use non-aggressive behaviors.

Some people try to overpower opponents by forcing them to accept their solutions to the conflict. They seek to achieve their goals at all costs, are not concerned with the needs of others, and do not care if others accept or like them. They assume that all conflicts are settled by one person winning and one person losing, and they want to be the winner. Winning gives a sense of pride and achievement while losing gives a sense of weakness, inadequacy, and failure. They try to win by attacking, overpowering, overwhelming, and intimidating others. Their goals are highly important to them, while relationships are of low importance. These individuals use aggressive behaviors.

Individuals that use smoothing techniques feel their relationships are more important than their goals. They want to be accepted and liked by others. They think that conflict should be avoided in favor of harmony and that people cannot discuss conflict without damaging relationships. They are afraid that if the conflict continues, someone will get hurt and that would ruin the relationship. They give up their goals to preserve the relationship. These individuals use non-aggressive behaviors.

Persons who compromise attempt to "make a deal". They seek a compromise by giving up part of their goals and persuading the other party to give up part of their goals. They seek a conflict solution which both side gain something--the middle ground between two positions. They are willing to sacrifice part of their goals and relationships in order to find agreement for the common good. These individuals use assertive behaviors when dealing with conflict and controversy.

Confronting individuals value their goals and their relationships. They view conflicts as problems to be solved, and they seek a solution that achieves both their own goals and the goals of the other person. They see conflicts as a means for improving relationships by reducing tension between two persons. By using assertive behavior and seeking solutions that satisfy both themselves and others, they maintain the relationship. This is usually the most productive style of handling conflict.
CONTROLLING CONTROVERSY

Rick is president of a club. He asked Melissa, the vice president, to call all of the club members and tell them about the next meeting. Melissa gladly accepts. One week later, the day before the meeting, Melissa informs Rick she did not make the phone calls last week and will not be able to make the calls tonight either.

- How would you react if you were Rick? Why?
- What if this was a common occurrence? An uncommon occurrence?

Both your secretary and treasurer have expressed interest in running for club president for next year. They are aware of each other's intentions and purposely do things to make each other look bad. Last week there was a minor discrepancy in the financial log, and the secretary insinuated at a club meeting that he believed the treasurer was fully responsible and probably embezzled money from the club's treasury. In another case, the typed minutes from the last three months' meetings have disappeared. The treasurer openly blames the missing minutes on the secretary's irresponsibility.

- How would you react if you were in this situation? If you were the secretary or the treasurer?
- How would you work with the two officers assuming they had once worked well together?

You are chairperson of a committee. The project is going very well; however, the meetings are a little unorganized. You believe you have solved the problem by handing out printed agendas; however, one of the committee members continuously makes negative statements that are irrelevant to the current discussion, disrupting the entire meeting.

- How would you react in this situation?
- How can you address this situation with the member?
CONTROLLING CONTROVERSY

You are an executive officer in an organization, and you have witnessed unethical behavior by the president. In addition, you feel she has not fulfilled her responsibilities as president as whenever she has a job to do, she delegates the responsibility to another officer. You are very disappointed in her actions, and the tension is becoming obvious to other members during meetings.

- How would you handle the situation?
- How can you address the situation with the president?
- How can you hide the tension from the club membership?
- How can this conflict affect the club membership?

You are teen leader of the local 4-H horse project club. There is an ongoing debate between club members whether the club should remain strictly a horse club or become a general membership club. Half of the group thinks the club should expand membership to 4-H’ers involved in every project, while others feel that it should remain strictly a horse club because this is the only place they can come and just talk about horses. This issue is clearly dividing the club; in fact, some of the members are thinking about leaving and starting a new club.

- How would you handle this situation?
- How would you address the situation with the members of each side of the issue?
Activity 14: Conflict Consequences

Everyone experiences conflict. Usually the conflict cycle begins with a held belief or value. Conflict is neither positive or negative, but it is how we respond to conflict that is either positive or negative. Our response will produce a consequence and the consequence reinforces our beliefs (positive or negative) about the conflict. If our beliefs about conflict are negative, then we are likely to behave in ways that will produce negative consequences (feelings of pain, fear, strained relationship, bloody nose, etc.). If we approach conflict in a positive manner, we are likely to behave in ways that will produce positive consequences.

**DO**
- Have each participant fill out a CONFLICT CONSEQUENCES Activity Sheet.
- After they complete the sheet, they should pair up and give their CONFLICT CONSEQUENCES Activity Sheet to their partner to read.
- Examining one partner’s conflict at a time, have the pair fill out a CONFLICT CONSEQUENCES EVALUATION Activity Sheet for each conflict.

**REFLECT**
- Did you learn anything about your personal conflict situations by completing the Activity Sheet? Of what did it make you aware?
- Would you have handled the conflict differently if you had another chance? Why or why not?
- What were some of the benefits that came from the conflict? What were some of the costs?

**APPLY**
- How can you improve your conflict management techniques for future situations?

**OBJECTIVES:**
For youth to:
- examine their values concerning conflict.
- summarize and explain personal conflict situations.
- compare their conflict strategies to other youths’.

**LIFE SKILLS:**
- Getting along with others.
- Improved interpersonal relations.

**MATERIALS:**
- Copies of the CONFLICT CONSEQUENCES Activity Sheet
- Copies of the CONFLICT CONSEQUENCES EVALUATION Activity Sheet
- Pens or pencils

**TIME:**
30 minutes

**SETTING:**
Comfortable room with table and chairs.
CONFLICT CONSEQUENCES

Answer the following questions about a conflict you have been involved in fairly recently.

Briefly, my conflict was:

The other people involved were:

How did I respond:

How did the conflict end?

Messages I received about conflict were:
**CONFLICT CONSEQUENCES EVALUATION**

Why did this happen the way it did?

How did I contribute to this?

What could I have done differently?

Is this a common pattern for me in conflict?

What part or parts of my belief system contributed to this conflict unfolding as it did?
Activity 15: Conflict Consultants

When we are in the midst of an interpersonal conflict, sometimes having others listen helps us to evaluate our situation. There are many companies and individuals who are paid to "mediate" between conflicting parties. These consultants help the individuals and groups see their differences from another perspective and help offer solutions to their problems.

**OBJECTIVES:**
For youth to:
- evaluate personal conflict situations.
- assist others in solving their own conflict situations.
- learn to use mediation as one method of conflict management.
- apply conflict resolution strategies to real situations.

**LIFE SKILLS:**
- Conflict management and resolution skill building.
- Interpersonal relations.

**MATERIALS:**
- Copies of the CONFLICT CONSULTANT Activity Sheet
- Paper
- Pens or Pencils

**TIME:**
1 hour

**SETTING:**
Comfortable room with table and chairs.

**DO**
- Divide participants into groups of two or three. Make sure they choose people with whom they feel comfortable.
- Have group members decide who is going to be the Client. The other person or persons will be the Consultants. (Each participant will have a chance to be the Client.) Distribute CONFLICT CONSULTANT Activity Sheets to each participant.
- The Client tells of a conflict situation in which he or she is involved. The Consultants, using their CONFLICT CONSULTANT Activity Sheets, assist the Client in creating a possible solution.
- After about 20-30 minutes or until the group has discussed the Client's situation, have group members switch roles and repeat the steps. Do this until all group members have been the Client.

**REFLECT**
- Did the Consultants allow you to see sides of the conflict you hadn't noticed before?
- Did this activity help? Why or why not?
- How did you feel being the Client?
- How did you feel as the Consultant?
- How did the two roles compare? Contrast?

**APPLY**
- Discuss situations in which the Consultants are not only helpful but necessary.
- In what situations is it impossible to have a Consultant assist in the conflict resolution process?
- List some occupations that are primarily consultation-related in nature.
- How will this activity affect your management of conflict in the future?
CONFLICT CONSULTANT

Each participant will have a chance to be the Client and the Consultant. As a Consultant, it is your responsibility to assist the Client in discussing their conflict situation. Use the following questions to assist the Client with their discussion. Take notes if necessary.

1. Describe the situation.
   What is the conflict about? Who is involved? How did it start? What happened next? Is this a pattern? Has the person been in this kind of conflict before?

2. Identify the other person’s needs in this situation.
   What do you think this person needs from you? From the situation? How do you think the person will be affected by the outcome? What would be ideal for them? Why?

3. Identify your own needs in this situation.
   What do you need from this person? From the situation? How will you be affected by the outcome? What would be ideal for you? Why? Are there any personal or interpersonal needs involved?

4. What are some alternative courses of action that are available to you?
   What have you tried in the past? What are some of the options that could be effective or ineffective? How many of the needs can you meet from any of these?

Note: In working with these steps, it is important not to skip any of them (people tend to skip from Step 1 to Step 4). If the Client is having trouble with any of the questions (such as identifying the other person’s needs), help them guess. Recognize these as assumptions, and perhaps there are ways to check them out later. Remember, the Client, the person describing the conflict, is the expert on their own needs and behaviors.

The Consultants in this process can be most helpful if:
   1. The person with the conflict is allowed to “own” the conflict.
   2. The Consultants do not take sides or pass judgment.
   3. The Consultants do not give extra advice.
   4. The Consultants ask questions for clarification rather than make statements.
PURPOSE:
To assist youth in developing skills for improved interpersonal relationships.

OBJECTIVES:
For youth to:
- discover their preferred learning style.
- evaluate different types of teaching methods.
- use different resources to gather information.
- strengthen listening and note taking ability.

- practice their interviewing skills.
- give and follow instructions.
- brainstorm as a method of problem solving.
- use the “Sandwich Technique” as a method of judging.

KEY CONCEPTS
Another key to practicing leadership is learning to learn. Leadership itself is not a goal, but a continuous learning and teaching experience. Not only must leaders be knowledgeable of the different endeavors with which their group is involved, but a leader must have the ability to teach skills to others.

There are many different learning and teaching styles. Different people learn better in different ways, and different teaching styles are best suited to the different learning styles. When teaching others it is best to incorporate a variety of different methods in order to facilitate everyone’s learning. Knowing one’s own preferred learning style is beneficial, because that person can take advantage of learning opportunities best suited to that style and work to improve his or her ability to learn in other types of situations.

LEARNING ACTIVITIES
Activity 1: Identify and discuss positive learning experiences with IN STYLE TEACHING STYLES.

Activity 2: Determine preferred learning style in LEARNING STYLES.

Activity 3: Compare and contrast different teaching methods in TEACHING TECHNIQUES.

Activity 4: Create a workshop in WORKSHOP WONDERS.
KEY CONCEPTS (continued)

There will be times when we must have information that is not readily available to us. Knowing different research methods and how to use resources is important when looking for information. Brainstorming, interviews, reading and following instructions, taking notes, demonstrations, and critiques or judging situations facilitate learning.

Taking notes is a common method of learning in our education system. By recording what we experience with our eyes and ears, we are able to recall important information from the experience and sharing that information with others. Minutes are taken during meetings for that purpose: to keep track of exactly what happened so that others can learn what occurred.

Listening to speakers and interviewing others is another method of receiving information. Improving our listening skills is important: not only do we need to hear what is being said, but we should ask questions relevant to the subject and to what we want to know. Compiling a list of questions before the speech or interview is essential to finding out information. Analyzing others’ speeches and interviews can make us aware of effective techniques and help us improve our own skills.

Following others’ instructions is how most of us learn to play sports, perform music, and learn a number of other skills. Verbal and communication skills are important when giving directions, and good listening skills are crucial to receiving instruction. Giving demonstrations is a method of giving instructions

LEARNING ACTIVITIES (continued)

Activity 5: Learn and practice research methods in SCAVENGER HUNT.

Activity 6: Improve note-taking skills with MEETING MINUTES.

Activity 7: Derive information from a lecture and an interview in SPEAKER SPOTLIGHT.

Activity 8: Gather information from others in INTERVIEWING OTHERS.

Activity 9: Practice following directions in FOLLOWING INSTRUCTIONS.

Activity 10: Exercise delegation and communication skills in WHO’S THE BOSS?

Activity 11: Create a demonstration in DOING DEMONSTRATIONS.

Activity 12: Learn brainstorming techniques in BREAKING BRAINSTORMING BARRIERS.

Activity 13: Practice brainstorming and problem solving in CONNECT THE DOTS.

Activity 14: Strengthen problem solving skills in DESERT SURVIVAL.

Activity 15: Demonstrate a method of constructive criticism in THE SANDWICH TECHNIQUE.
combined with actually showing what happens. This is one of the most effective ways of teaching others because the oral/written instructions are accompanied by visual aids.

Brainstorming is a creative learning method that is useful when solving problems. It is a set procedure that generates a large number of thoughts and ideas. Advantages of brainstorming include enhancing creativity, reducing tension resulting from evaluation by others, and creating a large number of ideas. It does take time to do well, though. A list of guidelines to brainstorming is in Activity 13.

Critiquing is still another way we can learn. A judging team is an example of this; comparing and contrasting different objects (animals, plants, consumer items, etc.) helps us to learn the positive and negative attributes of things. Critiquing others allows us to identify positive attributes and so we can emulate those and identify negative characteristics so we can learn to eliminate or avoid those behaviors. When others critique us (such as when 4-H’ers are judged during demonstration and speech competitions) we can learn through others’ evaluations of us. The “sandwich technique” of constructive criticism allows one to give positive and negative feedback. The positive feedback functions to build confidence in one’s ability and self esteem, while the negative feedback lets the person know a skill in which he or she can improve.

After completing the chosen activities, review and wrap up this lesson using these key questions:

**REFLECT**
- What is your preferred learning style? What does it mean when one says people learn differently?
- What are some of the different learning styles? What are some different ways of teaching?
- In your opinion, which teaching methods are the most effective? Why?

**APPLY**
- Why is knowing and understanding different learning styles and teaching methods important to leadership?
- How can you become a better learner? A better teacher?
- Can you think of a situation in the future when you will have to teach others? What teaching methods will you use? Why?
Activity 1: *In-Style Teaching Styles*

Listening, seeing, and doing are some of the ways in which people learn. Most people prefer one style or another, and many times, our favorite teachers are those who employed teaching styles related 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. By knowing our preferred learning styles, we know to take advantage of opportunities involving those methods and to improve our learning in other areas.

**OBJECTIVES:**
For youth to:
- identify and discuss positive learning experiences.
- evaluate past teacher performances.
- put together an ideal classroom situation.

**DO**
- Ask participants to take a few minutes and remember some of their favorite teachers.
- Have each participant share one quality of the teacher that made the class enjoyable. Encourage youth not to focus on subject matter necessarily but skills and activities the teacher had the class do. Look for similarities in the participants' reasons. (For example, some youth may like classes where there is a lot of discussion, others may prefer classes that use a lot of visuals or writing, while others may enjoy classes with more hands-on, group project work.)
- Team up students who have similar reasons. Have individual teams share (within their group) some of the least enjoyable classes they have taken and why that was so.
- Give each team markers and flip chart paper and have each team come up with an "In-Style Learning Style Class" and an "Out-of-Style Learning Style Class" situation. Have teams share their lists with the entire group.

**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 those with 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?
- In order to help others learn, an understanding of learning styles is important. To further the leader’s own learning, an understanding of personal learning style is needed.

**LIFE SKILLS:**
- Working with others.

**MATERIALS:**
- Flip chart paper
- Markers

**TIME:**
15 minutes

**SETTING:**
Comfortable room with tables and chairs.
Activity 2: Learning Styles

Different people learn better in different ways. Some learn more by listening to a lecture than by reading a book, while others learn better by seeing or doing. Being aware of your preferred learning style can allow you to concentrate on improving your learning through other techniques and will help you know to take advantage of learning opportunities most compatible with your learning style. Knowing others’ learning styles can be helpful if you are making a presentation or giving instructions, as you can use teaching techniques that work best with their learning styles.

**OBJECTIVES:**
For youth to:
- learn and analyze different learning styles.
- discover their own personal learning styles.
- compare different types of teaching with the different learning styles.

**LIFE SKILLS:**
- Self-awareness.
- Working with others.

**MATERIALS:**
- LEARNING STYLE INVENTORY
- IDENTIFYING YOUR LEARNING STYLE Information Sheet
- Pens or pencils

**TIME:**
30 minutes

**SETTING:**
Comfortable room with tables and chairs.

**DO**
- Have participants fill out the LEARNING STYLE INVENTORY.
- Using the LEARNING STYLE INVENTORY Score Sheet, have participants determine their personal learning style.
- After youth have determined their personal learning style, hand out IDENTIFYING YOUR LEARNING STYLE Information Sheet. As you go over each style, have participants with that style raise their hands and give feedback as to why they are that style.

**REFLECT**
- What learning style is the most common? Why? What learning style is the least common? Why?
- Were you surprised by your learning style? What does one’s learning style tell them about themselves?

**APPLY**
- How can knowing your learning style help you in the future?
- What teaching techniques are used most in the school system? How do they match up with 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. _____ participant 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 numbers you checked above

<table>
<thead>
<tr>
<th>Strategy Numbers</th>
<th>Style</th>
</tr>
</thead>
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<tr>
<td>1, 8, 15, 22, 28</td>
<td>Visual</td>
</tr>
<tr>
<td>2, 9, 16, 23</td>
<td>Aural</td>
</tr>
<tr>
<td>3, 10, 17, 24</td>
<td>Interactive</td>
</tr>
<tr>
<td>4, 11, 18, 25</td>
<td>Print</td>
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<tr>
<td>5, 12, 19, 26</td>
<td>Kinesthetic</td>
</tr>
<tr>
<td>6, 13, 20, 27</td>
<td>Haptic</td>
</tr>
<tr>
<td>7, 14, 21</td>
<td>Olfactory</td>
</tr>
</tbody>
</table>

If a majority of numbers for a particular style are circled, consider the possibility that you may have a learning style similar to the one indicated. Identification of your learning style orientation should identify ways in which to expand your learning effectiveness.
IDENTIFYING YOUR LEARNING STYLE
Information Sheet

Questions Related to Identifying Strong Perceptual Elements

PRINT:
Do you remember quickly and easily what you read?
OR
Do you have to read articles several times before grasping the important concepts?

Can you learn something better after seeing it or after writing it?
OR
Do the words on the page all seem to run together?

AURAL (auditory):
Do you tend to remember and repeat those ideas you heard verbally presented?
OR
Do you find it difficult to remember information presented in lectures?

INTERACTIVE:
Do you like to use other people as sounding boards?

OR
Do you find that you do not get much information from small group/discussion activities?

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

VISUAL:
Do you need to have a “picture” in your mind before comprehending something?

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

Do you “see” what others are trying to tell you?

OR
Do you find it difficult to picture things in your mind?

Do you create visual images as you think?

OR
Do you fail to understand displays or charts?
Questions Related to Identifying Strong Perceptual Elements

HAPTIC (tactile, touch):

Do you feel that you have to touch the new things you are learning?

OR

Do you find it difficult to distinguish the feel of different items?

Are “hands on” experiences important to you?

OR

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

KINESTHETIC (movement):

Do you think you learn better when you are able to move during your learning?

OR

Do you find movement distracting?

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

OR

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

OLFACTORY (smell):

Do smells have any special significance for you?

OR

Do you find smells basically offensive?

Can you associate a particular smell with specific past memories?

OR

Do smells detract from your learning?
Activity 3: **Teaching Techniques**

There are many different teaching methods. Lectures, demonstrations/illustrated talks, small group activities, discussions, and individual study are all used to facilitate learning. Each method has advantages and disadvantages, and everyone learns best a different way. Therefore it is important to use as many different methods as possible when teaching others.

**OBJECTIVES:**
For youth to:
- compare and contrast different teaching methods.
- examine teaching situations and determine which method is most appropriate.
- list examples of the different teaching styles.

**LIFE SKILLS:**
- Learning to learn.
- Working with groups.

**MATERIALS:**
- WHICH TEACHING METHOD DO I USE? Quiz
- WHICH TEACHING METHOD DO I USE? Answer Key
- Flip chart or dry erase board
- Markers

**TIME:**
20 minutes

**SETTING:**
Comfortable room.

**DO**
- Starting with lecture and going through each method one at a time, name and write the teaching method on the flip chart or dry erase board. Using the TEACHING TECHNIQUES Information Sheet and Answer Key, explain situations appropriate for using that particular method.
  - Have youth think of and list examples of that teaching style.
  - Ask youth to list possible advantages for the method; add to their answers using the Answer Key.
  - Now, ask youth to list possible disadvantages of the method; again, add to their list using the Answer Key.
  - Go through each of the different methods and discuss until you feel participants understand.
  - Have participants fill out WHICH TEACHING TECHNIQUE SHOULD I USE? Quiz (an alternative is to give the quiz orally).
  - After youth have finished, discuss the answers one at a time, using WHICH TEACHING TECHNIQUE SHOULD I USE? Answer Key.

**REFLECT**
- What do you think is the most effective teaching technique? Why? When is it used the most?
  - Compare and contrast the different teaching techniques.
  - What technique do most of the participants prefer? Why?
  - Why do you think people learn differently?

**APPLY**
- Why is it important to incorporate a variety of teaching styles when giving information to others?
  - Which teaching methods are used the most in our society (schools, etc.)? Is it effective? Why or why not?
1. Lecture
What it is: Instructor speaks only.
When to use: To transmit large volumes of information in a short amount of time.
Advantages: Fast; cheap; equipment not needed.
Disadvantages: Boring, minimal feedback and participation by class members.
Example: The instructor reads or speaks about a certain topic. The primary means of transferring information is through the spoken word.

2. Demonstration/Illustrated Talk
What it is: Teacher/instructor "shows" how to do a particular skills.
When to use: To transfer skills and knowledge at the same time.
Advantages: Many times the student has the opportunity to actually participate in an activity, perform the skill, and realize a product.
Disadvantages: Can be time-consuming; works best with small audiences or one-on-one.
Example: The instructor explains and demonstrates how to do something using props and actually simulating the process step-by-step. If props are too large or impractical for the setting (ex. changing a tire on a car, etc.), pictures and diagrams can be used, creating an illustrated talk.

3. Small Group Activity
What it is: Breaking large groups into smaller units in order to participate in a discussion or hands-on experience.
When to use: Small groups give class members a chance to participate more actively with others, either by increasing communication or learning by doing.
Advantages: Social experience for class members; class members more likely to speak up in a small group; more individualized than lecture.
Disadvantages: Need special room arrangements to reduce distraction from other groups. Sometimes difficult for instructor to reach all small groups.
Example: Divide the class into groups of three or four people. Give the group a problem or question to discuss. At the end of an allotted period of time, have a group representative present the group’s ideas, solutions, etc.
TEACHING TECHNIQUES

4. Discussion
What it is: Class member and instructor discuss a topic, question, or series of questions. The result could be a list of priorities, a generation of solutions to a problem, or ideas related to a specific topic.
When to use: To draw upon individual experiences of class members; good for allowing members to share ideas and information.
Advantages: Allows for everyone to be involved at their own level; all answers and comments are encouraged.
Disadvantages: Requires direction from instructor or discussion leader to keep focus. Sometimes a few people can dominate the discussion while others fall to the background.
Example: The instructor can develop a series of questions relating to the topic. Slightly controversial questions are often good starters.

5. Individual Study
What it is: Allowing the learner to work individually, usually quietly, on a particular paper-and-pencil activity.
When to use: To allow for the learner to build confidence in their individual ability. Can define both what the learner can and cannot do.
Advantages: Allows for learner to work at own pace with self-imposed restrictions only.
Disadvantages: Time consuming; may become boring if there is not enough related activity.
Example: Provide written handout, booklet, or other reference material so that the class member can read and study individually. There could also be a worksheet or quiz for members to complete.
WHICH TEACHING TECHNIQUES DO I USE?

Answer Key

1. You are going to teach 5 youth CPR using a dummy.
   demonstration, small group activity

2. You are instructing 100 men and women about the importance of voting and how to encourage others to register to vote.
   lecture, discussion

3. You are teaching about the different types of soils located in different parts of the United States.
   illustrated talk

4. You are teaching 15 camp counselors recreation games.
   small group activity

5. You are instructing 2 youth on how to make a skirt.
   demonstration

6. You are teaching 20 students how different car engines work.
   illustrated talk, lecture

7. You are instructing 50 teenagers on how to determine their leadership style through a leadership test.
   individual study

8. You are teaching the history of your county to 25 senior citizens.
   lecture, discussion

9. You are helping teenagers study for their driver's license test.
   lecture, individual study

10. You are teaching the problems of garbage disposal in your city.
    discussion, lecture

11. You are instructing others on how to pitch a tent.
    small group activity, demonstration

12. You are teaching others how to research their family history.
    individual study, lecture, illustrated talk

13. You are teaching others how to properly care for baby animals.
    demonstration/illustrated talk, lecture
WHICH TEACHING TECHNIQUES DO I USE?

Write the teaching method you think is most appropriate for each subject. There can be more than one right answer for each topic.

Teaching methods: Lecture, Demonstration, Illustrated Talk, Individual Study, Discussion, Small Group Activity

1. You are going to teach 5 youth CPR using a dummy.
   - Lecture
   - Demonstration
   - Illustrated Talk

2. You are instructing 100 men and women about the importance of voting and how to encourage others to register to vote.
   - Lecture
   - Demonstration
   - Illustrated Talk
   - Individual Study
   - Discussion

3. You are teaching about the different types of soils located in different parts of the United States.
   - Lecture
   - Demonstration
   - Illustrated Talk
   - Discussion

4. You are teaching 15 camp counselors recreation games.
   - Discussion
   - Small Group Activity

5. You are instructing 2 youth on how to make a skirt.
   - Individual Study
   - Discussion
   - Small Group Activity

6. You are teaching 20 students how different car engines run.
   - Lecture
   - Illustrated Talk
   - Individual Study
   - Discussion

7. You are instructing 50 teenagers on how to determine their leadership style through a leadership test.
   - Lecture
   - Demonstration
   - Illustrated Talk
   - Individual Study

8. You are teaching the history of your county to 25 senior citizens.
   - Lecture
   - Individual Study

9. You are helping teenagers study for their driver’s license test.
   - Discussion
   - Small Group Activity

10. You are teaching the problems of garbage disposal in your city.
    - Lecture
    - Demonstration
    - Illustrated Talk
    - Individual Study
    - Discussion

11. You are instructing others on how to pitch a tent.
    - Discussion
    - Small Group Activity

12. You are teaching others how to research their family history.
    - Discussion
    - Small Group Activity

13. You are teaching others how to properly care for baby animals.
    - Discussion
    - Small Group Activity
Activity 4: Workshop Wonders

Because everyone learns in a different way, it is important to teach subjects using a variety of methods so that people can grasp the concept easier.

**DO**

- Divide into groups of four or five and hand out one WORKSHOP WONDERS Activity Sheet to each group.
- Explain to the participants that they are to “plan” a workshop on the subject using each teaching style once. (Refer back to TEACHING TECHNIQUES Information Sheet from Teaching Techniques Activity 3.) For example, if the subject is “Water Conservation”, the lecture may be a 10-minute introduction to the subject with facts and statistics, the individual study component may have participants think of water wasters they have witnessed, the small group activity could be brainstorming creative methods of conserving water, a group discussion could follow when participants can explain and discuss water conservation methods, and a demonstration of how different water-saving devices work could conclude the seminar. The teaching techniques can be in any order, as long the workshop flows in a logical sequence.
- Allow groups to select their own topic. If they are having trouble, give them ideas from the WORKSHOP WONDERS Subject List.
- Have group present their workshop proposals to the entire group (30-minute option) - OR - Set aside time for students to actually present their workshop (3-hour option). Allow time for research of subject matter and thorough organization of the seminar. (Possibly one of the meetings could consist of a trip to the library or a work day for the projects.)

**REFLECT**

- What are some of the advantages of each method?
- Which method do you think is the most effective? Why?

**APPLY**

- How can the use of different teaching methods benefit learners?
- What teaching styles are most prevalent in school? Are they effective? How can they be improved?
WORKSHOP WONDERS

Group Topic: ________________________________________

Techniques used (they don't have to be in this order):

1. Lecture

2. Demonstration/Illustrated Talk

3. Small Group Activity

4. Discussion

5. Individual Study

Order in which the methods will be used:
WORKSHOP WONDERS
Subject List

Democracy and the Importance of Voting

Energy Conservation

4-H Projects

Community Service

Wilderness Survival

Political parties and campaign strategies

Healthy living, eating, and exercise

Foreign foods and eating styles

Cultural customs

Music
Where do you look when you are trying to find information for a speech or demonstration? What about a report or research paper? Learning to use resources to gather information is an important skill to have which can be used throughout life in a number of situations.

There is a vast amount of information resources. Libraries are full of different types of resources one can use to find information: books, magazines, journals, microfiche, and the internet, just to name a few. The internet is rapidly becoming the research tool of choice. Search engines provide hundreds of choices for the search. Users have to utilize caution with which sites are safe and provide accurate information. By practicing your research skills, one can learn to find needed information quickly and easily.

OBJECTIVES:
For youth to:
- learn and practice research methods.
- select appropriate resources.
- explore alternative means of finding information.

LIFE SKILLS:
- Learning research methods.
- Working with groups.

MATERIALS:
- Copies of SCAVENGER HUNT Activity Sheet for each team
- Library or access to internet
- Pens or pencils

TIME: 1 hour and 30 minutes

SETTING: Library (This would make an interesting field trip or change of scenery.)

DO
- Divide participants into teams of 3-4. Give each team a SCAVENGER HUNT Sheet.
- Instruct the participants that they will have an hour to find as many items on the list as possible. They are not limited to the library but can make phone calls, search the web, etc. Members of individual teams can divide up also.
- Have members meet at a predetermined spot after an hour to determine who found the most items.
- Have each group explain their method for finding the information. (Did the group split up? What library or internet resources did they use? Did they make phone calls?, etc.)

REFLECT
- Why did your group select the research method it used?
- Which research methods were more effective?
- Did anything hinder your research? Help your research?
- Did different resources list different information and/or answers? If so, why do you think this is so? Which resources do you trust the most or are most reliable?

APPLY
- Can you list some instances in the future where you may have to research information?
- How can you improve your research skills for future use?
SCAVENGER HUNT

Use any resource possible to find the information on the list. When you find the answer, write down the resource in which it was located.

1. What is the origin of the name of this city (town, etc.)?
2. What is the population of this county?
3. Name a famous person who lives in or has lived in this county.
4. What is this county’s biggest industry?
5. How many convenience stores are located in your county?
6. How many square miles does your county cover?
7. What is the highest elevation level in your county?
8. What is the percentage of voters registered in the different political parties in your county?
9. How many people are there under the age of 18 in the United States?
10. What is the average size of a Saudi Arabian dust particle?
11. Of the European musical artists (group or individual), who made the most money touring last year?
12. What television show has the highest paid actor or actress? Who is it?
13. What college or university is the best buy for the money?
14. What is the number one killer of children below the age of 5?
15. What is the fastest spreading disease in South America?
16. What is the oldest musical instrument invented?
17. What is the number three best selling album of all time?
18. Who is the fourth richest person in the United States?
19. What book has been on the best seller list for the greatest number of weeks in a row?
20. What location in the continental US is the farthest from where you are right now and how far away is it?
Activity 6: Meeting Minutes

One of the most common ways of getting and keeping information is through taking notes. We use note-taking skills in school, in meetings, and in many other settings. Not only are good meeting notes used for our own benefit, but others are able to retrieve information about the meeting from the minutes.

Note-taking is very important during organization meetings. Although it’s natural for groups to think only in terms of “here and now,” the decisions you make today may have a significant impact on the organization in the future. Consequently, it is extremely important that a thorough and accurate record of all organization meetings be maintained.

The minutes are a record of what is done and not what is said. Generally, personal opinions of members and other discussions should be avoided.

DO
- Hand out paper and pencils to participants. Explain to them that you will be reading about a meeting, and that they are to take notes about the meeting, just as if they were the secretary taking notes at the actual meeting.
- Begin reading the MEETING STORY aloud, and have participants take notes.
- After you have read the story, hand out the MEETING MINUTES Information Sheet. Using the Information Sheet, have participants go through their notes and circle the relevant information needed for club minutes.
- Using the circled note and the flip chart or the dry erase board, have participants (as a group) write the “minutes” from the meeting (or group members can write their minutes separately and the group can compare).

ADDITIONAL ACTIVITY
- Using the MEETING STORY Activity Sheet, have members come up with a sample agenda for the meeting.

REFLECT
- What qualities must one possess in order to be a good note taker?
- Would you consider your note taking skills strong or weak? In what areas can you improve?
- What is the most difficult part of taking minutes of a meeting?
- Was it easy to differentiate the “important” information from the irrelevant information when organizing your minutes? Why or why not?

APPLY
- In what situations (other than club meetings) are note-taking skills important?
- What are some of the benefits of being able to take good notes?

OBJECTIVES:
For youth to:
- practice written communication and note taking skills.
- make decisions between relevant information and irrelevant information.
- take notes at a mock meeting.
- learn the value of good minutes as a resource for others.

LIFE SKILLS:
- Communication.
- Retrieving information.

MATERIALS:
- MEETING STORY
- Copies of MEETING MINUTES Information Sheet for each youth.
- MEETING STORY Answer Key
- Paper
- Pens or pencils

TIME: 20 minutes

SETTING: Comfortable room with space to walk around.
Everyone was assembled at Ms. Sander’s house for the meeting. It was 7:05 p.m. on Monday, October 15. Jeremy Jenkins called the meeting of the Fun Farmers 4-H Club to order. After the meeting was called to order, American pledge and the 4-H pledge were lead by Della Miller. The secretary (you!) called roll and determined that 15 of the 18 members were present. The secretary read the minutes from the last meeting, and the club approved the minutes without making any corrections.

The treasurer, Dougie McKay, reported that the club had $425, had received a $50 donation from a local community service fund, and the total is now $475. Danielle Monem, the Council Delegate, gave her report of the County Council meeting she attended last week. The Service Committee Chair, Ryan Snyder, discussed the time and the date of next week’s community service project. Fun Farmer members and their pets will be visiting the Sun County Retirement Center on Saturday, October 27 at 1 p.m.

After the reports were finished, Jeremy Jenkins opened the floor for unfinished business. Dougie McKay moved to discuss the club’s Fall Festival booth; the motion was seconded by Della Miller. Members then discussed the food and beverages that would be made and sold and who would be responsible for manning the booth at different times. Member Lori Williams moved that the money made from the booth be donated to Habitat for Humanity, and Danielle Monem seconded the motion. The club discussed the issue, and the motion carried with an 11-3 vote to donate the money to Habitat for Humanity.

Jeremy Jenkins asked if there was any more old business. Seeing there was none, he opened the floor for new business. Shonda Browning announced the need for a committee to plan the annual club Holiday party. Dougie McKay, Lori Williams, Spencer Black, and Tyler McKay signed up for the committee. No other new business was brought up.

Two members presented demonstrations at the meeting. Tyler McKay gave her state winning demonstration “Give Your Room a Personality,” and Spencer Black gave a presentation entitled “The Perfect Landscape.”

There was no recreation planned after the demonstrations. There was only one announcement: Ryan Snyder reminded the members of the retirement home project. Dougie McKay moved the meeting be adjourned; Shonda Browning seconded the motion. Jeremy Jenkins adjourned the meeting at 8:15.
Taking minutes is important! Although it's a natural tendency for groups to think only in terms of "here and now," the decisions you make today may have a significant impact on the organization in future years. Consequently, it is extremely important that a thorough and accurate record of all organization meetings be maintained.

Also, if some members are unable to be present, minutes are a good way to keep members informed of what they may have missed. Send copies of the minutes to members, post minutes in a central location where members can read them, or put a copy of the minutes on the back of the next meeting's agenda.

The minutes are a record of what is done and not what is said. Personal opinions of members and other discussions should be left out. Minutes of meetings are not transcripts of the interactions; they are records of the issues confronted and their resolutions, along with additional informational announcements. Minutes of meetings should contain:

1. The name of the club or council; the time, date, and location of the meeting.
2. The name of the president, chairperson, or presiding officer; the roll call and occasionally the names of those present (committee or small group meeting), the approval of the secretary's minutes (and changes made if necessary); the treasurer's balance.
3. The names of the committee chairs and a summary of committee reports.
4. A summary of the business discussed. Motions should be fully and accurately recorded giving the exact wording, the name of the person making the motion, and the name of the person seconding the motion. Voting results should be given (state whether the motion was carried or lost). Omit motions that were withdrawn.
5. The time the meeting was adjourned.
6. The signature and title of the person who recorded the minutes. If they are to be published, the president should sign them as well.

After you have taken notes at the meeting, you will probably want to rewrite them on a separate sheet of paper (or in your Secretary book). This way, you will be able to organize the information better, eliminate unnecessary information, and make the minutes neater and easier to read. Try to limit the minutes to one page.
1. **Fun Farmers 4-H Club** (name of club or council)

2. Meeting called to order at **7:05 p.m. on Monday, October 15 at Ms. Sander’s house**

3. **Jeremy Jenkins**, president, called the meeting to order.

4. The secretary called roll and determined that 15 of the 18 members were present. The minutes were approved with no changes. The treasurer, Dougie McKay, reported the balance as $475.

5. Danielle Monem, council delegate, gave the county council meeting report. Ryan Snyder, service chair, discussed the community service project at Sun County Retirement Center on Saturday, October 27 at 1 p.m.

6. Old business: Dougie McKay moved to discuss the Fall Festival booth; seconded by Della Miller. Members decided who would be responsible for manning the booth at different times. Lori Williams moved $5 made from the booth be donated to Habitat for Humanity; seconded by Danielle Monem. Motion carried with 11-3 vote. New Business: Shonda Browning announced committee sign up for Holiday party; Dougie McKay, Lori Williams, Spencer Black, and Tyler McKay volunteered.

7. Tyler McKay gave a demonstration “Give Your Room a Personality” and Spencer Black gave “The Perfect Landscape”.

8. The meeting was adjourned at 8:15 P.M.
Activity 7: Speaker Spotlight

Throughout life situations, we listen to many speakers; it is the most common method of giving information because it can reach a large audience with relatively little effort. We are exposed to speakers on television, in religious organizations, and one of the most common teaching methods used in schools is the lecture and discussion. Practicing our listening and comprehension skills and asking questions are ways we can make the most of our lecture and discussion experiences.

Advanced Preparation: Find a speaker who will be of interest to the youth (or have a responsible participant find and arrange for a speaker.)

DO
- Before the speaker arrives, have participants come up with questions they may ask him or her using the SPEAKER SPOTLIGHT Activity Sheet. (Make sure each youth has at least one question he or she can ask.)
- Have participants listen to the speaker, take notes using the SPEAKER SPOTLIGHT Activity Sheet, and ask their questions. (Make sure you ask the speaker beforehand if he or she would rather entertain questions during or after his or her presentation.)
- After the speaker leaves, have members discuss what they felt was the most interesting part of the speech and discussion. Using the flip chart or dry erase board, have youth brainstorm lists of what speaking mannerisms helped and/or hindered his or her speech. Discuss how the youth can learn from the speech.

REFLECT
- What was the most interesting part of the discussion?
- Did the questions being asked lead the speaker’s discussion? If so, how?
- Would there have been a difference in what you learned had you not been able to ask questions? Why or why not?

APPLY
- Why are lectures and discussions so common?
- What are some of the more interesting lectures you have seen?
- Some colleges are teaching classes on television and on the web. How can this affect the student’s learning process?

OBJECTIVES:
For youth to:
- prepare questions for an interview.
- derive information from a lecture and interview.
- practice listening and note taking skills.
- evaluate a speaker and apply knowledge to their own public speaking skills.

LIFE SKILLS:
- Listening skills.
- Interviewing skills.

MATERIALS:
- Copies of SPEAKER SPOTLIGHT Activity Sheet
- Pens or pencils
- Flip chart or dry erase board
- Markers

TIME:
Varies depending on length of the speech.

SETTING:
Comfortable room with podium or area for speaker in the front of the room.
SPEAKER SPOTLIGHT

Name of Guest Speaker: ____________________________________

List questions you would like to ask the speaker:

Notes from lecture and discussion:

What were some of the most interesting things you learned?

What speaking mannerisms helped or hindered the speech?
Activity 8: Interviewing Others

An important way to gather information is through an interview process. Employers, the media, and selection committees are just a few examples of groups that use interviews to gain information. Learning how to interview others can increase the amount of information we gain while letting us improve our personal listening and interview skills. By practicing our own interview skills, we can increase our chances of finding employment and being selected for other positions and awards.

**OBJECTIVES:**

For youth to:
- communicate within an interview situation.
- evaluate the communication skills of themselves and others.
- gather information from an interview.
- practice public speaking skills.

**LIFE SKILLS:**
- Communication skills.
- Workforce prep skills.

**MATERIALS:**
- Copies of INTERVIEW Activity Sheet for each youth
- Pens/Pencils

**TIME:**
30 minutes

**SETTING:**
Comfortable room with table and chairs.

**DO**

- Have participants pair up (preferably with someone they don’t know that well). Have partners tell each other one interesting, unique thing that happened to them in their life.
- Have participants separate and come up with 7-10 questions they could ask about their partner’s experience. Encourage members to put some thought into their questions (creativity counts).
- Have partners reconvene and interview one another, one at a time.
- Have the partners separate again, taking only the information they derived from the interview and have them write a short summary of their partners’ experience.
- Have youth tell the group about their partner’s experience and allow other youth to ask questions (of the speaker, not the person who had the experience.)

**REFLECT**

- How did you come up with the questions for the interview? Did they lead to other questions as the interview progressed?
- Was it easy or difficult to summarize the information? How were the summaries different?
- If you could tell your own story, how would you have done it? Would you have done it differently than your partner did? Why or why not?
- Were you comfortable speaking and answering questions about the information you received? Why or why not?

**APPLY**

- What situations will you have in the future where you may need to derive information from an interview?
- When will you be faced with an interview situation? Will you be able to anticipate questions?
INTERVIEW

Who is your partner? ____________________________________________

What experience will you be writing about?

Come up with 7-10 questions about the experience that you can ask your partner:

On the back of this sheet, write a summary of the interview. You will be reading the summary to the group.
Activity 9: Following Directions

In delegating responsibility, we sometimes must give others instructions. If we cannot communicate instructions clearly, we may not get the intended results. By learning to be clear and precise, others are able to understand their mission better.

**DO**

- Have 8 participants pair up and label themselves either Partner #1 or Partner #2. Give each #1 a writing utensil and a DIRECTION CARD.

- Instruct the #1s to write down detailed, step-by-step instructions on how to do the task stated on their CARD. Allow them to look at the items on the table if needed.

- After the Partner #1s have written their instructions, make them turn the index card over and do not allow them to make any changes. Explain to the group that it is Partner #2s responsibility to follow the instructions EXACTLY as they are written. The only time Partner #1 can turn over the index card is when he or she is reading the instructions to his or her partner.

- Have the Partner #2s come to the front table one at a time to follow their partner's instructions. Make sure they follow the instructions exactly. This is often very humorous. For example, if the person forgot to write “open the bag of bread”, their partner would have to put the jelly on the plastic bag in which the bread came.

- After two of the pairs have completed their task, change the rules. Tell the Partner #1s they are to tell their partner what they want to do leaving out the detailed instructions (“Make a peanut butter sandwich” or “Fill the salt shaker”). [Relating to leadership: this gives the person completing the task the responsibility to make decisions when information has been left out.]

**REFLECT**

- What information was left out of the instructions initially? How did it affect the finished product?

- How does this exercise relate to leadership? Are clear instructions important when delegating responsibility? Should group members be given independence or be restricted to following the leader’s instructions exactly?

- Compare and contrast the following delegation situations: Having someone telling you step by step exactly what to do and having someone tell you what to do and allowing you to figure some steps out on your own.

**APPLY**

- Why are detailed instructions important when teaching others or giving a demonstration?

- Can you recall any instances when instructions were not clearly given? How was the outcome affected?

- Can you recall situations in which you were told exactly what to do with little or no independence? How did you feel? What were the results?
<table>
<thead>
<tr>
<th>TASK DIRECTION CARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write detailed instructions for making a peanut butter and jelly sandwich.</td>
</tr>
<tr>
<td>Write detailed instructions for putting on a pair of panty hose.</td>
</tr>
<tr>
<td>Write detailed instructions for pouring water from a pitcher into a glass.</td>
</tr>
<tr>
<td>Write detailed instructions for putting salt into a salt shaker.</td>
</tr>
</tbody>
</table>
Activity 10: Who’s The Boss?

In leadership situations, such as when delegating responsibilities, we are required to give instructions to others. Sometimes, tasks need to be done in a specific manner, and clear and detailed instructions are necessary for better understanding. Other times, we may want to give the person freedom to complete a job using his or her own methods. This can become difficult when a chain of command is involved; for example, as club president, you may delegate a responsibility to a specific committee, and the committee chair may then delegate it a committee member. In all of the circumstances, good communication skills are necessary in order to get the necessary job completed. By practicing our communication skills, we can make it easier for others to learn tasks.

OBJECTIVES:
For youth to:
● practice giving and following instructions.
● improve communication skills.
● demonstrate importance of effective listening.

LIFE SKILLS:
● Following instructions.

MATERIALS:
● BOSS Activity Cards

TIME:
20 minutes

SETTING:
Comfortable room.

DO

● Have participants divide into groups of three. Have youth select one “Boss,” a “New Employee #1,” and a “New Employee #2” in their group.

● Hand out one WHO’S THE BOSS Activity Card to each “Boss” and tell them that they are to teach what is on the card to “New Employee #1” in three minutes.

   ○ The employee can do anything to help him or her remember the instructions (take notes, ask questions, etc.) as long as he or she does not take the WHO’S THE BOSS Activity Card.

   ○ During this time, “New Employee #2” should not be present (outside of the room or anywhere as long as they can hear the instructions.)

   ○ After “New Employee #1” has learned the task, he or she will then teach the procedure to “New Employee #2” in three minutes.

      ● Just as before, “New Employee #2” can do anything to help him or her remember the instructions (take notes, ask questions, etc.), as long as he or she does not take the Activity Card.

      ● At this point, the Boss cannot assist either employee with the instructions.

      ● After the time is up, have “New Employee #2” go over the meeting agenda with the Boss and “New Employee #1.”

         ○ For every detail missing, wrong, or out of order from the original WHO’S THE BOSS Activity Card, give the team one point.

         ○ The team with the least amount of points wins. Discuss the differences between what the new employees learned and what the boss originally taught.
REFLECT

- What were some of the problems encountered when giving and following oral directions? Were there any misunderstandings? How can they be solved?

- How does this activity relate to leadership? Delegation?

- As a “Boss,” what was the most difficult part of giving the instructions? As a new employee, what was the most difficult aspect of following the instructions?

APPLY

- When must you follow instructions? What happens when you don’t follow instructions exactly?

- Why is communication important when delegating responsibilities? Can you give some examples of communication breakdowns and how it affected the outcome?

- Sometimes we do not give exact instructions because we want to give someone more independence when completing a job. Can you think of sometimes you were given a responsibility without a set of directions? What were you supposed to do? How did you complete the task? Were you comfortable with the independence?
**WHO’S THE BOSS?**
*Activity Card*

**You are the Boss!** Your responsibility is to train your new employees to run tomorrow’s bi-weekly staff meeting. You must include all details, and you can add any additional information you want to include in the blanks. The employees can take notes and ask questions, but they cannot see this sheet.

1. Opening, to include Pledge of Allegiance, moment of silence, and company creed.

2. Old Business
   - Ask Alan Smith to update employees on computer/network updates.
   - Address concerns relating to office name change.
   - Ask for report from delegates to national convention.

3. New Business
   - Company Picnic - appoint Eve Zack as chair. Vote on location and date.
   - Announce new employee - Guy Bennett.
   - Ask for members to sign up for Holiday banquet committee.
   - Sign up for conflict management workshop.

4. Announcements

5. Conclusion (ask for questions, problems, concerns)
Activity 11: Doing Demonstrations

Sometimes it is important to learn to use props in public speaking situations. Demonstrations and illustrated talks are presentations to an audience using visual aids. A demonstration shows a process and tells how to do something. Knowing how to give a visual presentation is very valuable, as these presentations can be given in a number of situations. In many professions today, you would use this same method with computer-generated presentations. You could even use computer presentations to enhance demonstrations and illustrated talks.

OBJECTIVES:
For youth to:
- learn how to create a demonstration.
- practice using visual aids in a public speaking situation.
- teach others different skills.

LIFE SKILLS:
- Learn public speaking and demonstration skills.

MATERIALS:
- Copies of HOW TO DO A DEMONSTRATION Info Sheet for each youth
- Copies of DEMONSTRATION EVALUATION Activity Sheet for each youth.
- Copies of HELPFUL HINTS Information Sheet for each youth
- Scissors
- Index cards
- Small paper bags filled with different items:
  1. Scissors and paper
  2. Hole puncher and paper
  3. Hammer, nail, piece of wood
  4. Needle, thread, and fabric
  5. Bowl, egg, and egg beater
  6. Picture and picture frame
  7. Shoe and shoe lace
  8. Bolt and nut
  9. Stapler and two pieces of paper
  10. Glue, glitter, and paper
- (OPTIONAL) Computer & software for Power Point presentation

TIME:
1 hour

SETTING:
Room with chairs and a table and easel set up at the front.

Advanced Preparation: Gather the items needed and place in paper bags.

DO
- Have youth select a paper bag without looking at its contents. If there are a lot of participants, have youth pair up and share a bag.
- Allow participants to open their bags and look at the items. Explain that they will have 2-3 minutes to describe what the items are and show how to use them to the group.
- Give HOW TO DO A DEMONSTRATION/ILLUSTRATED TALK Activity Sheet, DEMONSTRATION EVALUATION Activity Sheet, poster board, index cards, and markers to each participant or team. Go over the Activity Sheet with the participants.
- Allow ten to fifteen minutes for participants to make up their demonstrations and posters.
- Draw names to see who goes first. Have youth give their demonstration, while the rest of the group evaluates the demonstration using the DEMONSTRATION EVALUATION Activity Sheet format.
- After all of the demonstrations are completed, have youth give each person their evaluation.

Alternate Approach: If computers are available, have youth prepare their presentation using a software such as Power Point.

REFLECT
- What did you learn about putting together a demonstration?
- What did you learn by observing others’ demonstrations?

APPLY
- When are demonstration and presentation skills necessary?
HOW TO DO A DEMONSTRATION

I. Select your topic
   1. What do you like to do? What are you interested in doing?
   2. What do you think others would like to learn how to do or know about? What topics do you think that others know little about?
   3. What can be shown in a relatively short amount of time (3-5 minutes for junior 4-H’ers; 5-12 minutes for senior 4-H’ers)?
   4. Is the topic of practical value? Does it challenge your ability?

II. Find out all you can about your topic
   1. Look in your 4-H project books, the library, internet, etc.
   2. Ask parents, teachers, 4-H leaders, and experts

III. Outline your demonstration/illustrated talk
   1. Introduction—greet your audience and tell them things about yourself, such as who you are, where you are from, number of years in 4-H, what projects you are taking, name of your 4-H club, what you are going to present or demonstrate, why you chose this topic, the topic’s relevance to your and others’ lives.
   2. List, in order, the steps to be shown and/or the main ideas to be covered.
   3. List equipment you will need to work with and the materials you will use.
   4. Plan how you are going to do each step using the equipment and materials and where they should be placed during your demonstration.

IV. Put together the three parts of your demonstration
   1. Introduction
   2. Body
      a. the main part of your demonstration; actually showing the process, etc.
      b. Explain the how, when and why of your topic
   3. Summary
      a. Repeat the main points of your topic
      b. Give references — from where and from whom did you receive your information?
      c. Answer judge’s questions
      d. Show the results of your demonstration. Let your audience hold or sample your product

V. Conclude your demonstration
   Remember those famous words — “This concludes my demonstration. Thank you!”
### DEMONSTRATION/ILLUSTRATED TALK

**Evaluation Sheet**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td>Are you well-groomed and dressed nicely? How is your posture?</td>
</tr>
<tr>
<td>Confidence</td>
<td>Are you at ease? Confident? (or at least appear that way)</td>
</tr>
<tr>
<td>Audience Appeal</td>
<td>Do you get everyone's attention? Do you look them in the eye? Are you friendly?</td>
</tr>
<tr>
<td>Voice and speech</td>
<td>Do you sound enthusiastic? Are your words pronounced clearly? Are your sentences organized?</td>
</tr>
<tr>
<td>Subject</td>
<td>Was your demonstration subject interesting to your audience? Did you have enough to talk about and was it all true?</td>
</tr>
<tr>
<td>Introduction and Summary</td>
<td>Was your introduction clever and short? Did you go back over the main points in your summary?</td>
</tr>
<tr>
<td>Equipment</td>
<td>Was it in good condition? Was it easy to use? When you were finished with everything, did you put it away?</td>
</tr>
<tr>
<td>Working Area and Habits</td>
<td>Did you work neatly? Could your audience see what you were doing?</td>
</tr>
<tr>
<td>Display</td>
<td>Was your finished product nicely displayed?</td>
</tr>
</tbody>
</table>
DEMONSTRATION - Helpful Hints

**P**ractice, practice, practice!! Practice standing up at a table and talking out loud about what you are doing. Practice some more in front of a mirror or have someone videotape you practicing.

**S**peak clearly and loudly enough to be heard by everyone in the room. You could give the best demonstration ever given, but if no one can hear it, no one can benefit.

**B**e well-groomed and well-dressed. No denim unless absolutely necessary or it goes along with your topic (you are showing how to make a denim outfit, etc.) Green and white is recommended.

**K**eep your presentation area and equipment neat. Arrange all your materials neatly on the table before you begin. Take as much time as you need doing this.

**G**et the attention of your audience before you begin. Instead of starting your talk with "Hello, my name is..." ask a question, give a quote, tell a joke, or anything interesting that will get your audience's attention. Once you have their attention, then you can say "Hello, my name is..." You can refer back to the catchy introduction in your conclusion.

**U**se your posters or other visual aids. Refer back to them to emphasize key points. Use them in lieu of note cards. Make sure they are neat, easy to read, and eye-catching.

**L**ook at the group when you talk to them. Eye contact is very important in keeping the audience's attention, especially the judges!

**K**now your facts. Be able to explain the facts in your own words if you are asked. If you are asked a question to which you don't know the answer, be honest and say, "I'm sorry, I do not have that information at this time, but would be happy to look it up for you if you like."
Activity 12: Connect the Dots

Brainstorming is necessary in coming up with new ideas and to solve problems. Unfortunately, society teaches conformity, and the older we get, the less creative we become. We must look beyond the obvious when trying to find solutions.

**OBJECTIVES:**
For youth to:
- practice brainstorming and problem solving skills.
- learn to think outside of conventional standards to come up with ideas.

**LIFE SKILLS:**
- Creative thinking and brainstorming.

**MATERIALS:**
- Copies of CONNECT THE DOTS Activity Sheet for each youth
- CONNECT THE DOTS Answer Key
- Pencils

**TIME:**
15 minutes

**SETTING:**
Comfortable room with tables and chairs.

**DO**
- Hand out CONNECT THE DOTS Activity Sheet to participants. Have them read and follow the instructions. Youth must work alone.
- Most likely, participants will begin to get frustrated. After youth seem to have given up or have discovered the method, show the answer.

**REFLECT**
- Was it difficult to find the solution? Why? What were you expecting?
- For those who found the solution, how did you find it? What did you do?
- What does this activity say about our brainstorming skills and creativity?
- What limited your thinking in this activity?

**APPLY**
- How can we improve our creativity and brainstorming skills?
- When do we need to be creative?
- What life situations require brainstorming?
CONNETCT-the-DOTS

Connect all nine dots without lifting your pencil using only four straight and connected lines.
CONNECTION-the-DOTS
Answer Key

The ability to solve this problem is based upon the ability to go outside the obvious boundaries in reaching the solution.
Resource management is important in leadership situations. Sometimes, we may not have the exact items necessary to complete a project. During those times, we must be resourceful and creative in the use of the items that are available. Even though we often limit our thinking to the most common uses for items and resources, most have a variety of different uses. By breaking these thought “barriers” by brainstorming, we can learn to be creative and resourceful when using items and planning projects.

**OBJECTIVES:**
For youth to:
- practice brainstorming techniques.
- learn resource management skills by creating alternative uses for common household items.
- escape from conventional ways of thinking.

**LIFE SKILLS:**
- Learn brainstorming skills.

**MATERIALS:**
- BREAKING BRAINSTORMING BARRIERS Information Sheet
- Paper cup (or other common household item)
- Paper
- Pens or pencils

**TIME:**
20 minutes

**SETTING:**
Comfortable room with table and chairs.

**DO**
- Go over BREAKING BRAINSTORMING BARRIERS Information Sheet with participants.
- Divide participants into teams of 3-4. Explain to them that you will be holding up an object, and they (as a team) must write down as many uses for that object as they can think of.
- Give each group a piece of paper and then hold up the paper cup (or any other household item) so that all participants can see clearly and allow them to begin writing their uses. (For example, a cup can be used as a pencil holder, as a mold for sandcastles, etc.). The key is to be creative and to think of as many alternative uses as possible!
- After five minutes, bring the teams back together, and one at a time, have a team spokesperson read their lists. Every team that has the same use on their lists must cross them off. After all teams have read their lists and crossed off any overlapping uses, have each team count the items left on their lists. Whichever team has the most items wins.

**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. Now divide your lists into “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 ourselves?
Brainstorming is a method for generating a large number of thoughts and ideas and is often used to create solutions to problems. Brainstorming is not just generating ideas in any particular fashion, but is a set procedure for generating a large quantity of ideas. Enhancing creativity, reducing tension of evaluation by others, and the large number of ideas created are some advantages of brainstorming. The major disadvantage of brainstorming is the length of time it takes to do well.

The guidelines to brainstorming are as follows:

- Ideas should not be evaluated or criticized during the brainstorming process.
- Ideas should be given without regard to their quality.
- Unusual and creative ideas are encouraged.
- "Hitchhiking" on other ideas is encouraged (combining and building on others’ ideas).
- Seek understanding of unclear ideas.
- Continue brainstorming until group runs "dry."
Activity 14: Desert Survival

Problem-solving is another method used to teach others. A problem-solving situation is one that requires participants to identify and define a problem, gather information that relates to the problem, generate different alternatives to solve the problem, decide the best solution, implement the decision, and evaluate the results.

Though time-consuming, advantages to problem-solving teaching methods include the development of reasoning and thinking skills that can be applied to life situations. Group problem-solving requires creativity and learning to work with others, two skills that are important in leadership.

OBJECTIVES:
For youth to:
- understand problem solving activities as a learning method.
- examine a problem and use different methods to solve.
- develop valuable reasoning skills.
- improve communication when working group situations.

LIFE SKILLS:
- Critical thinking.
- Improved small group communication skills.
- Decision-making.
- Problem-solving.

MATERIALS:
- Copies of DESERT SURVIVAL SITUATION for each youth
- Copies of DESERT SURVIVAL SITUATION Activity Sheet for each youth
- DESERT SURVIVAL SITUATION Answer Key
- Copies of DESERT SURVIVAL SITUATION AUXILIARY QUESTIONS for each youth
- Pens/pencils

TIME:
1 hour and 30 minutes

SETTING:
Comfortable room with tables and chairs and space for small groups to work together without disturbing others.

DO
- Give each youth a copy of the DESERT SURVIVAL SITUATION and DESERT SURVIVAL SITUATION Activity Sheet. Have youth read situation to themselves and rank the items without interacting with others.
- After youth have individually ranked the items, divide participants into groups of four to five persons. Hand each group a copy of the DESERT SURVIVAL SITUATION and DESERT SURVIVAL SITUATION Activity Sheet.
- Have the small groups come to a group decision on the ranking of the items and fill out that portion of the Activity Sheet. Members must come to a consensus (items can't be ranked by a simple majority vote, etc.)
- Go over the survival expert's ranking and, using the method explained on the Activity Sheet, have participants score themselves and their team.
- Hand youth copies of the DESERT SURVIVAL SITUATION AUXILIARY QUESTIONS and have them fill them out independently.
- Bring the same teams back together discuss and decide on an answer to the Auxiliary questions. Again, groups must come to a consensus.
- Read the answers to the AUXILIARY QUESTIONS: 1. (a) one to three days; 2. (b) within three days; 3. (c) stay where you are.

REFLECT
- How effective are problem-solving situations in teaching others? What are some of the advantages of problem solving situations? Disadvantages?
- Was it difficult to come to a consensus? Why or why not?
- Was the group score better than the individual scores? Why or why not?
- What did this activity teach you about working with others? Leadership?
- During this activity, you probably shared your personal knowledge with others while learning something from them. What did you learn from others in this activity? Why are groups good learning environments?
APPLY

- Think of situations when you participated in a problem-solving group. What did you learn? How have you used that information?
- List other situations where one can learn by working with others.
- When might brainstorming skills be helpful in a leadership situation?
DESERt SURVIVAL SITUATION
Answer Key

The answers to this exercise came from Alonzo Pond, former Chief of the Desert Branch of the Information Center at the Air University. He has written several books, two titled "Survival," and "People of the Desert."

Item, rank, and reason

1. COSMETIC MIRROR
   Most powerful tool you have to show others where you are. Reflected sunbeam can be seen clear to horizon. With no other items, you would still have a 90% chance of being spotted and picked up within 24 hours.

2. ONE TOPCOAT PER PERSON
   After communications, the next problem is to slow down dehydration. Moisture lost by perspiration can be cut considerably by wearing topcoats. Without them, survival time would be cut at least one day.

3. ONE QUART OF WATER PER PERSON
   You could probably survive three days with just the first two items. This amount of water will not significantly change your survival time, but will help hold off the effects of dehydration. Drinking water as needed on the first today will help the group stay clearheaded and that is the time when important decisions must be made and a shelter erected.

4. FLASHLIGHT
   This is your only quick reliable night signaling device. Also reflector and lens could be used to start a fire. Battery container could be used for digging.

5. PARACHUTE
   Good for both shelter and signaling. With a large cactus tent pole, the parachute makes an excellent tent. It could cut the temperature underneath by 20%.

6. JACKKNIFE
   Useful for rigging a shelter and cutting up barrel cactus for moisture. Many other uses as well.

7. PLASTIC RAINCOAT
   Could be useful to build a solar still. Would only produce about a quart of water per day.
8. **45 CALIBER PISTOL**
   By the second day, speech would be difficult. The pistol then becomes useful as a sound signaling device and bullets as a fire starter. Although useful, this lethal tool presents a real danger to the team. Hunting animals with it is a waste of effort. Eating meat increases dehydration very quickly.

9. **A PAIR OF SUNGLASSES PER PERSON**
   Shade of the parachute shelter reduces sunlight problem and a handkerchief could be used to cut glare, but sunglasses make things more comfortable.

10. **COMPRESS KIT WITH GAUZE**
    Dehydration cuts down considerably on bleeding. Kit materials might be useful as a rope or further protection against dehydration and sunlight.

11. **MAGNETIC COMPASS**
    Little use. It could even be dangerous to have around once dehydration takes hold. It might give someone the notion of walking on.

12. **SECTIONAL AIR MAP OF THE AREA**
    Helpful in starting fire or toilet paper. Useful as a head cover or eye shade. Dangerous because it might encourage walking out.

13. **A BOOK ENTITLED EDIBLE ANIMALS OF THE DESERT**
    Energy expended in hunting is costly in terms of water loss. Desert animals are difficult to hunt. In addition, the rule of thumb is: if you have lots of water, eat; otherwise, don't consume anything.

14. **TWO QUARTS OF 180-PROOF VODKA**
    Alcohol absorbs water. Probable loss is 2 to 3 ounces of water per ounce of alcohol. Helpful for fire or to temporarily cool the body.

15. **BOTTLE OF SALT TABLETS**
    With dehydration, blood becomes saltier. Salt tablets would require body to need more water to get rid of the extra salt. The effect would be like drinking salt water.
THE DESERT SURVIVAL

It is approximately 10:00 a.m. in mid July and you have just crash landed in the Sonora Desert in the Southwestern United States. The light twin engine plane, containing the bodies of the pilot and co-pilot, has completely burned. Only the air frame remains. No one else has been injured.

The pilot was unable to notify anyone of your position before the crash. However, ground sightings, taken before you crashed, indicated that you are 65 miles off the course that was filed in your VFR Flight plan. The pilot had indicated before you crashed that you were approximately 70 miles south-southwest from a mining camp which is the nearest known habitation.

The immediate area is quite flat and except for the occasional cacti it appears to be rather barren. The last weather report indicated that temperature would reach 110 degrees, which means that the temperature within a foot of the surface will hit 103 degrees. You are dressed in lightweight clothing - short sleeved shirts, pants, socks, and street shoes. Everyone has a handkerchief. Collectively, your pockets contain $2.83 in change, $85 in bills, a pack of cigarettes, and a ballpoint pen.

PROBLEM: Before the plane caught fire, your group was able to salvage the 15 items listed on the next page. Your task is to rank these items according to their importance to your survival with "1" being the most important and "15" being the least important. You can assume the number of survivors is the same as the number on your team and the team has agreed to stick together.
<table>
<thead>
<tr>
<th>Items</th>
<th>Step 1 Your Individual Ranking</th>
<th>Step 2 The Team’s Ranking</th>
<th>Step 4 Survival Expert’s Ranking</th>
<th>Step 5 Difference Between Step 1 &amp; Step 4</th>
<th>Step 6 Difference Between Step 2 &amp; Step 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flashlight (4 battery size)</td>
<td></td>
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</tr>
<tr>
<td>Jack knife</td>
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<tr>
<td>Sectional air map of the area</td>
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<tr>
<td>Plastic raincoat (large size)</td>
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<td></td>
<td></td>
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<tr>
<td>Magnetic compass</td>
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<tr>
<td>Compress kit with gauze</td>
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<tr>
<td>45 caliber pistol (loaded)</td>
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<tr>
<td>Parachute (red &amp; white)</td>
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<tr>
<td>Bottle of salt tablets (1,000 tablets)</td>
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<tr>
<td>1 quart of water per person</td>
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<tr>
<td>A book entitled “Edible Animals of the Desert”</td>
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<tr>
<td>A pair of sunglasses per person</td>
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<tr>
<td>2 quarts of 180-proof Vodka</td>
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<tr>
<td>1 topcoat per person</td>
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<td></td>
<td></td>
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<tr>
<td>A cosmetic mirror</td>
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</tbody>
</table>

**Step 3**  
**Consensus Score** Circle any rank in Step 2 that you still feel should be 2 or more places higher or lower.

A. Add up the circled rankings.

B. Total the number circled by the entire team.

C. Divide the total for the team by the number on the team to get the **Average Consensus Score**.

**Step 6**  
Subtract Step 2 from Step 4 to calculate your answer for each of the items.

**Step 7**  
Add up the team’s individual scores and divide by the number on the team to get the **Average Individual Score**.

**Step 8**  
Lowest (best) Score on the team...

**Step 9**  
Number of individual Scores lower than the Team Score (Step 6)...

**NOW GO BACK TO THE TABLE FOR STEPS 4 AND 5...**
**DESSERT SURVIVAL AUXILIARY QUESTIONS**

Five points will be credited to your final score for each correct decision. Decide these questions individually first and then reach a team decision.

<table>
<thead>
<tr>
<th>Question</th>
<th>Your Decision</th>
<th>Team Decision</th>
<th>Exp. Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many days do you think you can survive?</td>
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<td></td>
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<tr>
<td>a. 1 to 3 days</td>
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<tr>
<td>b. 4 to 5 days</td>
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<td></td>
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<td>c. 6 to 7 days</td>
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<td></td>
<td></td>
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<tr>
<td>d. 8 days or more</td>
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<td></td>
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<tr>
<td>2. When do you think you would probably be rescued?</td>
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<td></td>
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<tr>
<td>a. Within 3 days</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>b. 4 to 5 days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. 6 to 7 days</td>
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<td></td>
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<tr>
<td>d. Not in time</td>
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<tr>
<td>3. Would it be best to walk out or stay where you are?</td>
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<tr>
<td>a. Walk now and rest at night.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Walk at night and rest during day.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Stay where you are.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Stay for awhile &amp; if not rescued then walk.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**5 points for each correct answer**

Your Total       Team Total

<table>
<thead>
<tr>
<th>Question</th>
<th>Very little</th>
<th>Little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To what extent did others pay attention to your ideas?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How frustrated did you become while reaching the team decision?</td>
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<tr>
<td>3. How responsible and committed do you feel for the decisions that were made?</td>
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</tr>
<tr>
<td>4. To what extent did you actively seek contributions from others?</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>5. How good do you think the team’s decisions are?</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Team Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. What percent of the time did you lead the group by-</td>
<td></td>
</tr>
<tr>
<td>A. Contributing information</td>
<td></td>
</tr>
<tr>
<td>0% 20% 40% 60% 80% 100%</td>
<td></td>
</tr>
<tr>
<td>B. Helping the group work together</td>
<td></td>
</tr>
<tr>
<td>0% 20% 40% 60% 80% 100%</td>
<td></td>
</tr>
</tbody>
</table>
Activity 15: The Sandwich Technique

One way we can learn is through evaluation. If we learn to observe others’ leadership skills and identify positive and negative attributes, we can try to emulate their positive qualities while making sure we do not practice their negative qualities. The sandwich technique is a positive method of constructive criticism. The sandwich technique places negative comments between positive comments. This keeps criticism constructive rather than destructive.

Before we can evaluate others’ performances, we must learn to evaluate ourselves. No one is perfect, and we can always learn to make ourselves better.

Advanced Preparation: Cut out TABLE TOPICS List; place into the paper bag.

DO

Part 1
- Hand out THE SANDWICH TECHNIQUE Activity Sheet to youth.
- Have youth think of a skill they have. Examples may include playing a sport or an instrument, artistic ability, etc. Have youth imagine themselves performing that skill.
- Now have them write a criticism of themselves performing that skill using the sandwich technique. (Everyone needs improvement in areas; nobody’s perfect!).
- Ask for volunteers to share their critiques with the entire group.

Part 2 (this can be done at the same or at a different time)
- Have participants draw a TABLE TOPIC from the paper bag. Explain to youth that they will be giving a short 2-3 minute speech on their topic. Have youth use the index cards to jot down notes they may want to use in their speech.
- Using scrap paper, after each person’s speech, have youth write down comments using the sandwich technique, and pass the scrap paper to the person OR have the person who spoke previously give comments orally to the entire group.
- Take turns until each person has had a chance to speak and be critiqued.
REFLECT
- How did you feel using the sandwich technique on yourself? On others?
- What are the benefits of using the sandwich technique method of criticism? What are its disadvantages?
- What are the benefits of pairing a suggestion with a criticism?

APPLY
- When might one need to use the sandwich technique in real life?
- Have you ever been criticized in a way that was more detrimental than helpful? How did you feel? What did you do?
THE SANDWICH TECHNIQUE

When offering constructive criticism, it is important to offer suggestions for improving the problem area. Do not just say, "Your demonstration posters are messy." Say instead "Your demonstration posters need a little cleaning up. Why don't you use a ruler to make sure your letters are straight?"

Not only should you offer a suggestion for improvement, but you should place the criticism with more positive comments. The Sandwich Technique places criticism between two positive comments. For example if you were commenting on a friend's speech and used the Sandwich Technique and gave a suggestion, you might say, "You used your hand gestures very well; sometimes you spoke a little too fast, but with more practice the less nervous you will be; the content of your speech was excellent!"

The positive comments allowed you to buffer the criticism, and the suggestion paired with the criticism gave your friend an idea as to how he or she can improve that area. The purpose of criticism is not to offend anyone, but to encourage that person develop and improve his or her skills.

MY PERSONAL COMMENTARY

Think of a skill that you have and imagine yourself performing that skill. Now, using the Sandwich Technique, critique yourself performing that skill. Make sure you pair your critique with a suggestion for improvement.

My skill:

The Sandwich Technique:

1.

2.

3.
<table>
<thead>
<tr>
<th>TABLE TOPICS LIST</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is your favorite</td>
<td>What moment in</td>
</tr>
<tr>
<td>leader and why?</td>
<td>your life are</td>
</tr>
<tr>
<td></td>
<td>you most proud</td>
</tr>
<tr>
<td></td>
<td>of?</td>
</tr>
<tr>
<td>What is the most</td>
<td>Who in your</td>
</tr>
<tr>
<td>important leadership</td>
<td>family are you</td>
</tr>
<tr>
<td>trait and why?</td>
<td>most proud of</td>
</tr>
<tr>
<td></td>
<td>and why?</td>
</tr>
<tr>
<td>If you could be an animal,</td>
<td>If you could</td>
</tr>
<tr>
<td>what animal would you be</td>
<td>change one</td>
</tr>
<tr>
<td>and why?</td>
<td>thing about</td>
</tr>
<tr>
<td></td>
<td>yourself, what</td>
</tr>
<tr>
<td></td>
<td>would it be and</td>
</tr>
<tr>
<td></td>
<td>why?</td>
</tr>
<tr>
<td>Table Topics List</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>If you had to be a food, what would you be and why?</td>
<td>Who has been your favorite teacher in school?</td>
</tr>
<tr>
<td>What is your ideal career and why?</td>
<td>What is the hardest lesson you have ever learned in life?</td>
</tr>
<tr>
<td>What is your ideal vacation location and why?</td>
<td>You find out you inherited one million dollars. What would you do with the money?</td>
</tr>
</tbody>
</table>
PURPOSE:

For youth to practice effective individual and group decision-making skills.

OBJECTIVES:

For youth to:
- stand up to negative peer pressure.
- make decisions in life situations.
- discuss the role ethics and values play in making decisions.
- practice the different group decision-making processes.

KEY CONCEPTS

Making sound decisions is another key to effective leadership. The method for decision-making and the decisions made are the responsibility of the leader, so the leader must be knowledgeable of effective decision-making methods. The two categories of decisions that will be discussed in this Lesson 6 are 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. play a role in the decisions that we make. Sometimes we can be influenced negatively or positively. Peer pressure is often used as an example of negative influence. By being aware of our personal value system, we can make decisions that do not conflict with our values.

Some of the more difficult decisions we make involve differences between our values and ethical dilemmas. Sometimes there is more than one correct answer, and sometimes, all of the possible choices may seem wrong. Examining our values and anticipating consequences of solutions can make difficult decisions a little easier.

“Reason and judgment are the qualities of a leader.”
Tacitus

LEARNING ACTIVITIES

Activity 1: Stand up to negative peer pressure in PEER PRESSURE PLAYS.

Activity 2: Discuss ethics and leadership in ETHICAL LEADERS?

Activity 3: Practice ethical decision-making skills in PRINCIPLES OF LEADERSHIP.

Activity 4: Role play decision situations in ETHICAL LEADERSHIP DECISIONS.
KEY CONCEPTS (continued)

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

After completing the chosen activities, review and wrap up this lesson using these key questions:

REFLECT

- How does ethics relate to decision-making?
- What are some of the different methods for making decisions? Name the different situations in which they are most effective.
- How are individual decisions different from group decisions? Which is more difficult? Why? What are the costs and benefits of each?

APPLY

- How can you influence others to make ethical decisions? How can you be a role model for others?
- Think back to a time when you or someone else made a wrong decision. What happened? Why was it a wrong decision? How can you improve your decision making skills for the future? How can you help others make the right decision?

LEARNING ACTIVITIES

Activity 5: Analyze different views regarding ethical decisions in ESCAPED PRISONER DILEMMA.

Activity 6: Make decisions regarding current topics in ISSUE DEBATE.

Activity 7: Learn different types of group decision-making methods in DECISION-MAKING STYLES.

Activity 8: Participate in a mock election in PLACE YOUR VOTE.

Activity 9: Discuss consensus as a form of group decision-making in CONSENSUS ON CONSENSUS.

Activity 10: Realize the benefits of group decisions vs. individual decisions in LOST ON THE MOON.

Activity 11: Practice coming to a consensus in MAROONED!

Activity 12: Make decisions involving scarce resources in FALLOUT SHELTER.

Activity 13: Realize importance of information in WHO SHOULD BE RESCUED.

Activity 14: Realize importance of values in PSYCHIC DISCOVERY.
Activity 1: Peer Pressure Plays

Peer pressure sometimes plays a large role in the decisions one makes. By examining different situations in which peer pressure is prevalent, we can learn how to combat negative peer pressure and stand up for ourselves.

Advanced Preparation: Cut out the PEER PRESSURE PLAYS Activity Sheet.

DO

- Divide participants into groups of four. Distribute PEER PRESSURE PLAYS to each group and have groups read their play to themselves.
- Have each group assign participants their roles and follow the directions on the scenario. Allow five minutes for intra-group role playing.
- Have youth switch roles within their groups. Allow another five minutes for role playing.
- Bring everyone back together and have groups role play their situation in front of the entire group. Allow members of other groups to give feedback after each presentation.

REFLECT

- What persuasion strategies worked? Which did not work?
- Did some strategies work with some people and not with others? Why or why not?
- What if the scenarios were changed slightly? For example, what if tobacco or alcohol were switched with illegal drugs or vice versa. Would that change your solution? Why or why not?

APPLY

- What are some of the situations you will face where you will need to use your persuasion skills?
- List some situations where others have tried to pressure you into doing something you did not want to do. What did you do?
- How do your values help you make decisions in real life?
- What are some of the negative effects of peer pressure? How can we as leaders turn some of those effects around?
Unlock Your Leadership Potential

**PEER PRESSURE PLAYS**

**Play #1**

Tara and her friends are eating dinner at a local pizza place when one of them pulls a pack of cigarettes from her purse. All of her friends smoke regularly and the entire group, with the exception of Tara, lights up a cigarette. Tara can’t stand cigarettes and their smoke, but her friends tease her and smoke around her. She doesn’t mind that they smoke, she just wishes they would stop trying to convince her to smoke. What should Tara say to her friends?

Person 1: You will be Tara. Maintain your position and still remain friends.

Person 2: You are Tara’s conscience. Give her ideas on how to maintain her position.

Person 3 & 4: You are some of the friends who teases Tara about not smoking. Do your best to convince her to smoke.

**Play #2**

Derek is the youngest person in the “popular” group at his school. They get along really well, and none of them take drugs or abuse alcohol. One day Ken, a senior group member, announces that all of the selected members should agree to get a tattoo of their symbol (an anchor) on their arm to signify their friendship and bond them together forever. Everyone agrees with mixed reactions (some with enthusiasm, others with reluctance) except Derek. Ken thinks Derek isn’t being loyal and does not value the group’s friendship.

Person 1: You are Derek. Express your loyalty to Ken and other group members while maintaining your position.

Person 2: You are Derek’s conscience. Give Derek advice on how to defend his position.

Person 3: You are Ken. Try and persuade Derek to change his mind.

Person 4: You are another group member. Help Ken try and persuade Derek to change his mind.
Play #3

Lisa just transferred to a new high school. She very much wants to make lots of friends and be popular just as she was at her old high school. Alicia is the leader of the group of girls who are considered to be the most popular in the school. Lisa would like to be apart of that group and has been trying to find a way to be accepted. From the conversations she has had with Alicia and some of the other girls, Lisa finds out they do drugs. Lisa has never done drugs and does not want to do them.

Alicia has just invited Lisa to her first party. The party will be in a field, and the whole group will be there. When Lisa arrives, Alicia shouts, “Hey! Come and join us. Have a little smoke.”

Person 1: You are Lisa. Maintain your position and still be friends.

Person 2: You are Lisa’s conscience. Give Lisa advice to help her maintain her position.

Person 3: You are Alicia. Try to convince Lisa to “have a little smoke.”

Person 4: You are another person in the group. Help Alicia try to convince Lisa.

Play #4

Brian has only had his driver’s license for three months. He convinces his mom to let him take some friends to the football game in the new car. After the game, some of the kids from the rival high school challenged Brian and his friends to a car race on a road just outside of town. Brian knows his mom’s car would win, but doesn’t want to “drag” the car the first time out. How can Brian not participate without appearing to his friends or rivals to be “chicken”?

Person 1: You are Brian. Maintain your position and still be friends.

Person 2: You are Brian’s conscience. Give Brian ideas that will help maintain his position.

Person 3: You are the kid from the rival school issuing the challenge. Try to convince Brian to race.

Person 4: You are Brian’s friend who is trying not to lose face with the rivals. Try to convince Brian to race.
Activity 2: Ethical Leaders?

There are people in society notorious for their unethical behavior. Unfortunately, not as many are noted for ethical behavior. Poor and unethical decisions and behaviors are often given more attention by the media than good decisions and behaviors.

**OBJECTIVES:**
For youth to:
- discuss and define ethics.
- develop a list of ethical role models.
- learn the relationship between ethics and leadership.

**LIFE SKILLS:**
- Ethics in decision making and leadership.

**MATERIALS:**
- Flip chart or dry erase board
- Markers

**TIME:**
15 minutes

**SETTING:**
Comfortable room.

**DO**
- Ask the group to identify verbally well-known people who have appeared in the media in the past few years for unethical behavior. Write the names on the dry-erase board or flip chart as the group lists the names.
- Next, ask the group to identify all the well-known people who have appeared in the press during the past few years for ethical behavior. It is often more difficult to complete this task.
- Compare the lists and discuss why the person is listed.

**REFLECT**
- Are there some people on the list who could fit in both categories? If so, who and why?
- Was there any disagreement about who or who should not be on the list? Who and why?
- What kinds of messages are we receiving about ethics? From what sources?

**APPLY**
- Can we use prominent figures to help us establish our own ethical principles? Should we? If so, how?
- What are some of the effects of unethical behavior of leaders? Can this set a negative example? How? Can you think of any instances when this has happened?
Activity 3: Principles of Leadership

We are sometimes faced with situations in which we are forced to make decisions between what is best for the group, best for ourselves, or what we consider right. Ethics does not just mean simply doing the right thing; it is more complicated than that. Sometimes there can be more than one right decision, depending on which angle you look at the problem. By examining our morals and values, we can prioritize what we think is important and make decisions based on where our priorities lie.

**OBJECTIVES:**
For youth to:
- learn how ethics relate to leadership.
- practice ethical decision making skills in life situations.
- become aware of the different issues involved in situations.

**LIFE SKILLS:**
- Practical decision-making skills.
- Ethical leadership practices.

**MATERIALS:**
- ETHICAL LEADERSHIP Case Studies
- Copies of FIVE ETHICAL PRINCIPLES and CHECKLIST Activity Sheet for each youth
- Pens or pencils
- Scissors
- Paper

**TIME:**
30 minutes

**SETTING:**
Comfortable room with tables and chairs.

**DO**
- Divide participants into four groups. Give each group an ETHICAL LEADERSHIP Case Study.
- Have groups read their dilemma to themselves and come up with as many solutions as possible (the quality or whether it is good or bad is not relevant, the key is to come up with many). Then have individual groups vote on how they would handle the dilemma.
- Hand out FIVE ETHICAL PRINCIPLES and CHECKLIST Activity Sheet. Have members number each solution and in the appropriate column on the CHECKLIST, mark the ethical principles that are not broken by following the solution. Count the checks in each column and that number will be the solution’s Ethics Score. Compare the Ethics Score of the solution with the votes that it received from the small group.
- Have each group present their Scenario and the possible solutions, and have all of the participants vote on a solution. Again, read the scores from the checklist and compare the scores to the votes.

**REFLECT**
- Did any of the scores surprise you? How did they compare to the votes?
- Was there more than one viable solution to each problem? What are some of the different consequences of each decision?
- Did you agree with all of the five ethical principles? Why or why not?
- Are there any ethical principles that you would like to add to the list?

**APPLY**
- Is the ethical principles checklist reliable for use in real life situations? Why or why not?
- What have you learned about ethics that you can apply to life situations?
- Have you been faced with a ethical dilemma in the past? How did you handle the situation? Would you handle it differently now?
#1 Danny is the treasurer of his high school student government association. The association has just held its annual fund raising barbecue which raised over $3,000 to fund trips to a national leadership conference for its members. The group has been planning the fund raiser and trip for almost a year and virtually all of the group's annual income comes from this event.

The written financial policy of the organization states that all cash funds collected must be deposited in the club's bank account within 24 hours of receipt to guarantee security and enhance interest earnings. Danny placed the money in the office safe with the intention to deposit it tomorrow morning when the banks open. Just then, his best friend Mark, who is also the vice president of the student government association, walks in the office. He is obviously very upset, and he explains to you that he misbudgeted his finances this month, and has come up $100 short on cash for his car payment, which is due tomorrow. He is usually very good with money and is very concerned about his credit rating. Mark then asks Danny if there is any way he could borrow the money from the treasury; he will receive a check from work at the end of the week and could pay it back then. Danny is the only one who knows exactly how much money was raised, and he could deposit most of it tomorrow and the remainder when Mark gets paid.

Danny has known Mark for years and trusts that he would pay the money back promptly, but as treasurer, Danny has a responsibility to the organization and its rules. What should Danny do?

#2 As a part of your high school's homecoming celebration, the athletic department sponsors a 4-person volleyball tournament. The competition is very large with over 40 teams participating, representing different clubs and groups. Hundreds of students and community citizens come to watch the games, and cash prizes, along with extensive publicity, are given to teams and individuals that do well. There are strict rules for participation, however. Everyone playing must have at least a 2.0 grade point average or the club team and any of its members will not be allowed to participate in the following year.

Kara is the captain of her school service sorority's team, Gamma Delta. They have made it to the quarterfinals, when Kara hears that two team members lied about their grades. Kara verifies this and confronts the students, who admit they lied about their averages in order to play. Apparently, the discrepancy has not been caught by any officials.

The quarterfinal game is to be played that night. What should Kara do? To whom does Kara owe allegiance... the sorority, her sorority sisters, the rules, the school or to herself? Is there a higher authority she owes allegiance to?
#3  Ben is a senior officer in his high school marching band. Each fall, one week is designated as initiation week, and the freshman and the other new band members have to participate in embarrassing tasks at school, including following commands of senior members and wearing unusual clothing, in order to be initiated into full membership. Ben participated in the initiation practices when he was a freshman, and he has been looking forward to "ordering" the new members around for three years.

As initiation week approaches, the school administration informs the student body that no club or group is allowed to engage in any initiation activities that are degrading to any of its members, and clubs in violation of this rule will be placed on probation and depending on the circumstances, could be suspended for one year. The older band members are upset by this ruling, but some have pooled together and are planning an "underground" initiation to replace the old tradition. Ben has overheard some of the plans, and the "secret" initiation activities are even more degrading than the old ones. Though he feels that it is wrong to punish the new members because of an administrative ruling and is fearful that the practice may leak out, he had to earn his membership by participating in initiation and feels that new members should continue to have to work for their membership. As a senior officer, what should Ben do?

#4  Rikki is an honors student at a college preparatory school nationally recognized for its consistently high scores on standardized tests. She is enrolled in the Advanced Placement Economics course and has been working hard all year in hopes to pass the final test and receive college credit.

The morning before the test, she stops by her economics teacher's classroom to ask some questions about the test. As she is discussing the test with her teacher, he pulls out a folder and says, "I have them right here. You're a good student and you deserve to do well. Do you want to take a quick peak?" What should Rikki do?

#5  You are very active in the County Council and plan on applying for an appointed position for the upcoming year. Two candidates are running for the office of president: the current vice president, who has performed an excellent job in 4-H leadership roles for years, and another candidate who is not as competent a leader, but has a lot of friends within the organization. You originally planned on supporting the vice president when the other candidate takes you aside and promises to give you the position you are seeking if you "pro" him during the elections. You don’t feel he is as qualified as the vice president, but he has a good chance of winning. If you turn down the offer and he does win the election, you won’t be given the position. What do you do?
FIVE ETHICAL PRINCIPLES

1. RESPECT AUTONOMY
   It is assumed that individuals have the right to decide how they live their lives, as long as their actions do not interfere with the welfare of others. One, therefore, has the right to act as a free agent and has the freedom of thought and choice.

2. DO NO HARM
   The obligation to avoid inflicting either physical or psychological harm on others may be a primary ethical principle.

3. BENEFIT OTHERS
   There is an obligation to improve and enhance the welfare of others, even where such enhancements may inconvenience or limit the freedom of the person offering the assistance.

4. BE JUST
   To be just in dealing with others assumes equal treatment of all, to afford each individual their due portion, and in general, to observe the Golden Rule.

5. BE FAITHFUL
   One should keep promises, tell the truth, be loyal, and maintain respect and civility in human discourse. Only as we sustain faithfulness can we expect to be seen as being trustworthy.

Ethical principles are sometimes in conflict with each other as we apply them to real-life ethical dilemmas. No one principle is absolute and there are times when a higher standard of ethical conduct requires the violation of one or more principles. This places a strong burden on the individual to provide rationale for rejecting the principle.

# ETHICAL PRINCIPLES CHECKLIST

Check the Principles that are not broken with each solution. Add the checks to get the Ethics Score for each solution.

<table>
<thead>
<tr>
<th>Solutions</th>
<th>Case Study 1</th>
<th>Case Study 2</th>
<th>Case Study 3</th>
<th>Case Study 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Respect Autonomy</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. Do No Harm</td>
<td></td>
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<tr>
<td>3. Benefit Others</td>
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<tr>
<td>4. Be Just</td>
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<tr>
<td>5. Be Faithful</td>
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</tbody>
</table>

**TOTALS:**

____________________
Activity 4: Ethical Leadership Decisions

Leaders are faced with decisions every day. The need for ethical decision-making skills is extremely important when evaluating different solutions to dilemmas leaders face. Sometimes there is an obvious benefit to the leader without a benefit to the group if certain decisions are made.

**DO**
- Divide participants into six groups. Groups should have approximately 4-5 participants.
- Hand each group an ETHICS ROLE PLAY. Explain to the groups that they must role play each situation twice. The first time should involve an unethical decision regarding the situation and the possible consequences that could occur because of that decision, and the second play should involve an ethical decision regarding the situation and its possible results.
- After youth have had time to come up with their role plays, have youth act them out in front of the entire group. As each role play is completed, have the members discuss the solutions and other possible ramifications of each.

**REFLECT**
- Was there more than one ethical solution to each problem? More than one unethical solution? Were the results of the ethical solutions always positive? Were the results of the unethical solutions always negative? Think of some positive results of the unethical solutions and some negative results of the ethical solutions.
- How realistic were the solutions generated?
- How can leaders improve their ethical reasoning and decision making skills?

**APPLY**
- How often, in real life, do you think leaders make the right decisions? Think of some examples of unethical decisions famous leaders have made. What were the results?
- Have you ever made an unethical decision? What happened? Were you found out?

**OBJECTIVES:**
For youth to:
- practice ethical decision making skills.
- determine choices and the possible outcomes of each choice.
- discuss the role values play in decision making.

**LIFE SKILLS:**
- Evaluating situations.

**MATERIALS:**
- ETHICAL ROLE PLAYS
- Scissors

**TIME:**
30 minutes

**SETTING:**
Comfortable room with area for small groups to role play situations.
### Ethical Role Plays

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Scenario 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>After winning the 4-H state officer elections, you find yourself very popular with members of the other sex.</td>
<td>You overhear somebody spreading false rumors about you, obviously hoping to get an edge in the upcoming club election.</td>
</tr>
<tr>
<td>You are interviewing two 4-H’ers for an appointed office. One is obviously more qualified than the other, but the other is one of your good friends.</td>
<td>You notice your gas tank on empty, but have no cash on hand except for $50 from your club’s treasury. You consider borrowing the money and then replacing it later without anyone finding out.</td>
</tr>
<tr>
<td>You know that you would have a good chance at being selected for a national 4-H trip if you embellished some of the facts on your Awards Portfolio.</td>
<td>You are competing for a 4-H scholarship when you find out that one of your competitors lied on his or her application.</td>
</tr>
</tbody>
</table>
Activity 5: Escaped Prisoner Dilemma

Ethical behavior deals with what is considered right and wrong in different situations. "The principles of correct conduct." What determines ethical behavior? Who determines what is right and what is wrong?

**DO**

- Distribute ESCAPED PRISONER DILEMMA to participants. Read the story aloud as youth read it to themselves.
- Give participants time to read the discussion questions and make a decision about the story.
- After youth have made their individual decision, read the possible decisions aloud one at a time and ask participants to raise their hands to indicate which decision they made. Count the hands for each category and write the number in the corresponding column on the flip chart or dry erase board.
- Begin asking persons from the different categories (go through each category one at a time) the reasons why they made their decision and what information they used to make their decision. Write the reasons in the appropriate column. If participants get stuck, read the questions from the DILEMMA aloud and ask for more participant feedback.
- When no more reasons are listed, go through the columns and read through the reasons once more. Ask if anyone has since changed their mind about their decision (try and encourage anyone who may have voted "Can't Decide" to now make a decision). Take another vote and write the new tally for each category.

**REFLECT**

- Was there a wide disparity in opinions involving the decisions? Why or why not?
- What were some of the most common issues used in making the decision? How do these issues relate to life decisions?
- What issues were brought up in the discussion that you had not considered previously?
- Did many participants change their minds after the discussion? Why or why not?

**APPLY**

- What does the story and the discussion say about the United States justice system? Is the system's purpose to punish or to correct?
- Is it wrong to enforce your value system on others? Why or why not?
- Who are the ultimate authorities of ethics in today's society? Who creates today's ethics? What role is played by religion, popular culture, the media, the government, etc. in the development of ethical standards?
ESCAPED PRISONER DILEMMA

A man had been sentenced to prison for 10 years. After one year, however, he escaped from prison, moved to a new area of the country, and took the name of Thompson. For eight years, he worked hard, and gradually saved enough money to buy his own business. He was fair to his customers, gave his employees top wages, and gave most of his own profits to charity. Then one day, Mrs. Jones, an old neighbor, recognized him as the man who had escaped from prison eight years before, and whom the police had been looking for.

Should Mrs. Jones report Mr. Thompson to the police and have him sent back to prison?  

Questions to consider:

1. Hasn't Mr. Thompson been good enough for such a long time to prove he isn't a bad person?

2. Every time someone escapes punishment for a crime, doesn't that just encourage more crime?

3. Has Mr. Thompson really paid his debt to society?

4. Would society be failing to carry out what Mr. Thompson should fairly expect?

5. How could anyone be so cruel and heartless as to send Mr. Thompson back to prison?

6. Would it be fair to all the prisoners who had to serve out their full sentences if Mr. Thompson was let off?

7. Wouldn't it be a citizen's duty to report an escaped criminal, regardless of the circumstances?

8. How would the will of the people and the public good be best served?

9. Would going to prison do any good for Mr. Thompson or protect anybody?

10. What if you were the victim of the crime that Mr. Thompson initially committed?

11. What if you were an employee of Mr. Thompson's?

12. What if Mr. Thompson was really innocent?
Activity 6: Issue Debate

From politics to education, there are a number of issues on which we must take a stand, be it in the voting booth or just in day-to-day decision making. Determining our stand on an issue can be difficult, especially if it is very controversial. There are often many different sides of controversial issues, and we must learn to evaluate each angle carefully so that we can make a decision that reflects our own personal needs, wants, and values.

**OBJECTIVES:**
For youth to:
- take a stand on a current issue.
- determine reasons for their beliefs regarding an issue.
- listen to others’ opinions regarding different issues.

**LIFE SKILLS:**
- Communicating.
- Getting along with others.

**MATERIALS:**
- STATEMENT LIST

**TIME:**
20 minutes (depends on the number of issues presented)

**SETTING:**
Comfortable room with chairs.

**DO**
- Explain to the participants that you will be making a statement, and if they agree with the statement, they should stand up.
- Read the statement and have participants who agree stand. Call on interested participants to make a short statement or give comments relating to the statement.
- Ask the members standing up to sit down, and have those who disagree with the statement to stand up and give their feedback regarding the statement.
- Continue the process, making statements and allowing for participants’ feedback. Have youth make up their own issue statements and have others take a stand for or against them.

**REFLECT**
- How did you make your decisions regarding each statement? Did you change your mind after hearing the feedback?
- Was it easier listening to the participants that you agreed with? Why or why not?
- Why is it important to listen to all sides of an issue or argument? How can one improve his or her listening skills in similar situations?

**APPLY**
- When may you be called upon to present your opinion regarding a controversial topic?
- Have you ever participated in a debate or a discussion on a controversial topic? If so, describe the situation and the results.
STATEMENT LIST

1. Prayer should be allowed in public schools.
2. Condoms should be distributed in school clinics.
3. Males and females are treated differently by faculty and administration.
4. The two-party government system is effective.
5. Sex education programs should be offered in schools.
6. Tuition vouchers should be given to parents who send their children to private schools.
7. Private schools offer a better education than do public schools.
8. The legal drinking age for alcoholic beverages should be lowered from 21 to 18.
9. There should be no age restrictions for the purchase of tobacco products.
10. The minimum age to get a drivers license should be raised to 17.
11. School uniforms would cause less distraction in schools and a policy should be adopted by school boards.
12. Dress code restrictions in schools are a violation of the First Amendment and should be lifted.
13. Drivers license privileges should be revoked if persons under the age of 21 are caught using alcohol.
14. Communities should enforce curfews for youth under the age of 16.
15. There should be no laws restricting the number of hours worked by an individual 16 or older.
16. The number of men's and women's sports offered at a school should be equal.
17. Term limits should be placed on all elected positions.
18. There should be no restrictions on the funds donated to a political candidates' campaign.
19. Taxes should be imposed on all agricultural products to help clean the environment.
Activity 7: Decision Making Styles

Many times, we have to make decisions in groups. According to Lin Bothwell in *The Art of Leadership*, the four most common ways to make decisions within groups are:

1. **Autocratic** Decision By Authority. One person decides, dictatorship. Ideal if only one person in the group has the skill or expertise to make the decision or to execute the implementation of the solution. Emergency situations (built-in motivation). Group is unwilling or unable to make a decision at which point the leader needs to take command and lead and be prepared to deal with the reactions from the members of the group.

2. **Committee** Minority Control. Small group decides, committees, etc.


4. **Democratic (Consensus)** Consensus. Time-consuming, but effective.

As you can see, each decision making method involves different levels of group and leader interaction and responsibility. Because of the differences between people and opinions within groups, the decision-making methods will affect the final decision made. It is important to select decision-making processes with which the majority of members agree.

**DO**
- Give each participant the GROUP DECISION-MAKING Activity Sheet. After youth have read the information, explain that they will be using each one of the four types to make a group decision.
- Hand out DECISION STORY Activity Sheet. Read the story aloud while group members read to themselves. Have group members silently/to themselves decide what to do (they are not to share their decisions with others at this point.)
- Pick one participant (preferably one that you think will have a different decision than the majority of the group) to be the Autocratic Leader and ask that person what his or her decision is. That becomes the group decision (demonstrates Autocratic decision-making). Write down the decision under the Autocratic heading.
- Have the “leader” select three to four “committee members.” Allow the new “committee” to make the decision for the whole group, and write the decision under the Committee heading.
- Next, ask the group to vote on which decision they prefer. Majority rules; write the decision under the Majority decision heading.
- Now, have the group discuss the story and come up with a decision by consensus. Place the decision in the Consensus heading.
- Compare the decisions made using each process.

**OBJECTIVES:**
For youth to:
- learn the different ways of making decisions.
- look for examples of each type of decision making.
- discover the advantages and disadvantages of the different types of decision making.
- determine the relationship between the types of decision-making and how groups work together.

**LIFE SKILLS:**
- Making decisions.
- Working with groups.

**MATERIALS:**
- Copies of GROUP DECISION-MAKING Information Sheet for each youth
- Copies of DECISIONS STORY Activity Sheet for each youth
- Flip chart or dry erase board
- Markers

**TIME:**
30 minutes

**SETTING:**
Comfortable room with tables and chairs.
REFLECT

- Were there differences in the final decisions made using the different decision-making methods? Why or why not?
- How are most of the decisions made in your club? Is it an effective method? Why or why not?
- As a group member, how did you feel when you had no part in making the decision? Can you think of situations when it is best for the leader or a small group of members to make decisions?

APPLY

- Have participants think of real-life examples of the different types of decision-making and the advantages and disadvantages of each.
- How do decision-making methods affect the political world in the United States and in other countries? Is the decision-making method important? Why?
There are four different processes that can be used in group decision-making situations.

1. **Autocratic** or Decision by Authority. This is when one person decides, as in a dictatorship. Autocratic decisions are ideal if one person in the group has the skill or expertise to make the decision and to implement the solution or if the decision is routine. This is often preferred during emergency situations when there is built-in motivation, when the group is unwilling or unable to make a decision, or when there is little time to make a decision. With autocratic decisions, the leader needs to take the command and lead and be prepared to deal with the reactions from the members of the group.

2. **Committee** or Minority Control. These decisions are made by small groups, such as committees or executive boards. Committee decisions can save time; they are ideal when the whole group cannot meet, if only a few members have an interest or information about the issue, or for simple and routine decisions. However, when important decisions are consistently made by a select group of individuals (such as an executive board), other members of the group can feel left out and become disinterested in group activities and business.

3. **Democratic (Voting)** or Majority Control. This is probably the easiest and most common form of decision making within large groups. It is probably the fairest form of decision-making. Sometimes it can be hard on a group, as there is a winner and a loser. This process eliminates the finding of a compromise solution and can cause ill feelings within the group.

4. **Democratic (Consensus)** or Consensus. Making decisions by group consensus is time consuming but effective. These decisions are often the best because all member's ideas are considered. A strong group commitment is needed for this form of decision making to be successful, but group stability is preserved because everyone "wins".
It is time to select a service project for your organization to complete. This is very important, as not only will you be able to make a large impact on your community, but through publicity from doing the project, you will be able to recruit most of your new members and get funding for other club projects and events.

Your decision for a community service project:

Autocratic Decision:

Committee Decision:

Majority Decision:

Group Consensus:
Activity 8: Place Your Vote

The majority vote is probably the easiest and most common way of making group decisions. Clubs, groups, businesses, and even our government use the democratic system of the majority vote to select leaders and create rules. Learning to make sound decisions is an important skill we will use throughout our lives. Probably some of the most important decisions we will make will be those we make in the poll booths. Learning to evaluate information, issues, and candidates and using the information to make a sound decision is very important.

**OBJECTIVES:**
For youth to:
- use information to make a decision.
- participate in the democratic election process.
- demonstrate majority vote as a form of group decision making.
- practice communication and persuasion skills in an election.
- brainstorm campaign slogans and candidate promotions as part of a campaign staff.

**LIFE SKILLS:**
- Working with groups.
- Group decision-making skills.
- Public speaking skills.

**MATERIALS:**
- Copies of PLACE YOUR VOTE Information Sheet for each youth
- Copies of PLACE YOUR VOTE BALLOT for each youth
- Pens or pencils
- Markers
- Poster board or flip chart paper
- Scissors

**TIME:**
1 hour and 30 minutes

**SETTING:**
Comfortable room with tables and chairs.

**DO**
- Divide participants into six groups. Hand out the PLACE YOUR VOTE Information Sheets to participants and assign each group one of the six candidates.
- Have participants read the information about Greenville, the positions open, and the candidates vying for each position.
- Explain that each group is the hired campaign staff for their candidate, and it is their job to get their candidate elected.
- Give the groups time to come up with campaign slogans, posters, commercials, speeches, and any other device that can help their candidate win.
- Some participants may want to use "smear" campaigns against their opponents; allow these.
- At the end of a designated period of time directly preceding the election, 1-2 minutes pros and cons for each candidate will be entertained (pro, con, con, pro).
- Groups/campaign staffs can put up posters in the room.
REFLECT

- Describe what the political climate of Greenville will be like with the election of the candidates.

- Why did you vote for the certain candidates? What made them more appealing than their contenders?

- What issues did the different candidates focus on during the campaign? What did they highlight? What of their opposition did they emphasize? Why?

- Did the pros and cons change any of your votes? If so, why?

- Would you change your vote if this were a real election? Why or why not?

- Was the decision difficult? How could more information about the issues and candidates be of help?

- What tactics did each campaign staff find useful in promoting their candidate?

- Was your staff faced with any unexpected challenges? Were smear campaigns used? How did those affect the election outcome?

APPLY

- How can we be sure we are making an informed decision when voting in elections? What issues are important to consider? Which issues are not relevant (or should not be relevant)?

- How can we find out reliable information about candidates? What are some unreliable news sources?

- What are the benefits of democratic elections? The disadvantages of these elections?

- How can campaign speeches and slogans affect real elections? How do politics affect real elections?
Greenville's elections are coming up. There are a number of positions for which candidates are actively campaigning. Read about the different offices, the candidates running for office, and place your vote.

**School Board**
Job Description:
This position entails voting on matters relating to the county’s education system, such as salaries, the selection of major school positions, funding for buildings and resources, curriculum, etc.

Candidates:
#1 Kitty Wilder, 40, is a high school math teacher. Kitty has lived in Greenville all her life. She is married, but she has no children. She has been very involved in all aspects of the high school she works at: she has served as the Activities Director, and is a member of the library and curriculum committees. She was named her high school’s “Teacher of the Year” and has received state honors for Excellence in Math Teaching. She feels her knowledge of the school system as an insider makes her the most qualified candidate for the position.

#2 Andrea Williams, 45, is an engineer. She has lived in Greenville for twenty years, and she has two children who graduated from Greenville’s education system and two children in school presently. She is active in the Parent Teacher Association, serving two terms as President, and has volunteered for the school booster program. She feels her experience as a parent-participant in the school system has enabled her to witness problems and needs that aren’t met by the current Board, and that as a parent and someone who works outside the system, she could offer a fresh perspective.

**Soil and Water Conservation District Director**
Job Description:
The person elected to this position will regulate the rules and policies associated with the conservation of soil and water. This person should have knowledge of soil and water conservation issues and their relationship to other businesses, primarily agriculture.

Candidates:
#1 Derek Carter is a 23-year-old recent college graduate with a degree in Soil Sciences. He is unmarried and has lived in Greenville his entire life. He was captain of his high school soil judging team, which placed second in the state his senior year. He volunteered for the Soil and Water Conservation Board throughout his youth and received one of ten Congressional Environmental Awards given by the United States President. He is currently working in the citrus industry. He believes he will offer a fresh perspective to the District and has more up-to-date knowledge that will bring the District into the 21st century.

#2 John Glassgold, 60, is a retired dairy farmer. He has been the Director for 12 years and has an excellent relationship with other city officials and prominent local farmers. He was accused last year of sexual harassment by a former secretary. He is married with four children and eight grandchildren. He believes that this position needs someone who is experienced and knows the system, both economically and politically. Before his retirement, his farm received a state Agriculture Conservation Award for Environmental Consciousness.
County Commissioner
Job Description:
Represent the average citizen when determining county rules and regulations. Must be knowledgeable of county concerns, population demographics, businesses, etc.

Candidates:
#1 Alison Torrez, 35, is assistant vice president of a local juice processing plant. She is a divorced mother of two boys, ages 10 and 6. She is very active in the community and was awarded Greenville's Volunteer of the Year Award. She serves on the Board for the county little league program, she organized a music festival which raised thousands of dollars for local handicapped citizens, and she founded the local Habitat for Humanity organization. She has always participated heavily in local government, attending and speaking at commissioner meetings, helping to create bills for the state legislature, and lobbying for causes that affect Greenville citizens. She was instrumental in keeping a dump that wanted to locate near Greenville out of the area. She believes she has the community and business experience that will allow her to represent county citizens well.

#2 James Washington, 35, has been the Director of the local Boys' and Girls' Club for five years. He has been married for two years, and his wife is expecting their first child in four months. He is a very active member of Greenville Baptist Church, serving as the Youth Leader and Bible School Coordinator. A singer and guitar player, he volunteers his time performing at local hospitals and nursing homes. He served one term as a City Council member and was involved in creating the city-wide Recycling Program Policy. He feels he is knowledgeable of the area's political system, and wants to use this knowledge at a county level.
**Greenville Elections**
Select the candidate you prefer for each position.

**School Board**
- #1 Kitty Wilder
- #2 Andrea Williams

**Soil and Water Conservation District Director**
- #1 Derek Carter
- #2 John Glassgold

**County Commissioner**
- #1 Alison Torrez
- #2 James Washington
Activity 9: Consensus on Consensus

Consensus is a form of group decision-making. It “produces an innovative, creative and high-quality decision; elicits commitment by all members to implement the decision; uses the resources of all members; the future decision-making ability of the group is enhanced; useful in making serious, important, and complex decisions to which all members are to be committed.”

The difficulty in achieving true consensus is often not explored. Consensus building “takes a great deal of time and psychological energy and a high level of member skill; time pressure must be minimal, and there must be no emergency in progress.”

DO

- Have participants fill out CONSENSUS Activity Sheets.
- Pair youth. Have individuals compare their answers with their partners and come to a consensus. Have pairs record their new answers in the appropriate column on the Activity Sheet.
- Have the partners get together with another pair. Again, they must compare answers and come to a consensus. Record the new answers in the appropriate column on the Activity Sheet.
- Bring all the participants back together after small groups have come to a consensus (or if it is taking a long amount of time). Have the groups present their answers to the rest of the participants. If the group is not too large, and there is time, you may try to create a large group consensus regarding the answers.
- Go over correct answers. Hand out GUIDELINES TO ACHIEVING CONSENSUS Information Sheet.

REFLECT

- Did it get increasingly difficult to come to a consensus as the groups got larger? Why or why not?
- Did you feel like your reasons were listened to by others? Why or why not?
- What strategies did you use to come to a consensus within the groups? Were they effective? What were some of the ineffective strategies used by group members?

APPLY

- List some situations in which decisions must be made by consensus.
- How can groups improve their group decision-making skills?
CONSENSUS

When you are in a group and a decision must be made, to what extent do the following statements express your beliefs?

Very True  1  2  3  4  5  Very False

1. A person who says nothing consents.  
   
2. Decision-making is always painstaking and takes a long time.  
   
3. More often than not, the majority is right.  
   
4. In reality, consensus is the only true group decision.  
   
5. In any case, the will of the strongest prevails.  

GUIDELINES FOR ACHIEVING CONSENSUS

1. Avoid *arguing* for your positions. Present your position as clearly and logically as possible, but be considerate of members' previous reactions to your point.

2. Avoid "win-lose" stalemates. There does not need to be a winner and a loser in the discussion. When this occurs, look for the next most acceptable alternative for both parties.

3. Avoid changing your mind just to avoid conflict and to reach agreement. Be flexible, but do not yield unless the person provides logically sound information.

4. Avoid conflict-reducing techniques such as the majority vote, averaging, bargaining, coin flipping, and the like. Treat differences of opinion as an indication of a lack of information about the relevant issues. Encourage participants to share the information that formed their opinions.

5. View differences of opinion as normal and helpful to the group instead of detrimental. Usually, the more ideas expressed, the greater the likelihood of conflict. However, more knowledge and resources become available to the group.

6. Be suspicious of initial agreements. Question and explore reasons behind members' agreement.
Activity 10: Lost on the Moon

Have you heard the saying “the whole is greater than the sum of the parts?” Many times this is true in group decision-making processes. Individually, when we make decisions, we rely on our own knowledge and perceptions of a situation. However, when we work with groups, we can share knowledge and combine ideas that can result in a more beneficial solution. Working with groups may take longer, but oftentimes, the solution is better.

**OBJECTIVES:**
For youth to:
- experience problems and potentials of group decision making.
- make decisions by consensus.
- relate group decision making to life skills.

**LIFE SKILLS:**
- Group decision-making skills.

**MATERIALS:**
- Copies of LOST ON THE MOON Activity Sheet for each youth
- Copies of LOST ON THE MOON Scoring Key for each youth
- Flip chart or board
- Paper and Pencils

**TIME:**
1 hour and 30 minutes

**SETTING:**
Comfortable room for working in small groups.

**DO**
- Select two or three students who are competent in arithmetic to serve as the scoring committee. They can participate in the individual portion of the exercise and observe the rest.
- Divide the youth into groups of five or six members. Each participant will need an area in which to write.
- Hand out copies of the LOST ON THE MOON Activity Sheet to each participant. Read the instructions aloud and allow each participant to work independently, rank each item in order of its importance, and record the ranking on both sheets.
- As the participants finish, have the scoring committee collect each of their forms.
- Have the scoring committee total the individual scores by comparing them with the key. For each item, the score is the absolute difference between the student’s ranking and the correct ranking. The total score is the sum of the scores for each item. The lowest score is the best. Work an example with the group. The committee should also compute the average individual score and the range of individual scores for each group.
- Ask each group to complete one ranking representing the decision of the whole group. Emphasize that decisions are to be based as much as possible on logic and fact rather than on any personal preference and should represent common agreement among group members rather than a simple majority vote. At this point, discussion may become quite animated, and a group should have plenty of time to reach its decision.
- As the groups finish, have the scoring committee collect and score the group sheets by the same method used for the individual forms. The scoring committee should also calculate the difference between each group's score and the average individual score for that group's members. The committee then prepares a sheet for each group listing the average individual score, the range of individual scores, the group score, and differences between the average individual and group scores.
- Begin by explaining the scoring key and the scoring method. Give each group the final sheet prepared by the scoring committee and ask the groups to discuss the results separately for ten or fifteen minutes.
REFLECT

- Often the group that has taken the greatest amount of time to reach their decision will have the best score. Also, it is not uncommon to find the groups' scores will be better than the group average and any individual score within the groups. What did you learn from this method?

- What are the advantages and disadvantages of group decision-making?

- How did you feel working in the group?

- What were the different roles played by group members?

- What are some of the styles of group decision making and their consequences?

- Why is identifying member resources important?

APPLY

- When will you be using group decision making skills in the future?

- How can this ability help you in the future? In your career?
**LOST ON THE MOON**

You are on a space crew originally scheduled to meet with the mother ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crash land at a spot some 200 miles from the meeting point. The rough landing damaged much of the equipment on board. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the trip. Below are the 15 items left intact after landing. Your task is to rank them in terms of their importance to your crew in its attempt to reach the meeting point. Place number 1 by the most important item through to number 15, the least important item.

- Box of matches
- Food concentrate
- 50 feet of nylon rope
- Parachute silk
- Portable heating unit
- Two .45 caliber pistols
- One case dehydrated milk
- Two 100-pound tanks of oxygen
- Stellar map (of moon's constellation)
- Life raft
- Magnetic compass
- Five gallons of water
- Signal flares
- First-aid kit containing injection needles
- Solar-powered FM receiver transmitter
Listed below are the correct rankings for the LOST ON THE MOON items, along with the reasons for the rankings provided by the NASA's space survival unit.

1. Two 100-pound tanks of oxygen  
   Fills respiration requirement

2. Five gallons of water  
   Replenishes losses by sweating, etc.

3. Stellar map of moon's constellation  
   One of the principal means of finding directions

4. Food concentrate  
   Supply daily food required

5. Solar-powered FM receiver transmitter  
   Distress signal transmitter, possible communication with mother ship

6. 50 feet of nylon rope  
   Useful in tying injured, help in climbing

7. First-aid kit containing injection needles  
   Oral pills or injection medicine valuable

8. Parachute silk  
   Shelter against sun's rays

9. Life raft  
   CO₂ bottles for self-propulsion across chasm

10. Signal flare  
    Distress call within the line of sight

11. Two .45 caliber pistols  
    Self propulsion devices could be made from them

12. One case dehydrated milk  
    Food or mixed with water for drinking

13. Portable heating unit  
    Only if party landed on dark side

14. Magnetic compass  
    Probably no magnetized poles; useless

15. Box of matches  
    Little or no use on the moon
Activity 11: Marooned!

The main purpose of this activity is to practice decision making and how to come to a consensus. There are seven steps to coming to a consensus:

COMING TO A CONSENSUS
1. What is the group trying to decide? (This must be clear to everyone.)
2. Provide a few minutes for all to clarify their own thoughts, feelings, and ideas on the issue to be decided.
3. What are all the different possibilities? Brainstorm solutions if they are not already presented (in this activity they are already presented.)
4. What are the pros and cons of each possibility? Ask for everyone’s input.
5. What suggestion or combination of suggestions do we choose? Again, ask for everyone’s input.
6. Stress the need for everyone’s agreement on one decision.
7. Continue debate until agreement or consensus is achieved.

STEPS FOR DECISION MAKING (from Leadership: Skills You Never Outgrow)
1. Define the problem. (Seven people are stranded on an island; only one person is able to leave.)
2. Gather information. (Find out information about each person. What talents and skills do each possess?)
3. List the alternatives for solving the problem. (Think of possible choices of persons leaving the island and those remaining. How could each person contribute to life on the island?)
4. Decide on action. (Using the information and considering possible alternatives, decide on the person. Remember, there must be a consensus, so some persuasion and negotiation will probably occur.)
5. Take action. (Impossible in this activity.)
6. Evaluate the results. (In a normal situation, after the action is taken, one would evaluate the decision.)

DO
- Ask for seven volunteers to sit in the circle.
- Hand out MAROONED Activity Sheets to everyone. Assign each person in the middle circle one of the roles and allow the group to read the instructions.
- Allow twenty minutes for discussion (the plane takes off in twenty minutes, whether they have come to a decision or not.) Tell those on the outside of the circle to observe the debate. (Or you can divide into groups of seven and have everyone participate and come up with a decision.)
- Every five minutes, tell the participants how much time they have left. Remember, the participants must come to a consensus!
- Hand out copies of the DECISION MAKING/CONSENSUS Information Sheet and discuss with participants.
REFLECT

- How many males and females are on the island?
- Did the group stick to the stereotypical roles or did you embellish?

  For example, the elderly diabetic man could have been the President, the pregnant woman could have been the Vice President's wife, the teen-aged girl could have been an Olympic Gold Medalist, the Catholic Priest-the pope, the doctor may not have been a medical doctor but a doctor in economics or English, the American scientist could have been an astronaut, and the Vice President could have been a woman.

- How did the group eventually come to a consensus?
- What problems did the group encounter during the decision making process?

APPLY

- What are some situations you have been in where a consensus and not just a simple majority has been necessary?
- What are some of the strategies used in this activity that can be applied towards decision making and consensus building in real life situations?
MAROONED!

Somewhere in the middle of the Pacific Ocean, a beautiful and uninhabited island exists. As a result of a plane crash, seven people have been marooned on the island:

- a pregnant woman
- a teen-aged girl
- an elderly diabetic man
- a Catholic priest
- an internationally famous doctor
- a well-known American scientist
- the Vice President of the United States

A rescue plane stumbles upon the island, but can pick up only one of the seven. The chances of a second trip by the plane are remote (but not impossible) because the island is uncharted. The people left on the island will not starve but they must be able to meet necessary biological and social needs in order to survive.

The problem: WHICH PERSON SHOULD BE ALLOWED TO MAKE THE PLANE TRIP HOME?

Your choice:

___________________________________

Group’s choice:

___________________________________
**DECISION MAKING/GROUP CONSENSUS**

**Decision Making**
1. Define the problem. (Seven people are stranded on an island; only one person is able to leave.)
2. Gather information. (Find out information about each person. What talents and skills do each possess?)
3. List the alternatives for solving the problem. (Think of possible choices of persons leaving the island and those remaining. How could each person contribute to life on the island?)
4. Decide on an action. (Using the information and considering possible alternatives, decide on the person. Remember, there must be a consensus, so some persuasion and negotiation will probably occur.)
5. Take action. (Impossible in this activity.)

**Consensus Building**
1. What is the group trying to decide?
2. Provide a few minutes for all to clarify their own thoughts, feelings, and ideas on the issue to be decided.
3. What are all the different possibilities? Brainstorm solutions if they are not already presented (in this activity they are already presented.)
4. What are the pros and cons of each possibility? Ask for everyone's input.
5. What suggestion or combination of suggestions do we choose? Again, ask for everyone's input.
6. Stress the need for everyone's agreement on one decision.
7. Continue debate until agreement or consensus is achieved.
Activity 12: Fallout Shelter

There will probably be many times you will have to make a group decision. This can sometimes be difficult, as everyone has different needs and values, each affecting his or her decision. We must make sure we listen to others and be considerate of their opinions when making decisions as a group. When group members do not listen to each other and are not considerate of each other’s needs and values, conflict can arise.

Conflict not only arises from differences in values but also limited resources. This activity combines both of those causes of conflict. When resources are scarce, competition that usually results in conflict occurs.

DO
- Divide youth into groups of ten and hand out one FALLOUT SHELTER role to each participant. Tell youth they are to play the role they are given.
- Pass out copies of the FALLOUT SHELTER Activity Sheet to participants. Read the instructions out loud to the youth and have them select their choices on their own.
- After youth have selected their choices, instruct the group to decide as a whole who should stay in the Shelter. They will have 30 minutes.

REFLECT
- How did you come to your conclusion as to who should be left in the shelter?
- Did the group come to a consensus immediately about any one character? Who? Which characters were the most controversial? Why?
- Was it easy or difficult to change others’ opinions? How did you persuade others to change their opinion? How did others persuade you to change yours?
- Which negotiation techniques were most effective? Least effective?
- How did it feel determining the character’s value to society?

APPLY
- How do values affect your life decisions?
- How will you use your negotiation skills in the future?
- Everyone has different values. How can you become more aware of others’ values? How can knowing others’ values affect your leadership decisions?
**FALLOUT SHELTER**

Enemy forces have launched nuclear missiles towards the United States. The target time is exactly thirty minutes. There is a fallout shelter, but there are ten people and only five spaces available. Which five should be allowed to survive and begin a new human race?

<table>
<thead>
<tr>
<th>My Choices</th>
<th>Group's Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Female doctor, cannot have children</td>
</tr>
<tr>
<td></td>
<td>2. College graduate, male, accountant, married to homemaker</td>
</tr>
<tr>
<td></td>
<td>3. Homemaker, 39-year-old female, alcoholic, married to accountant</td>
</tr>
<tr>
<td></td>
<td>4. Farmer, does not need modern equipment</td>
</tr>
<tr>
<td></td>
<td>5. Black militant, second year medical student</td>
</tr>
<tr>
<td></td>
<td>6. Sixteen-year-old girl, pregnant</td>
</tr>
<tr>
<td></td>
<td>7. Religious leader, 54 years old</td>
</tr>
<tr>
<td></td>
<td>8. Scientist, racist</td>
</tr>
<tr>
<td></td>
<td>9. Police officer with a gun</td>
</tr>
<tr>
<td></td>
<td>10. Olympic athlete, smokes marijuana</td>
</tr>
</tbody>
</table>
FALLOUT SHELTER - Individual Roles

Female doctor, cannot have children

College graduate, male, accountant, married to homemaker

Homemaker, 39-year-old female, alcoholic

Farmer, does not need modern equipment

Black militant, second year medical student

Sixteen-year-old girl, pregnant

Religious leader, 54 years old

Scientist, racist

Police officer with a gun

Olympic athlete, smokes marijuana
Activity 13: Who Should Be Rescued?

Gathering information is very important when making decisions. When we do not know all of the facts regarding a situation, we are not able to make an informed decision. Sometimes a small change in the amount of information known can completely change the decision made! Gathering facts when making decisions is especially important in groups. Our responsibility as leaders is to make sure all of the facts are communicated to group members so sound decisions can be made.

**OBJECTIVES:**
For youth to:
- make decisions with varying amounts of information.
- realize the importance of gathering information when making decisions.
- learn how the outcomes change with different amounts of information.

**LIFE SKILLS:**
- Making decisions.
- Gathering information and research.

**MATERIALS:**
- WHO SHOULD BE RESCUED?-A
- WHO SHOULD BE RESCUED?-B
- WHO SHOULD BE RESCUED?-C
- Pens or pencils
- Flip chart or dry erase board
- Markers

**TIME:**
1 hour

**SETTING:**
Comfortable room with moveable chairs.

**DO**
- Divide participants into three groups and have the groups separate themselves so they cannot hear what another group is discussing.
- Give one group WHO SHOULD BE RESCUED?-A, give group two WHO SHOULD BE RESCUED?-B, and give the third group WHO SHOULD BE RESCUED?-C.
- Read the instruction paragraph aloud and explain that they will have 30 minutes to make a decision. Do not let the groups know that their situations are the same except for the varying amounts of information given.
- After 30 minutes are up, have each group, starting with group A, name the person they selected and the reasons why they selected that person. Keep track of the choices and the reasons on the flip chart or dry erase board.

**REFLECT**
- Were the groups’ decisions different from each other? Why or why not?
- Were the groups’ reasons different based on the amount of information each group received? Did you change your mind about your group’s decision when you listened to the information given other groups? Why or why not?
- What information was most important to you in making your decisions? What information was most important to your group? What does this activity tell you about the importance of information in making decisions?

**APPLY**
- Why is gathering information important when making life decisions? What could happen if we do not have all the information about a decision?
- How can we make sure we are making informed decisions in life situations?
- Can you think of examples when poor decisions were made because of a lack of information? What happened? How could this have been prevented?
WHO SHOULD BE RESCUED? - A

An unforeseen but tragic event occurred in connection with a thermonuclear test being conducted in the Pacific Ocean area. As it was seeking to move out of the area of lethal radioactive fallout, a relatively large semiprivate yacht suffered a total breakdown of power and has been drifting helplessly without radio communication for several days. The ship has been discovered by a small sea plane that has room to take off with the pilot and only one of the passengers. The test is scheduled to take place within the next hour and there is no possibility of contacting the test control center to delay the explosion.

A decision must be made as to which one of the following members of the group will be taken by the sea plane and pilot to safety. Only the pilot can fly a plane.

1. A U. S. Senator
2. An artist
3. A business executive
4. A minister
5. A university professor
6. A grandmother
7. A military officer
8. An American diplomat
9. A young doctor
10. A 12-year-old child

Understand the members of your discussion group do not represent the group on the ship. You must, however, decide what person is to be rescued, select one of your members to report the decision and your justification for it.

Group decision: ________________________________

Justification:
An unforeseen, but tragic event has occurred in connection with a thermonuclear test being conducted in the Pacific Ocean area. As it was seeking to move out of the area of lethal radioactive fallout, a relatively large semiprivate yacht suffered a total breakdown of power and has been drifting helplessly without radio communication for several days. The ship has been discovered by a small sea plane that has room to take off with the pilot and only one of the passengers. The test is scheduled to take place within the next hour and there is no possibility of contacting the test control center to delay the explosion.

A decision must be made as to which one of the following members of the group will be taken by the sea plane and pilot to safety. Only the pilot can fly a plane.

1. A U.S. Senator, with 12 years experience and extensive knowledge of the Chinese and their culture.
2. A brilliant but immoral artist.
3. A key business executive in one of the country's most important industries.
4. An established minister from one of the largest faiths.
5. A professor of humanities of American Indian descent in a large university and author of several influential works.
6. An employed grandmother who heads an organization serving and improving the welfare of the economically disadvantaged.
7. A military officer with experience in the space program and the rank of a three-star general.
8. A Latin American diplomat from a country generally critical of U.S. policies and programs.
10. A 12-year-old, mentally retarded child.

Understand that the members of your discussion group do not represent the group on the ship. You must, however, decide what person is to be rescued, select one of your members to report the decision and your justification for it.

Group's choice: _______________________________________________

Justification:
WHO SHOULD BE RESCUED? - C

An unforeseen, but tragic event has occurred in connection with a thermonuclear test being conducted in the Pacific Ocean area. As it was seeking to move out of the area of lethal radioactive fallout, a relatively large semiprivate yacht suffered a total breakdown of power and has been drifting helplessly without radio communications for several days. The ship has been discovered by a small sea plane that has room to take off with the pilot and only one of the passengers. The test is scheduled to take place within the next hour and there is no possibility of contacting the test control center to delay the explosion.

A decision must be made as to which one of the following members of the group will be taken by the sea plane and pilot to safety. Only the pilot can fly a plane.

1. A U.S. Senator, with 12 years experience and extensive knowledge of the Chinese and their culture, husband of the professor.
2. A brilliant but immoral artist, a white woman, wife of the doctor.
3. A key business executive in one of the country's most important industries, married to the military leader.
4. An established minister from one the largest faiths, Buddhism.
5. A professor of humanities of American Indian descent in a large university and author of several influential works, married to the senator.
6. An employed grandmother who heads an organization serving and improving the welfare of the economically disadvantaged, wife of the diplomat.
7. A military officer with experience in the Russian space program and the rank of a three-star general, married to the business executive.
8. A Latin American diplomat from a country generally critical of U.S. policies and programs, married to the grandmother.
9. A young African-American doctor who has just finished residency, married to the artist.
10. A 12-year-old mentally retarded child with a prognosis of deteriorating mental condition, child of the doctor and the artist.

Understand that the members of your discussion group do not represent the group on the ship. You must, however, decide what person is to be rescued, select one of your members to report the decision and your justification for it.

Group's decision: ______________________________________

Justification:
Activity 14: Psychic Discovery

There will be times when we must examine our values and take a stand on an issue. There will be others who will disagree with us and fight our opinions. By learning negotiation and persuasion skills while maintaining sensitivity to the other person’s value system, we are better prepared for situations that involve conflicting views of sensitive issues.

**OBJECTIVES:**
For youth to:
- learn negotiation skills.
- have an opportunity to publicly affirm their stand on a value issue.
- explore and understand one’s values as well as the values of others.
- improve abilities to work with others in a small group setting.

**LIFE SKILLS:**
- Incorporate values in a small group negotiation situation.
- Learn the importance of seeing both sides of a conflict situation.
- Communication.

**MATERIALS:**
- Copies of PSYCHIC DISCOVERY Activity Sheet for each youth
- Flip chart
- Markers

**TIME:**
1 hour

**SETTING:**
Comfortable room with moveable tables and chairs.

**DO**
- Hand the PSYCHIC DISCOVERY Activity Sheet to all of the participants and allow them time to read.
- Have participants break into pairs and discuss their predictions about the use of this power in the five "Areas of Life" mentioned on the Activity Sheet. Individuals should then make a decision for or against the use of the power.
- Have group reconvene and vote on whether the power should be used. Divide participants into a "yes" group and a "no" group.
- Have groups meet separately to caucus their reasons for taking their particular position.
- Each side should then present its position to the other side. One group listens while the other group talks.
- Have the groups reverse their positions and present the arguments of the other side.
- Have participants re-vote.

**REFLECT**
- On what basis did you make your initial selection? Why?
- How did the conversation with your partner affect your decision? Did most partners have the same decision? Why?
- Did you change your vote after presenting both sides of the issue? Why or why not?
- What were some of the advantages of presenting both views of the conflict? The disadvantages?

**APPLY**
- Why is important to be able to see both sides of conflict? In what situations can this be beneficial?
A group of scientists discovered a method of teaching people how to develop their psychic powers. This ability would allow a person to know the deepest thoughts and feelings consciously experienced by another person. The scientists made a presentation to the United Nations proposing all the countries of the world to make use of this discovery by teaching their citizens how to develop this power. The power could be used only if all the countries accepted the proposal so that no country would have an advantage. Each nation attempted to assess the impact of the use of this discovery on all aspects of personal, national, and international life in order to vote correctly on whether this proposal should be accepted. They investigated and explored the impact of this proposal on:

a. a person's sense of self-identity and self-protection
b. personal interaction with friends, companions, and enemies
c. marriages
d. intergroup and interracial relationships
e. national and world politics

If you were part of a United Nations commission studying this question, what would your predictions be about the possible good and bad consequences of the use of this psychic power by all the peoples of the world? As a member of this commission, would you vote for the acceptance and use of this psychic power by all the nations of the world? Try to make some concrete predictions of what would happen by the use of this psychic power in all the five areas of life indicated above.
PURPOSE:
For youth to practice their management of different resources.

OBJECTIVES:
For youth to:
- identify personal resources.
- develop time management skills.
- demonstrate the importance of delegating and sharing responsibility.
- put together a budget and practice money management.
- run productive meetings.
- practice Parliamentary Procedure.

KEY CONCEPTS
Good management skills is another key to effective leadership. In fact, the effective management of resources is one criterion to measure group effectiveness. Our responsibility as leaders is to manage our group’s resources so that they can be put to good use for the betterment of the organization and to accomplish the group’s goals.

What are resources? Resources, in the leadership sense, are anything that can be used by a group to help accomplish its goal. Identifying resources is essential for getting the most out of a group, as group members are able to see what they can accomplish collectively. Resources include people, money, skills, personal contacts, and time. Once resources are identified, they must be managed in order to be used fully.

Prioritizing needs is an important part of managing scarce resources. Organizing time, managing stress, and planning budgets are just a few examples of the management tasks leaders must complete. Time management skills are crucial, not just for leaders but

LEARNING ACTIVITIES
Activity 1: Identify personal resources in REALIZING RESOURCES.
Activity 2: Evaluate time management skills in TAKE THE TIME!
Activity 3: Identify distractions that waste time in TIME WASTERS.
Activity 4: Appraise personal time management skills in HOW DO YOU SPEND YOUR TIME?
KEY CONCEPTS (continued)

for everyone. Realizing and eliminating what wastes time and then prioritizing tasks that need to be accomplished are some of the first steps to managing personal time. Groups need to practice time management strategies also; groups usually take longer to accomplish tasks than individuals, and setting deadlines can help groups stay aware of the time factor. Feelings of stress are related to life crises and can be increased if someone does not have good time management skills. Practicing time management strategies can help eliminate some of the effects stress causes.

Most organizations face financial limitations; therefore, knowing how to create and stick to a budget is important for getting the most out of a group’s financial resources. Giving someone responsibility for the group’s finances (whether it is by electing a treasurer or appointing a finance director) is the way most groups manage money.

Managing others is another key to being an effective leader. Running meetings, delegating, and group goal setting are important skills for working with others. Organizing and leading productive meetings can increase the amount of business completed in a lesser amount of time. Parliamentary Procedure is a common method for keeping order during meetings.

Delegating tasks to others is essential to management; it increases motivation because members are taking action, and it takes some of the responsibilities away from the leaders. Another way to keep motivation up is to set high but attainable goals and STICK TO THEM.

LEARNING ACTIVITIES

Activity 5: Identify stressful life situations and compute personal stress score in STRESS TEST.

Activity 6: Learn the importance of delegating and sharing responsibility in THE INDISPENSABLE TIGER.

Activity 7: Practice delegating tasks in DETAIL DELEGATION.

Activity 8: Set short- and long-term goals in GOAL SETTING.

Activity 9: Organize a special events budget in BUDGET PLANNING.

Activity 10: Prioritize expenses when resources are limited with BUDGET CUTS.

Activity 11: Determine common meeting problems and their solutions in MAKING MEETINGS FUN.

Activity 12: Discuss and solve meeting problems with MEETING MANAGEMENT.

Activity 13: Improve personal Parliamentary Procedure skills in ARE YOU A PARLIAMENTARY PRO?

Activity 14: Apply Parliamentary Procedure to meeting situations in PARLIAMENTARY PROBLEMS.
The leader’s responsibility is to make sure the group achieves its goals, no matter what the goals are. By learning how to become a manager, guiding our group to the achievement of their goals will become easier.

After completing the chosen activities, review and wrap up this lesson using these key questions:

**REFLECT**
- List examples of resources.
- What are some ways one can manage the above resources efficiently?
- Why is delegation important? What happens when a leader does not delegate?
- Why are meetings important? How can one make meetings more productive?

**APPLY**
- Sometimes, the resources we need are scarce. Think back to a time when you had to complete a task with fewer resources than you needed. How did you do it?
- How can we better manage our own personal resources? How can we improve our skills when managing others?
- Evaluate your club meetings. Determine the problems, and using the knowledge you learned from this lesson, improve or solve the meeting problems.
Activity 1: Realizing Resources

Resources are not just tangible items like money, supplies, and facilities. Our skills, talents, and abilities are personal resources that we can contribute to projects. When we combine our resources with those of others, we find that almost anything is possible.

**DO**
- Divide participants into groups of 3-4.
- Have each brainstorm lists of specific groups of people who are facing problems (cancer victims, natural disaster victims, etc.).
- After a sizeable list has been created, have the group narrow their list to one that they feel strongly about. Have the group come to a consensus when deciding what their issue will be.
- Once group members have selected one topic, hand out MY RESOURCES Activity Sheets. Have members think of individual ways that they can help that group. Encourage youth to think of specific resources they have that they can offer. Have individuals write their contributions on the Activity Sheet.
- Once individuals have completed their individual MY RESOURCES Activity Sheet, have them show their lists to the others within their small group. Using the flip chart paper and markers, have each small group write their issue and the collective resources available for assisting that group. Considering the resources available to them, have members come up with a plan of action for how they can help those in need.

**REFLECT**
- Why is it important to know what personal resources we possess?
- What do you feel is your most valuable personal resource? Do you use this to its full potential? How can you use it more?

**APPLY**
- In what areas can you use your personal resources?
MY RESOURCES

Group Topic:

Personal Resources:

What the Group can do:
Activity 2: **Take the Time!**

We sometimes go about managing our time in incorrect and inefficient ways. By making assumptions about time management, we often can undermine our attempts to manage our time. By realizing our misconceptions regarding time, we can improve our time management skills.

**OBJECTIVES:**
For youth to:
- examine their thoughts regarding time management strategies.
- evaluate their own time management skills.

**LIFE SKILLS:**
- Time management skills.

**MATERIALS:**
- Copies of TAKE THE TIME Activity Sheet for each youth
- Pens or pencils

**TIME:**
20 minutes

**SETTING:**
Comfortable room with tables and chairs.

**DO**
- Hand out copies of the TAKE THE TIME Activity Sheet to all participants.
- Give youth about five minutes to fill out the Activity Sheet.
- After participants have completed the Activity Sheet, lead a discussion using the TAKE THE TIME Answer Key.

**REFLECT**
- What did you learn about time management that you did not know before?
- Did any of the answers surprise you? Why or why not? Did you agree with all of the answers? Why or why not?
- What did this activity tell you about your time management skills and knowledge?

**APPLY**
- How can you use this information to improve your time managing skills?
- Which questions applied to your lifestyle the most? Which areas do you need the most improvement?
1. **False.** There is no way to save time. All you can do is spend time. When you plan to save time, you really mean less time will be spent on particular tasks. This "saved" time cannot be banked for future spending. It must all be spent now. Too often we reduce time in one area only to have other activities expand to fill the gap.

   **Strategy:** Stop concentrating on how to save time. Instead, focus on how to spend time. The only way to manage your time better is to spend it more wisely.

2. **False.** Being busy does not necessarily mean achieving results. This assumption is undoubtedly anchored early in life when parents and teachers continually admonished you to "keep busy." As a result, it is common to jump right into something without spending adequate time for thinking and planning. Time is consumed with nothing much to show for it.

   **Strategy:** Spend some time each day thinking about your activities. Adequate thought before acting usually leads to much better results.

3. **False.** Working "smarter" always beats working harder. From childhood you've heard, "IF at first you don't succeed, try, try, again." The problem, of course, is not so simple. Sometimes working harder is the best way. More often, there is a way to shorten the task, eliminate or combine steps, and actually work more easily while getting more done. People who only work harder often put in long hours, take work home, and suffer from stress. Yet there is little to show for their efforts.

   **Strategy:** Work "smarter," not harder. Find ways to reduce the number of tasks. Make the job easier or quicker and you'll probably also make it more efficient.

4. **False.** Doing it yourself may seem faster and better in the short run, but it is not in the long run. As long as you believe that only you can do it right or faster, little will be delegated. Teaching group members or family members at home is one of the most neglected tasks for many time managers.

   **Strategy:** Recognize that future rewards are closely tied to the efforts of those around you. Not only are your talents and time limited, but failing to develop skills in others will hurt both you and them in the long run. The stories about the college student who could not operate a washing machine or the spouse who could not cook a meal illustrate this point.
5. **False.** Failing to properly identify the problem is probably the greatest difficulty in solving it. The temptation to jump in and start swinging is strong. The symptoms are attacked while the problem remains untouched.

   **Strategy:** Do not assume that symptoms are problems. To really understand the nature of a problem will probably require obtaining more information. For instance, do not just say the telephone is a problem. Keep track of how many calls are received, from whom, about what, at what times, and for how long. With this approach you will find that many problems carry with them the seed of their own solution.

6. **False.** Too many people accept crisis and confusion as part of life. "planning just won't work for me." What nonsense! Just about anything can be planned. Those random, unique, hectic days follow some kind of pattern and you have the key for anticipating future events.

   **Strategy:** Identify the patterns involved in your life, then use this information in planning and scheduling your day. Expect the unexpected by allowing time for flexibility.

7. **False.** Efficiency does not necessarily lead to effectiveness. The problem lies in equating the two concepts. Efficiency is concerned with the resources used to do something. This is commonly measured in money, hours, or materials needed to complete a task. To be efficient is to use the fewest resources for a given task. Effectiveness, on the other hand, refers to reaching your objective. Many people believe that being more efficient will make them more effective. Unfortunately, they may become quite efficient doing things that contribute little to reaching a goal. As Peter Drucker, a noted management expert, stated, "Doing the right thing is more important than doing things right."

   **Strategy:** Focus first on effectiveness, then on efficiency. Determine first what you should be doing. Then ask "how can it be done most efficiently?" In other words, do the right things right.
8. **False.** Cutting management tasks short often costs vast amounts of time. Important tasks such as organizing or delegating to others are often neglected. Instead, far less important tasks that may appear urgent are given priority. Whenever important tasks wait while urgent ones get attention, a problem is created. Urgent things must be done of course, but not every matter that appears urgent really is.

**Strategy:** Given your objectives, determine which ones are most and least important. Look for short cuts in the routine. Eliminate trivial activities. Allow enough time for really important things.

9. **False.** Managing time better involves spending the appropriate amount of time on every task. This may mean cutting time for some tasks and increasing the time commitment for others. Perhaps time can be cut for meetings, waiting time, and idle conversations. You will want to increase time spent for such activities as planning, thinking, or being with your family.

**Strategy:** Review your objectives and activities. Keep a time log for a week or two. What areas should take less time? More time? Develop the proper balance for what you’re trying to accomplish.

10. **False.** Everyone has all the time available. While it is true that no one seems to have enough time, there simply is not any more time to have. The problem is not the amount of time, but how you spend it. The only way to accomplish your goals is to manage time. Otherwise, the demands from others will determine how your time is spent. Unfortunately, most people are too action-oriented to spend much time thinking through their goals and plans to achieve them.

**Strategy:** Think about who you are and what you are trying to accomplish. Write down your goals. Indicate which ones have a higher priority. Rearrange your life so more time can be spent on high-priority items. You will be amazed at how much time you really do have.
TAKE THE TIME

Answer True or False for each of the following statements.

1. _____ If you really look, you can probably find many ways to save time.

2. _____ Being busy and active is the best way to get the most done.

3. _____ Time problems can usually be solved by working harder.

4. _____ The best advice is "If you want it done right, you'd better do it yourself."

5. _____ Finding the problem is easy; it's finding the solution that's difficult.

6. _____ Most ordinary day-to-day activities don't need to be planned, and probably can't be anyway.

7. _____ People who concentrate on doing things efficiently are also the most effective time managers.

8. _____ A good way to reduce time waste is to look for management shortcuts.

9. _____ Better time management primarily requires cutting the amount of time it takes to accomplish a task.

10. _____ No one ever has enough time.
Activity 3: Time Wasters

As leaders, we often take on more and more responsibilities. These additional responsibilities take up time. Time is probably one of our most valuable resources. By learning to manage time, we are not only able to take care of our responsibilities, but we will also be less stressed.

One way to manage time is to identify our goals. Once these have been identified, time management becomes a process of allocating time to important tasks. Effective time management means scheduling projects throughout the day, week, month, and year. Incentives all affect one’s level of motivation.

DO
- Distribute TIME WASTERS Activity Sheet to participants.
- Have youth read the list of common time wasters and place a check before their five biggest time wasters. If any time wasters are missing, have youth add them to the bottom of the list.
- After youth have filled out the sheet, have group determine the group’s five major time wasters.
- Using the flip chart or board, brainstorm and write down different strategies that can be used to save time.
- Hand out copies of the ELIMINATING TIME WASTERS Information Sheet and discuss with participants.

REFLECT
- Of the five, what is your biggest time waster? Why?
- Why is time such a valuable resource?
- Which time wasters were the biggest problems for the overall group? Why?

APPLY
- What can you do to eliminate time wasters from your life?
- How can we become more aware of the time we spend doing different life activities?
- Will our time wasters change as we grow older? Why or why not?
- How can prioritizing our goals save time?
MY TIME WASTERS

Place a ☑ next to your five biggest time wasters. If any are missing, add them to the bottom of the list.

_____ 1. Playing cards, games, etc.
_____ 2. Inability to say "No".
_____ 3. Attempting too much at once.
_____ 5. "Breaks" that turn into "vacations."
_____ 6. Interruptions, drop-in visitors, unplanned conversation.
_____ 7. Cluttered desk, hunting for needed things, disorganization.
_____ 8. Unrealistic time expectations.
_____ 10. Meetings, scheduled or unscheduled.
_____ 11. Procrastination, indecision, daydreaming.
_____ 12. Failure to use short blocks of time constructively.
_____ 13. Lack of objectives, setting deadlines, setting priorities.
_____ 15. Failure to listen carefully to assigned tasks.
_____ 16. Duplication of effort (having to start over--losing material, recording notes in form that doesn't help, etc.)
_____ 17. Failure to do first things first.
_____ 18. Lacking self-discipline; not carrying through on plans.
_____ 19. Doing routine things of minor importance.
_____ 20. Leaving tasks unfinished, jumping from one task to another.
_____ 21. Other ________________________________
ELIMINATING TIME WASTERS

Here is a collection of tips on eliminating time wasters which you can apply to many different areas of your life.

Do your own thinking on paper. You will make quicker and better decisions if you write down the pros and cons of a line of action.

Use a "slush" file--have a specific place to put all papers which are not important enough to file permanently, but which you feel uncomfortable about throwing away just yet. Organize events by using a file or notebook.

If you find it difficult to get any "quiet time," try to arrive before anyone else to gain uninterrupted time for planning other tasks.

Avoid clutter. Keep everything you are not working on out of your immediate working area and out of sight if possible. Always tidy up your work area and desk.

Never do errands on impulse. Plan your routine carefully, handling as many errands as possible each time.

Let your fingers do the walking." Before running errands, phone to compare prices, determine availability, etc.

Plan each night what you are going to wear the next day and lay it out ahead of time.

Write a memo to yourself for future reference, whenever you have completed a difficult task which is going to reoccur. You will benefit more from an experience if you have a written record of your mistakes and of the lessons learned.

If you are always "putting out fires," ask yourself after each crisis (a) Why did it occur? (b) What can be done to prevent it's reoccurrence? and (c) If it does reoccur, how can I handle it better next time?

Ask yourself this question a hundred times a day: "Is what I am doing or about to do moving me toward my objective?"
Purchase, rent or borrow from your library cassette tapes on time management, self-motivation, and similar subjects, and listen to them.

Do not be afraid to frequently give yourself time to relax, or even to "goof off." But do so as a result of a conscious decision, so that you can relax completely. Don’t drift into periods of dawdling, when you are half working, half resting.

Rewrite your goals and activities, and reprioritize them at least every three months. We can change and so must our goals.

Work on only one item at a time.

On the weekend, plan and schedule your personal chores and errands for the next week.

At least semi-annually, record and analyze how you are using your time. This will differ from how you think you are spending your time.

Never put uncompleted activities from today at the top of tomorrow’s "to do" list. You must reprioritize them.

Divide seemingly overwhelming tasks into small increments and attach them one at a time.
Activity 4: How Do You Spend Your Time?

One of our most important resources is time. By learning how to manage time effectively, we will not only become more organized, but we will be able to "make" time that will enable us to do the things that we enjoy.

**DO**
- Hand out copies of the HOW DO YOU SPEND YOUR TIME? Activity Sheet for participants to fill out. Collect after youth are finished filling them out.
- Pass out the WEEKLY SCHEDULE Activity Sheet. Explain to the participants that they are to keep track of their time (in thirty minute blocks) for an entire week.
- At the next group meeting, have the youth total up the actual time they spent doing the activities that are listed on the HOW DO YOU SPEND YOUR TIME? Activity Sheet.
- Hand back the HOW DO YOU SPEND YOUR TIME? Activity Sheets to the participants. Write down the actual time on the worksheet and compare the two different times.

**REFLECT**
- Was there a difference between the predicted time spent and the actual time spent? Why or why not?
- What did you realize about your time management skills? In what areas can you improve?

**APPLY**
- How can you improve your time management ability?

**OBJECTIVES:**
For youth to:
- break down their time schedule for a week.
- predict the amount of time spent doing certain activities.
- compare predictions with actual observations.
- appraise and improve personal time management skills.

**LIFE SKILLS:**
- Create awareness of time management abilities.
- Resource management.

**MATERIALS:**
- Copies of HOW DO YOU SPEND YOUR TIME? Activity Sheet for each youth
- Copies of WEEKLY SCHEDULE Activity Sheet for each youth
- Pens or pencils

**TIME:**
15 minutes of one meeting period time at home
15 minutes of next class period

**SETTING:**
Comfortable room with tables and chairs.
**HOW DO YOU SPEND YOUR TIME?**

Name: __________________________________________________________________________

There are 120 hours in the school week. How effectively are you spending your time? Complete the column on the left with an estimate of the number of hours per week you spend doing the activity.

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# WEEKLY SCHEDULE

*Keep track of your time for 1 school week (5 days)*

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Activity 5: Stress Test

Almost all of us have experienced stress at one time or another. Just as we each have different stressors, we all respond to stress in different ways. Some events are much more stressful than others. Good and bad events can be stressful.

**OBJECTIVES:**
For youth to:
- identify stressful situations in their lives.
- determine what stressors you can change or eliminate.
- learn to manage their stress reaction.

**LIFE SKILLS:**
- Learn causes of stress.
- How to relieve stress.

**MATERIALS:**
- Copies of STRESS SCORES Activity Sheet for each youth
- Copies of STRESS MYTHOLOGY Activity Sheet for each youth
- Pens or pencils
- Flip chart or dry erase board
- Markers

**TIME:**
30 minutes

**SETTING:**
Comfortable room with tables and chairs.

**DO**
- Hand out copies of the STRESS SCORES Activity Sheet.
- Have youth circle events that have occurred in their lives within the past year. (Many events will not apply to youth but are still listed for information and comparative purposes.) Have youth add the corresponding stress values to come up with a total.
- Using the flip chart or dry erase board, have youth brainstorm ways to relieve stress in different situations.
- Hand out STRESS MYTHOLOGY Activity Sheet to participants. Have participants take turns reading the myths aloud, and discuss what each mean.

**REFLECT**
- Did any of the events listed surprise you?
- Name some stressful events that are not listed.
- How do you respond to stressful life events?
- Which stressors can you change?
- Which stressors do you have no control over? How can you change your stress reaction to those?

**APPLY**
- What can you do to help relieve stress?

**Short-term ways to handle stress:** deep breathing, relaxation techniques, exercise, eat well, weight control, avoid nicotine, caffeine, and other stimulants, get enough sleep, meditation, biofeedback, medication, adjust expectations, stop dualistic thinking, maintain perspective, positive thinking, choosing your battles, problem-solving skills, supportive friendships/relationships, expect some frustration, sorrow, disappointment, be kind and gentle with yourself, mix work with leisure, take breaks, time management, leisure planning/management, express feelings appropriately

**Long-term ways to handle stress:** Seek your own stress level, become part of a support system, choose your own goals, think positive, make decisions, keep your expectations realistic, accept what you cannot change, anticipate potentially stressful situations and prepare for them, live in the present, manage your time, take care of your health, take time out for yourself.

- How does stress affect one's life?
**STRESS SCORES**

Place a check next to events that have occurred in your life in the past year. Total the values of each event for your Stress Score.

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<td>Divorce</td>
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<td>Marital Separation</td>
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<td>Jail Term</td>
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<td>Death of close family member</td>
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<td>Personal injury or illness</td>
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<td>Marriage</td>
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<td>Fired at work</td>
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STRESS MYTHOLOGY

1. Stress-related symptoms and psychosomatic diseases are all in my head; therefore, they can't really injure me. This commonly held belief is false because stress affects not only the mind but the body as well. A psychosomatic disease which results from stress is a real disease that can be very dangerous to your health, such as ulcers and high blood pressure, to mention just two.

2. Only weak people suffer from stress. Usually the driven, overachieving work-a-holic is most prone to suffering from excessive stress. Yet we are all potential targets.

3. I am not responsible for the stress in my life. Stress is unavoidable, and we are all victims. In reality, you are responsible for most of the stress in your life. Stress results not from what happens to you but from how you react to the things that happen to you.

4. I always know when I begin to suffer from excessive stress. The more stress you are under, the less sensitive you become to its symptoms. Symptoms may then reach a point where they can no longer be ignored.

5. It is easy to identify the causes of excessive stress. This statement is not true in every case. For most individuals, the cause of stress can be identified by recognizing the stressful symptoms and analyzing the immediate environment. With some individuals, the symptoms of stress do not appear until the stressor is gone. In cases like this, the symptoms appear in the form of mental or physical exhaustion.

6. All people respond to stress in the same way. This statement is false as we are all individuals. We differ dramatically in the things that cause us stress, the symptoms and diseases that we suffer as a result of excessive stress, and in the treatment that proves effective for our excessive stress.

7. When I begin to suffer from excessive stress, all I have to do is sit down and relax. Although relaxation is a very useful tool in overcoming stress, few people know how to relax deeply. Techniques such as meditation, yoga, and quiet contemplation are generally the most effective ways to relax, as opposed to watching television or listening to the radio.
Activity 5: The Indispensable Tiger

A leader cannot do everything; therefore, delegation is an important task for leaders. Leaders must be able to instruct others and give tasks so that everyone within a group can contribute to achieving the group goal. When leaders do not delegate, they undertake too much work personally and can “burn out,” and members lose motivation because of their lack of involvement in achieving the goal.

**OBJECTIVES:**
For youth to:
- realize the importance of delegating responsibility.
- predict steps needed to delegate tasks to others.

**LIFE SKILLS:**
- Working with others.
- Identifying resources.

**MATERIALS:**
- Copies of THE INDISPENSABLE TIGER Activity Sheet for each youth

**TIME:**
15 minutes

**SETTING:**
Comfortable room with tables and chairs.

**DO**
- Hand out THE INDISPENSABLE TIGER Activity Sheets to youth. Have them read to themselves.
- Ask youth for their reactions to the story.

**REFLECT**
- What are your interpretations of the story? What message do you think it is trying to get across?
- How does the story relate to people? To leadership? What lessons can be learned?
- What does indispensable mean? Was the tiger truly indispensable? Why or why not?
- Compare and contrast the lion and the tiger. Are there people in your organizations who are similar to each?

**APPLY**
- Why is it important for leaders to delegate?
- How can a leader best instruct others and delegate tasks?
- What are some problems with delegating? How can they be solved?
A powerful old tiger, the leader of the pack, was preparing to go on a hunt. Gathering the other tigers around him, he said, "We must go out in the plains and hunt, for the winter is coming. You young fellows come with me; perhaps you will learn a thing or two."

The young tigers were pleased to hear this, for the old fellow had previously shown no interest in tiger development. He usually left them behind when he went hunting, and they were tired of doing nothing but keeping order among the cubs and performing other routine tasks.

The first day out, the old tiger spotted a herd of elephants. "Here's your chance, Bernard," he said to one of the younger tigers. "Look at it as a challenge." But Bernard had no idea how to go about hunting. With a roar he rushed at the elephants who just ran off in all directions. "It looks as though I'll have to do the job myself," said the leader philosophically. And so he did.

The next day, the tigers came upon a herd of water buffalo. "Suppose you take over now, Jerome," said the old tiger. Jerome, reluctant to ask silly questions but determined to do his best, crept up on the grazing buffalo. He leaped straight at the largest of them, but the big buffalo tossed him to the ground, and Jerome was lucky to escape in one piece. Mortified, he crept back to the group. "No, no, no, NO!" said the old tiger. "What's happening around here? Where is the performance I'm looking for?"

"But you never taught us how to do it!" cried one of the young tigers. The old tiger was in no mood to listen.

"The rest of you stay where you are," he growled, and "I will do the job myself." And so he did.

CONTINUES ON NEXT PAGE...
"I can see," said the old tiger as the others gathered admiringly around him, "that none of you is yet ready to take my place." He sighed, "Much as I hate to say it, I seem to be indispensable."

Time brought little change. The old tiger sometimes took the younger ones along with him on hunts, and occasionally he let one of them try to make a kill. But having received no instruction, they were unequal to the task. The old tiger still made no effort to teach the others his tricks! He had forgotten that he himself was a product of tiger-to-tiger coaching.

One day, when he had grown quite old, the tiger met a friend, a wise lion he had known for years. Before long the tiger was launched on his favorite topic of conversation: the lack of initiative in the younger generation.

Would you believe it?" he asked the lion. "Here I am getting a little old, and I still have to do all the hunting for my pack. There seems to be no one of my caliber around."

"That's odd," said the lion. "I find the younger lions in my pride take well to instruction. Some of them are carrying a good bit of responsibility. In fact, I'm thinking of retiring completely next year and letting the younger fellows take over."

"I envy you," said the tiger. "I'd take things easier and relax myself, if only I had a little leadership material around me!" The old tiger sighed and shook his head. "You can't imagine," he said, "what a burden it is to be indispensable."
Activity 7: Detail Delegation

Delegation is the key to running a successful organization. Both the leader and the group benefit from delegation. If done effectively, delegation helps organizations take on more projects and activities, involve more members in the group, increase opportunities to develop leadership skills, and run more smoothly.

Delegation particularly benefits the leader of a group because he/she can gain valuable management skills and can avoid spreading him/herself too thin. Delegation makes your job as a leader a little easier, and it gives members of your organization a chance to practice their own skills and contribute to the group which in turn fosters motivation.

What and when to delegate:
1. Matters that keep repeating themselves.
2. Minor decisions made frequently.
3. Details that take up large chunks of time.
4. When you feel someone else has particular qualifications which would suit the task.
5. When someone expresses interest in the task.

What and when not to delegate:
1. Situations in which you have to change someone's behavior.
2. A decision that involves someone else's morale.
3. Controversial issues.
4. An issue involving trust or confidence.
5. Something that you yourself would not be willing to do (menial work).

Methods for Delegating:
1. Ask for volunteers - interest and belief in the task/project is the greatest motivator.
2. Suggest someone you feel would be good for the task. Silence in response to a request for volunteers does not necessarily mean lack of interest. Often a person will not volunteer because he/she lacks self-confidence.
3. Assign the task to someone. The person can always decline.
4. Spread the good tasks around - good jobs give people status and value. Make sure the same people do not always get the good tasks.

What you do after you delegate:
1. Do not forget to follow up. Check progress toward the accomplishment of tasks. Do not constantly monitor them; it is important to provide some sense of freedom.
2. Check to see if anything is needed for the individual to complete the assignment.
3. Remember to praise your member for a job well done.

Advanced Preparation: Cut the slips for distribution to the participants. Make sure that there are enough for all of the youth. (You may need to make extra copies if necessary so that all youth may have a slip.)

OBJECTIVES:
For youth to:
- realize the importance of delegating responsibility in leadership positions.
- discuss the positive and negative aspects of delegating.
- learn general delegating skills.
- participate in a mock activity where delegation occurs.

LIFE SKILLS:
- Learn the importance and how-to's of delegating responsibility in leadership situations.
- Managing people.

MATERIALS:
- DETAIL COMPLETION Slips
- Copies of DETAIL DELEGATION Information Sheet for each youth
- Copies of DETAIL DELEGATION STORY Activity Sheet for each youth
- Scissors
- Flip chart
- Markers
- Pens or pencils

TIME:
45 minutes

SETTING:
Comfortable room with tables and chairs.
DO

- Pass out and discuss DETAIL DELEGATION Information Sheet with the youth. Answer any questions they may have.

- Divide youth into teams of five to six. Have each team select one “leader” among themselves who will lead the team. Hand out the DETAIL DELEGATION STORY Activity Sheet and using a flip chart and markers, have youth create a list of all of the tasks that must be completed by the group in order to complete the project.

- Using the DETAIL DELEGATION STORY, have the youth determine which tasks should be delegated and which should not and make note of this on the flip chart next to each responsibility. Within each group have the leader delegate to specific youth the tasks that need to be completed, and have youth individually make a list of the details they are responsible for. Each youth should have no more than three tasks on his or her list.

- After youth have created their personal detail lists, hand out one DETAIL COMPLETION Slip to each participant including the leader. Explain to the youth that they must do (or not do) what their slip tells them. The slip determines what tasks were completed and which were not completed.

- Within their team, have the individuals tell the group what their DETAIL COMPLETION Slip stated, and then name the tasks they circled. As they list the tasks they “completed,” the leader should to circle all of the tasks completed on the flip chart and cross out the tasks not completed.

- Have youth look at the chart and discuss what tasks were accomplished, which were not, and their effect on the completion of the overall project. Discuss the positive and negative aspects of delegating responsibilities.

REFLECT

- What happened to the overall project? Why?

- What are some of the advantages of delegating? The disadvantages of delegating?

APPLY

- Have you ever been in a situation where you had to delegate?

- Confidence in others is important to have when delegating. What can you do to improve your confidence in others?

- Have you been in situations where you delegated responsibilities and they were not completed? What happened? What can decrease your confidence in others?

- Do you find that the same people in your group do most of the work?
DETAIL DELEGATION STORY

Using the DETAIL DELEGATION Information Sheet, determine which tasks should or should not be delegated and to whom they should be delegated.

Your club is planning a craft sale in order to raise money for summer camp scholarships for underprivileged 4-H’ers. There are many tasks that must be accomplished in order for the event to be a success. As the "leader" you must delegate responsibilities to other group members. Such responsibilities include but are not limited to: selecting a time and date, finding and reserving a location, creating a budget, making advertisements and flyers, distributing flyers, calling members to remind them of the event, informing local media and officials for public support, setting up the actual event, cleaning up after the event, making crafts or recruiting others to make crafts, handling the sales at the event, deciding whether refreshments are to be served, making refreshments, finding/renting display tables.

Now, make a list of the tasks that were delegated to you.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.
Cut the slips for distribution to the participants. Make sure that there are enough for all of the youth. You may need to make extra copies if necessary so that all youth may have a slip.

✓------------------------------------------------------------------------------------------

You will complete all of your assigned tasks. (Circle all tasks on your list.)

✓------------------------------------------------------------------------------------------

You will complete only one of your assigned tasks. (Circle the first task on your list.)

✓------------------------------------------------------------------------------------------

You will not complete any of your assigned tasks. (Do not circle any tasks on your list.)

✓------------------------------------------------------------------------------------------

You will complete all of your assigned tasks. (Circle all tasks on your list.)

✓------------------------------------------------------------------------------------------

You will complete only one of your assigned tasks. (Circle the first task on your list.)

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DELEGATION is the key to running a successful organization. Both the leader and the group benefit from delegation. If done effectively, delegation helps organizations take on more projects and activities, involve more members in the group, increase opportunities to develop leadership skills, and run more smoothly.

DELEGATION particularly benefits the leader of a group because he/she can gain valuable management skills and can avoid spreading him/herself too thin.

DELEGATION makes your job as a leader a little easier, but it gives members of your organization a chance to practice their own skills and contribute to the group which in turn fosters motivation.

WHAT AND WHEN TO DELEGATE:
1. Matters that keep repeating themselves.
2. Minor decisions made frequently.
3. Details that take up large chunks of time.
4. When you feel someone else has particular qualifications which would suit the task.
5. When someone expresses interest in the task.

WHAT AND WHEN NOT TO DELEGATE:
1. Situations in which you have to change someone's behavior.
2. A decision that involves someone else's morale.
3. Controversial issues.
4. An issue involving trust or confidence.
5. Something that you yourself would not be willing to do (menial work).
METHODS FOR DELEGATING:

1. Ask for volunteers - interest and belief in the task/project is the greatest motivator.
2. Suggest someone you feel would be good for the task. Silence in response to a request for volunteers does not necessarily mean lack of interest. Often a person will not volunteer because he or she lacks self-confidence.
3. Assign the task to someone. The person can always decline.
4. Spread the good tasks around - good jobs give people status and value. Make sure the same people do not always get the good tasks.

WHAT TO DO AFTER YOU DELEGATE:

1. Do not forget to follow up. Check progress toward the accomplishment of tasks. Do not constantly monitor them; it is important to provide some sense of freedom.
2. Check to see if anything is needed for the individual to complete the assignment.
3. Remember to praise your member for a job well done.
Activity 8: Goal Setting

Good time management means doing important things now, not later. Using your time to pursue goals has many payoffs - increased satisfaction, relaxation and much less stress.

Managing time is actually a matter of managing yourself. One of the first steps to managing yourself and making your goals attainable is to know where you are going. Failing to plan is planning to fail.

**DO**
- Hand out copies of the GOAL SETTING Activity Sheet to participants and have them fill out.
- Discuss as a group the answers to the questions.

**REFLECT**
- How did you feel when writing down your goals? Did you become aware of goals you had that you had not realized before?
- How are your current goals different than your long term goals? Do your current goals lead to those goals?
- Does listing your goals help you prioritize them? Why or why not? Why did you rank your goals as you did?

**APPLY**
- How can listing and prioritizing goals help with goal achievement in life?
- What are some strategies you use now to ensure you reach your goals?
- When is a good time to start planning to achieve your long term goals? Why?

**OBJECTIVES:**
For youth to:
- become aware of the relationship between time management and goal setting.
- realize and rank personal goals.
- begin thinking about the attainment of their personal goals.

**LIFE SKILLS:**
- Learn time management skills.
- Goal setting.

**MATERIALS:**
- Copies of GOAL SETTING Activity Sheet for each youth
- Pens or pencils

**TIME:**
20 minutes

**SETTING:**
Comfortable room.
GOAL SETTING

1. Quickly list four or five of your current goals. Begin your goals statement with "to" and include an action verb (to get an "A" in chemistry, to get a summer job, etc.)

2. List three or four goals you want to accomplish in the next five years (to graduate from high school, to be accepted to your first-choice college, etc.)

3. List what you want to accomplish between now and this time next year.

4. Rank your goals in order of importance to you. What is your most important goal?
   Is the goal specific and measurable?
   What is the targeted date/year for accomplishing your goal?

5. Break down your most important goal with manageable, bite size tasks. List quickly the specific things you want to do in the next six months that will help accomplish this goal.

6. Rank the tasks listed in #5 in the order in which they should be done.
Activity 9: Budget Planning

You do not have to be your club treasurer to need to know the basics of budgeting finances. Whether you are planning a small social event or a major community fundraiser, knowing how to properly handle and distribute an organization’s funds can lead to success.

**OBJECTIVES:**
For youth to:
- organize a special events budget.
- explain and justify budget expenditures.
- learn research methods when creating a budget.
- find and explore resources for special events.
- improve resource management skills.

**LIFE SKILLS:**
- Managing resources.
- Budget planning skills.

**MATERIALS:**
- Telephone book
- Telephone
- Flip chart paper
- Markers
- EVENT SCENARIOS
- Copies of BUDGET PLANNING Activity Sheet for each youth
- Copies of PLANNING A 4-H EVENT Information Sheet for each youth
- Scissors
- Pens and Pencils

**TIME:**
1 hour

**SETTING:**
Comfortable room with tables and chairs and access to a telephone.

**DO**
- Divide participants into five teams. Give each team an EVENT SCENARIO, a BUDGET PLANNING Activity Sheet, PLANNING A 4-H EVENT Information Sheet, flip chart paper, and markers.
- Explain to the teams that they are in charge of the event, and it is their responsibility to create a budget using the finances listed on the scenario. They are to use the BUDGET PLANNING Activity Sheet as a guide when allocating funds. (Not all of the areas on the Activity Sheet will be used for each event.) The only requirement is to plan the event while staying within the allotted budget only (no additional funds can be used). Tell participants that they will be presenting their budget to the entire group.
- Allow group members to use the telephone, etc. in order to find out purchase prices of different objects, etc. This is not a competition, so different groups can share cost information.
- Have teams write their budgets using the markers and flip chart paper and present their EVENT SCENARIO and proposed budget. Allow teams to discuss and offer suggestions to each other.

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

**APPLY**
- Why is the ability to plan a budget important?
- Can you think of some instances in the future where you will need these skills?
### BUDGET PLANNING

Use this Activity Sheet as a guideline when planning your event. You do not have to limit yourself to items on this sheet (as shown by the "Other" category), nor do you have to use every item on this sheet. This is merely a guideline.

#### I. Publicity/Advertising
1. Advertising Design/Production $  
2. Flyers/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 with $1000.

Plan a high school dance for 150 people with $750.

Plan a county-wide officer training retreat for 60 people with $200.

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

Organize a camp counselor training overnight retreat for 20 youth with $150.
PLANNING A 4-H EVENT
Information Sheet

PLAN WITH OTHERS

1. 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 decisions on the situations and the needs of the group.

2. Encourage the group to list all suggested jobs and to assign responsibilities. Keep a record of these so that you can check the group's progress and so you can express your appreciation.

3. Add a new feature if this event was held in the previous year.

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

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

6. Invite parents and others to attend if the event is one in which they would be interested.

CARRY OUT YOUR PLAN

1. Follow your plans and time your schedule as closely as possible. Don't be afraid to change your plan at any point if it appears necessary.

2. Be sure each group member involved understands exactly what his or her responsibilities are and how to carry them out. This means checking beforehand. Avoid correcting committee members in front of the whole group.

3. Provide ways for all to participate.

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

5. 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

1. Prepare follow-up news releases.

2. Ask members and leaders to
   a. Decide whether or not the purposes were achieved.
   b. List strong points and parts in need of improvement.
   c. List new ideas for another event.

3. File these recommendations for future events.

4. Assess the influence this event had on your club and with others. Do members, leaders, and parents show increased interest in 4-H? Do members show eagerness to hold other events? Did members who served on committees show confidence in and willingness for further planning and service?

* Taken from 4-H Leadership Project, Washington State University *
Activity 10: Budget Cuts

We are often faced with limited resources. A person or an organization can have all of the drive and ability necessary to complete a project, but when resources are limited, we must know how to prioritize our needs. This activity teaches youth how to do this through a budget reduction process.

**OBJECTIVES:**
For youth to:
- modify priorities when resources are limited.
- categorize expenses.
- compare different budget reduction strategies.
- learn negotiation skills.

**LIFE SKILLS:**
- Learn budgeting skills.
- Resource management.

**MATERIALS:**
- Copies of YOUTH FAIR AND AWARDS RECEPTION BUDGET Activity Sheet
- Pens or Pencils
- Flip chart paper

**TIME:**
45 minutes

**SETTING:**
Comfortable room with tables and chairs.

**DO**
- Give each person a copy of the YOUTH FAIR AND AWARDS RECEPTION BUDGET Activity Sheet. Allow everyone to read the budget before you explain the activity.
- Tell participants that there have been budget cuts and that they will have to cut $1000 from their budget. Discourage any interaction between the youth.
- Have participants team up into groups of three or four and have the youth present their revised budgets to their group. Note similarities and differences between the participants’ budgets.
- Give each team a group copy of YOUTH FAIR AND AWARDS RECEPTION BUDGET Activity Sheet. Tell the teams that they have lost another source of financing and each small group will have to work together to cut an additional $1000 from the budget (an overall $2000 budget cut). Groups can use revisions from participants only in their small group.
- Have teams present revised budgets to the entire group and note the similarities and differences between the different groups.

**REFLECT**
- Was it more difficult to revise the budgets the first time or the second time? Why?
- How did your group prioritize when it came to taking away funds?
- Why did you make the budget cuts where you did and why?
- What were the final results of the budget cuts on the events? How did the different final events compare?
- Which individual/group did the best job revising their budget? Why?

**APPLY**
- The United States budget is always a controversial political issue. What are some of the major issues that are a part of the budgeting process?
- Unlike the federal government, the state government cannot operate at a deficit. How does that affect the budgeting process? Compare and contrast the different processes.
- How do government officials make decisions regarding the local, state, and federal budgets?
### YOUTH FAIR AND AWARDS RECEPTION BUDGET

<table>
<thead>
<tr>
<th>Section</th>
<th>Revisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Publicity/Advertising</td>
<td></td>
</tr>
<tr>
<td>Professional Advertising Design</td>
<td>$650</td>
</tr>
<tr>
<td>1000 Flyers @ $.05 each</td>
<td>$50</td>
</tr>
<tr>
<td>2 Banners @ $100 each</td>
<td>$200</td>
</tr>
<tr>
<td>200 Glossy Posters @ $.25 each</td>
<td>$50</td>
</tr>
<tr>
<td>3 Newspaper Advertisements @ $100 each</td>
<td>$300</td>
</tr>
</tbody>
</table>

| II. Promotions/Incentives              |           |
| 100 Participation Ribbons @ $.50 each  | $50       |
| 10 Large Plaques (First place winners) @ $20 each | $200 |
| 10 Medium Plaques (Second place winners) @ $15 each | $150 |
| 10 Small Plaques (Third places winners) @ $10 each | $100 |
| 20 T-Shirts @ $10 each                 | $200      |

| III. Printed Materials                 |           |
| 500 Programs @ $.50 each               | $250      |
| Administrative Copy Costs (1000 copies) | $50      |
| 200 VIP invitations @ $.50 each        | $100      |
| Mass mailing for 200 invitations @ $.30 each | $60  |

| IV. Fair & Reception Location Expenses |           |
| Civic Center Rental for one week       | $1000     |
| Sound and Light system for reception   | $150      |
| Maintenance Fee                        | $100      |

| V. Reception/Entertainment             |           |
| Beverages and Hors d’oeuvres for 200   | $500      |
| Live musical entertainment @ $100 per hr. | $300 |
| Professional Speaker                   | $500      |
| Speaker Transportation/Accommodations  | $100      |
| Photographer                           | $50       |

| VI. Overall Expenditures               | $4510     |
Activity 11: Making Meetings Fun

The effectiveness of an organization's meetings can determine the success of the entire organization. Good meetings can result in increased attendance and unity, better communication between members and leaders, and increased productivity. On the contrary, poorly planned meetings can lead to miscommunication, loss of interest, and a decrease in motivation and productivity. Knowing how to plan and run meetings effectively can make the job of the leader much easier.

DO
- Divide participants into groups of 4-5.
- Have groups create a "Top Ten" list of the things they hate most about meetings or things that can/do go wrong at meetings and write down on the banner paper. Encourage creativity.
- Using their Top Ten list as a guide, have groups role play a mock meeting where everything goes wrong. Have groups present to the rest of the participants.
- Compare and contrast what each group had on their lists or in their skit.
- Pass out the handouts MAKING MEETINGS FUN and GETTING THINGS DONE. Give participants a chance to read over the handouts.
- Now, considering what some of the negative aspects of meetings are and using ideas from the worksheets and personal experience, have groups create the "ideal" meeting. Using the flip chart, write out the agenda and exactly what would go on.
- Have the groups role play their ideal meetings to the rest of the group.

REFLECT
- Which occurred in the skits and the Top Ten lists the most? Why? How can you improve that part of a meeting?
- What were some of the best parts of meetings? How can the positive aspects of meetings be emphasized?
- By identifying problems, we can take care of them. Were there any meetings problems of which you were unaware that were brought to your attention through this activity? If so, which ones?

APPLY
- How can your club and organization meetings be improved? What ideas from this activity can be used?
- Think of "professional" meetings you have seen or attended (government, military, etc.). Were any problems evident? Why or why not? If there were problems, what were they? How can they be improved?
Unlock Your Leadership Potential

**MAKING MEETINGS FUN!**

**GET ACQUAINTED ACTIVITIES**
If time allows, allot fifteen minutes at the beginning of your meetings to getting to know one another. You may even want to have name tags for the first couple of meetings. The more your members know each other, the more fun your meetings will become. Members will begin to look forward to going to meetings rather than viewing them as a hassle.

**REFRESHMENTS**
Nothing attracts people more than food. Have different members sign up to bring refreshments to each meeting. This will keep members from getting restless and cranky if it's late or near meal time and can serve as a break if the meeting is exceptionally long.

**SOCIALS**
Reward your members for attending meetings by planning socials or parties afterward. When reminding members of the meeting, tell them there will be a social, but don't announce the location until the meeting is over.

**GAMES/CONTESTS**
At the end of the business portion of the meeting, have a trivia contest about topics discussed at the meeting. Give out candy or other prizes to those who answer the questions correctly. Example: “What is the date of our Habitat for Humanity project?” or “What are we doing October 19?”

**RECOGNITION**
Set aside time at the end of the meeting to recognize members' accomplishments. If someone wins an award, is offered a job, or does anything special, make an announcement, or better yet, place a "Congratulations" box at the bottom of the agenda.

**MEMBER OF THE WEEK/MONTH**
Recognize members who make exceptional contributions to your organization. This will motivate them to stay involved and encourage others to become more active.

**RETREATS**
Retreats with plenty of fun team-building activities are the perfect way to motivate members at the beginning of the semester or year. This will allow members to get to know one another a little better than they would through simple get-acquainted activities.

**COMIC RELIEF**
Don't be afraid to break up the monotony of a meeting with jokes. Have the club comic make up a "Top Ten" list or have a "Joke of the Day."

**SPOTLIGHT**
At the beginning of the year, have members fill out biographical information detailing their hobbies, activities, age, future goals, favorite foods and music, ideal mate, and any other information. At each meeting "spotlight" a few members by reading their biographical sheets.
GETTING THINGS DONE!

BEFORE THE MEETING
1. Determine the purpose of the meeting (Problem solving, informational, committee, entertainment plans, discussion groups, etc.) This is very important—do not meet just to have a meeting.

2. Make sure the physical setting is comfortable but allows people to work. (Studies show the more comfortable the room, the longer the meeting will last.) Circles and semicircles facilitate discussion, while the classroom style is appropriate for Parliamentary Procedure.

3. Create an agenda (what topics will be covered, in what order they will come, old and new business, discussion, announcements, etc.) An agenda will allow a meeting to stay on track and will save time later.

4. Notify everyone of the meeting. Ideally, a schedule for all meeting dates, times, and locations should be given to members at the beginning of the year and one should be posted in the meeting place or other location available to all members.

5. Prepare handouts, visual aids, refreshments, etc.

6. Become knowledgeable of all topics that will be discussed.

DURING THE MEETING
1. Always start on time. If you wait once, you will always wait.

2. Stick to the agenda. If something is taking too long, assign it to a committee (See "Good Committee" handout.)

3. Find a meeting style that fits your group. Parliamentary Procedure may be excellent for some groups but open discussion meetings might be better for other groups.

AFTER THE MEETING
1. Meetings aren’t only for members but are learning experiences for the leaders. Evaluate your performance, know what you did right and wrong and make notes for next time. If you keep making the same mistakes over and over you aren’t getting anything out of running the meeting.

2. Summarize in a set of minutes. Post or keep copies in the same location as the meeting schedule so that members who couldn’t make it will know what went on. Print minutes on the back of the next meeting’s agenda.

3. Follow up on actions and commitments.

4. Begin preparation for the next meeting.

5. Keep leader or agent informed of all club business.
Effective committees do not just happen; they are a combination of a good purpose, a good leader, and good members.

**A GOOD PURPOSE:**
Nothing ruins a committee's efforts like the lack of a meaningful purpose. Without clearly stated reasonable goals, the committee will not have the focus it needs to be successful. Some organizations suffer from "committee-itis" (too many committees). It's no wonder that a committee with no purpose usually gets no work done! When should you form a new committee?

Permanent committees should be formed to handle work that is a regular major part of the organization's function (ex. social committee). Temporary committees (sometimes called task forces or ad-hoc committees) should be formed for a project or task that is only a one-time deal. Make sure that the job really requires a committee--will it interfere with the normal functioning of the group if no committee is formed?

**A GOOD LEADER:**
The leader of a committee must realize that the success or failure of that committee rests squarely on his or her shoulders. The primary duty of the leader is to guide the group's discussions. He or she should encourage every member to participate in the meeting and keep track of the discussion focused on the matter at hand. Do not let the debate get sidetracked. Meetings should start and end as scheduled and the agenda must be followed.

**GOOD MEMBERS:**
Committee members should be carefully selected. These are the people who will be solving problems for the whole organization. They should be somewhat knowledgeable in the area of the committee's responsibility. Members should be a diverse group without being incompatible. Try to get people with different opinions on the committee - when these people agree on a solution, you know it's a good one!

**STUDIES** have found that the optimal size of a committee is around 5-7 people. This is apparently the number of people that can be taken into account at one time as individuals. Remind members that they should be receptive and open to new ideas and other people's opinions. Work is accomplished in a committee through the give-and-take of an open, honest, uninhibited discussion.

**COMMITTEES** can and should be an integral part of every successful organization. A committee with a good purpose, a good leader, and good members will be on its way toward success - success for the committee, its members, and for the parent organization.

(Source: Clemson University Peer Leadership Development)
Activity 12: Meeting Misery!

As a leader, you will probably have the opportunity to run a meeting. Knowing how to run meetings effectively can build team cohesiveness, increase the amount that is accomplished, and make your job as the leader easier and more efficient.

Meetings are not always easy to manage. Sometimes we must work amidst conflict, low motivation, and other problems when running meetings. By anticipating these "meeting miseries" we prepare to eliminate problems before they hurt the organization.

Advanced Preparation: Cut out MEETING MISERY! Case Studies.

**DO**

- Divide participants into five groups.
- Hand each small group one MEETING MISERY! Case Study. Have youth discuss the case study within their groups and answer the questions following each story on a piece of flip chart paper.
- Have small groups read their case study and present their answers to the entire group. Give suggested answers from the MEETING MISERY! Answer Key and allow other groups to give feedback.

**REFLECT**

- How did you identify the problems?
- How did you come up with solutions to the problems? Why did you select those particular solutions? Could there be more than one right answer?
- Why is it important for meetings to run smoothly? What happens if they do not?

**APPLY**

- Are any of the problems discussed in the case studies familiar? If so, how did you deal with the "real life" problems?
- Attend different meetings and look for positive and negative aspects of each. What are the leaders/members doing right? What are they doing wrong?

**OBJECTIVES:**

For youth to:
- learn to run effective meetings.
- evaluate common meeting problems and discuss possible solutions.
- discuss meeting problems they have witnessed.

**LIFE SKILLS:**

- Running effective meetings.
- Managing others in a group setting.

**MATERIALS:**

- MEETING MISERY! Case Studies
- MEETING MISERY! Answer Key
- Flip chart paper
- Markers

**TIME:**

20 minutes

**SETTING:**

Comfortable room with tables and chairs.
There are many correct answers for each case study. This key is to give you a guide to lead discussion and to help you offer suggestions to the different groups.

- **Case Study 1**
  Identify the problems.
  - Meetings start late
  - Excessive talking during meetings
  - Noise
  - No one listens to business
  - Nothing gets done because people are talking

  What can be done to solve these problems?
  - Organize recreation or socials after the meetings
  - Use parliamentary procedure
  - Make an agenda and stick to it
  - Elect a sergeant-at-arms or parliamentarian to keep order during the meetings
  - Assign seats
  - Keep meetings short so members do not get restless

- **Case Study 2**
  Identify the problems.
  - Unorganized meetings
  - Meetings last too long
  - Discussions last too long/get off track

  What can be done to solve these problems?
  - Print agenda and stick to it.
  - Use parliamentary procedure.
  - Limit time spent on discussing individual items: Table issues or assign to committees
  - Neat idea: Have a poster board with a picture of a circle with a line "tangent" to it; have the person leading the meeting hold it up whenever someone "goes off on a tangent".
MEETING MISERY!
Answer Key continued

- **Case Study 3**
  Identify the problems.
  - Low meeting attendance
  - Boring meetings

  What can be done to solve these problems?
  - Have meeting attendance requirements to attend "fun" events
  - Have fun activities/refreshments during/after meetings
  - Involve more people in the meeting process
  - Have a "paper" meeting; discuss only items that need to be discussed--put announcements and other information on a handout
  - Shorter meetings
  - Give "awards" to those who attend meetings

- **Case Study 4**
  Identify the problems.
  - No one cares or wants to do anything
  - Lack of unity among club members
  - Low meeting attendance
  - People leave meetings early

  What can be done to solve these problems?
  - Get acquainted activities/icebreakers at the beginning of meetings
  - Give members more responsibilities (delegate)
  - Give awards to those who attend all meetings
  - Have a fun activity planned for after the meeting (encourages members to stay for the duration)

- **Case Study 5**
  Identify the problems.
  - Conflict
  - No one pays attention to the business
  - Distractions
  - Group is divided

  What can be done to solve these problems?
  - Conflict management strategies
  - Confront individuals separately and outside of the meeting
  - Every few minutes, ask a question about what is being discussed; whoever answers correctly gets a treat, etc.
Case Study 1

You are chairperson of a committee. You feel lucky that there is no conflict in your organization; however, the members seem to get along too well. Meetings start late because everyone is socializing. Meetings are always noisy because everyone is talking to each other when business is presented. You think that the meetings are almost pointless because you feel that no one listens. You want your members to be comfortable and enjoy their membership but not at the expense of the organization.

- Identify the problems.
- What can be done to solve these problems?

Case Study 2

No matter how much time you have spent preparing for the meeting, it somehow becomes very unorganized. Discussions last extremely long because your members seem to go off on tangents when items are brought up. Meetings last twice as long as they should.

- Identify the problems.
- What can be done to solve these problems?

Case Study 3

Attendance has dropped fifty percent since the school year began in August. However, when your club plans an overnight retreat, all of the members plus some of their friends show up. You know that the meetings are boring, but you can't help that business must be brought up and discussed at this time.

- Identify the problems.
- What can be done to solve these problems?
Case Study 4

You have a large number of members in your club, but no one volunteers for anything. The members do not interact with each other or make an effort to get to know one another. No one seems to care when business is discussed, and people are always making excuses to miss meetings or leave early.

- Identify the problems.
- What can be done to solve these problems?

Case Study 5

There are two members of your club that constantly create conflict with each other. Everyone’s attention is taken off of the important parts of the meeting and everyone pays attention to the conflict. The members take sides.

- Identify the problems.
- What can be done to solve these problems?
Activity 13: Are You a Parliamentary Pro?

In order for your club or group to conduct its business in an efficient manner, procedures governing the process of meetings should be adopted. Parliamentary procedure is probably the most commonly used set of "rules" adapted to meet the needs of organizations.

OBJECTIVES:
For youth to:
- learn basic parliamentary procedure.
- evaluate current knowledge of parliamentary procedure.

LIFE SKILLS:
- Learn parliamentary procedure.
- Running effective meetings.
- Managing groups of people.

MATERIALS:
- Copies of ARE YOU A PARLIAMENTARY PRO? Activity Sheet for each youth
- ARE YOU A PARLIAMENTARY PRO? Answer Key
- Copies of LEARNING PARLIAMENTARY PROCEDURE Information Sheet
- Pens or pencils

TIME: 20 minutes

SETTING: Comfortable room with moveable chairs.

DO
- Hand out ARE YOU A PARLIAMENTARY PRO? Activity Sheet. Have participants fill out.
- After participants have answered the true/false questions on paper, read the questions out loud and ask participants to give their responses (raise hands). Read the correct answers from the ARE YOU A PARLIAMENTARY PRO? Answer Key aloud.
- Hand out LEARNING PARLIAMENTARY PROCEDURE Information Sheet and discuss with youth.

REFLECT
- Why is it important to know basic parliamentary procedure?
- How does parliamentary procedure affect meetings? What are its benefits? Its disadvantages?
- What did you learn of your knowledge of parliamentary procedure?
- In addition to the suggestions on LEARNING PARLIAMENTARY PROCEDURE Information Sheet, can you think of any other ways to teach parliamentary procedure?

APPLY
- Where is parliamentary procedure most often used?
- Observe parliamentary procedure in action. Are there any adaptations made? Different versions used? Why or why not?
ARE YOU A PARLIAMENTARY PRO?

Answer Key

1. When a member wishes to bring a matter before the group, he or she must be recognized by the chair.
   TRUE The chair must recognize the member, either by calling the member’s name or nodding, before the member can make a motion.

2. The member has the floor as soon as he or she has spoken to the chair.
   FALSE The member does not have the floor until the chair has recognized him or her.

3. Robert’s Rules of Order is the most commonly used “rule-book” for parliamentary procedure.
   TRUE There are a number of books that detail parliamentary procedure; however, Robert’s Rules is the most widely used and accepted authority.

4. One can introduce business by saying “I move to make a motion that…” or “I make a motion that…”
   FALSE One only needs to say “I move,” “I move that,” “I move to,” or “I move the adoption of the following.” To say “I move to make a motion,” “I make a motion,” “I move you” are common, but redundant and incorrect.

5. All motions need to be seconded.
   FALSE A motion is often necessary to indicate that more than one person is in favor of the matter under consideration. However, questions of privilege, points of order, objections, calls for division, and points of information do not need seconds.

6. It is not necessary to secure the floor in order to second a motion.
   TRUE It is not necessary to secure the floor to second a motion.

7. A motion can be withdrawn after it has been stated by the chair.
   FALSE Once a motion has been made, seconded, and stated by the chair, the group cannot discuss any other business until the motion is discussed, voted upon, or tabled.

8. Debate can only occur after the motion is stated and before it is put to vote.
   TRUE This is the only time remarks regarding a motion can be heard.

9. “Stating” and “putting” the motion/question are different ways of saying the same thing.
   FALSE A motion is “stated” when the chair announces to the house that the motion has been made and seconded; it is “put” when the vote is taken.

10. Banging the gavel symbolizes the completion of an action.
    TRUE The gavel is also used to bring order to the group.
ARE YOU A PARLIAMENTARY PRO?

Answer True or False to the following statements.

_____ 1. When a member wishes to bring a matter before the group, he or she must be recognized by the chair.

_____ 2. The member has the floor as soon as he or she has spoken to the chair.

_____ 3. Robert’s Rules of Order is the most commonly used "rule-book" for parliamentary procedure.

_____ 4. One can introduce business by saying "I move to make a motion that..." or "I make a motion that..."

_____ 5. All motions need to be seconded.

_____ 6. It is not necessary to secure the floor in order to second a motion.

_____ 7. A motion can be withdrawn after it has been stated by the chair.

_____ 8. Debate can only occur after the motion is stated and before it is put to vote.

_____ 9. "Stating" and "putting" the motion/question are different ways of saying the same thing.

_____ 10. Banging the gavel symbolizes the completion of an action.
LEARNING PARLIAMENTARY PROCEDURE

Here is a list of tips that will aid individuals and groups in becoming familiar with and learning parliamentary procedure.

- Practice!!
- Have a "tip" at every meeting.
- Elect a parliamentarian to keep track of the procedures and to make sure the meeting is being run correctly and smoothly.
- Make parliamentary procedure fun. Give "awards" to the persons who do the best and the worst at the end of each meeting.
- Buy a gavel and bang it whenever someone is out of order.
- Give a parliamentary procedure refresher course once a year and give handouts to new members who may have missed the course.
- Be consistent; do not change meeting formats. If you use parliamentary procedure, use it all the time. Do not change from meeting to meeting.
- Watch parliamentary procedure in action (C-span, city government meeting, Congress, etc.)
Activity 14: Parliamentary Problems

Parliamentary procedure is an excellent way to keep meetings on track. However, the only way to learn it is to put it in practice.

Advanced Preparation: Cut out PARLIAMENTARY PROBLEMS SCENARIOS.

DO
• Have participants divide into eight groups. Hand out one PARLIAMENTARY PROBLEMS SCENARIO to each group.
• Hand out copies of the PARLIAMENTARY PROCEDURE SHORT COURSE Activity Sheets to all of the participants.
• Have groups read their scenarios and answer the questions and write the dialogue using the SHORT COURSE sheets. (They will later be role playing the dialogue so tell them to select the “players.”)
• Have groups one at a time read their scenarios, give their answers to the questions, and role play the written dialogue. Use the PARLIAMENTARY PROBLEMS Answer Key for help.
• Now that the youth know basic parliamentary procedure, have them stay in their groups and make up a meeting situation skit using wrong procedures.
• Have each small group role play their skit to the other teams, and have the other teams make note of what they did wrong (this could be competition between teams to see who can best find out what is wrong).

REFLECT
• What did you learn about parliamentary procedure through this activity?
• What was the most difficult motion to comprehend? Why? How can one improve their parliamentary procedure skills?

APPLY
• In what situations is parliamentary procedure effective? Ineffective?
• What can you do to incorporate parliamentary procedure into your meetings? How can you teach others?
PARLIAMENTARY PROCEDURE - A SHORT COURSE

THE FOUR BASIC PRINCIPLES OF PARLIAMENTARY PROCEDURE

Justice and courtesy to all
One thing at a time
The rule of the majority
The right of the minority

THREE STAGES THROUGH WHICH EVERY MOTION MUST PASS

Secure the floor
Introducing the question
Putting the question

PROCESS TO SECURE THE FLOOR

Member raises hand or rises
Member addresses the chair
Chair recognizes member

PROCESS TO INTRODUCE BUSINESS

Member makes a motion
Another member seconds the motion
Chair states the motion

PROCESS OF PUTTING THE QUESTION

Chair takes the affirmative vote
Chair takes the negative vote
Chair announces the result
A motion has been made and seconded that your club hold a fundraising car wash at the local high school. After listening to some initial debate, however, you feel that a car wash at a gas station would lead to a better turnout.

- What type of motion do you need to make?
- Do you need a second?
- Is the motion debatable?
- What vote is needed to pass the motion?
- Write the statement you would make:

Your club's meeting room is extremely cold. You want to deal with this problem.

- What type of motion do you need to make?
- Do you need a second?
- Is the motion debatable?
- What vote is needed to pass the motion?
- Write the statement you would make:

You are unsure of the date and location of the upcoming career day that is being discussed and you want to be informed.

- What type of motion do you need to make?
- Do you need a second?
- Is the motion debatable?
- What vote is needed to pass the motion?
- Write the statement you would make:
The debate over whether to donate money to a local environmental protection fund or to a cancer society has lasted much longer than anyone anticipated. You do not feel the group is ready to vote on the issue, but you want to move on to another agenda item.

- What type of motion do you need to make?
- Do you need a second?
- Is the motion debatable?
- What vote is needed to pass the motion?
- Write the statement you would make:

You would like your club to become part of a youth motivator program that would pair members with elementary age children. Your chair has just asked if there were any ideas for a new service project.

- What type of motion do you need to make?
- Do you need a second?
- Is the motion debatable?
- What vote is needed to pass the motion?
- Write the statement you would make:

A voice vote has just been taken regarding a very controversial issue. The chair announced "the nays have it; the motion does not pass"; however you voted in favor of the motion and it sounded like the motion passed. You would like an exact count of the votes

- What type of motion do you need to make?
- Do you need a second?
- Is the motion debatable?
- What vote is needed to pass the motion?
- Write the statement you would make:
PARLIAMENTARY PROBLEMS SCENARIOS

The speaker is not following proper procedures in handling a motion.

- What type of motion do you need to make?
- Do you need a second?
- Is the motion debatable?
- What vote is needed to pass the motion?
- Write the statement you would make:

Your organization has been debating whether or not to impose term limits on its officers. The discussion has lasted over 15 minutes, and you think the group is ready to vote.

- What type of motion do you need to make?
- Do you need a second?
- Is the motion debatable?
- What vote is needed to pass the motion?
- Write the statement you would make:
PARLIAMENTARY PROBLEMS SCENARIOS

Answer Key

1. A motion has been made and seconded that your club hold a fundraising car wash at the local high school. After listening to some initial debate, however, you feel that a car wash at a gas station would lead to a better turnout.

What type of motion do you need to make? Amendment
Do you need a second? Yes
Is the motion debatable? Yes, unless it is not debatable
What vote is needed to pass the change in the motion? Majority
Write the statement you would make:
You: "I move to amend the motion by changing the location of the car wash from the high school to a gas station."

2. Your club's meeting room is extremely cold. You want to deal with this problem.

What type of motion do you need to make? Privilege
Do you need a second? No
Is the motion debatable? No
What vote is needed to pass the motion? None
Write the statement you would make:
You: "Rise and state "I rise to a question of privilege.""

3. You are unsure of the date and location of the upcoming career day that is being discussed and you want to be informed.

What type of motion do you need to make? Point of information
Do you need a second? No
Is the motion debatable? No
What vote is needed to pass the motion? None
Write the statement you would make:
You: "Rise and state "Point of information.""
4. The debate over whether to donate money to a local environmental protection fund or to a cancer society has lasted much longer than anyone anticipated. You do not feel the group is ready to vote on the issue, but you want to move on to another agenda item.

What type of motion do you need to make? Table motion
Do you need a second? Yes
Is the motion debatable? No
What vote is needed to pass the motion? Majority
Write the statement you would make.
You: "I move to table the motion."

5. You would like your club to become part of a youth motivator program that would pair members with elementary age children. Your chair has just asked if there were any ideas for a new service project.

What type of motion do you need to make? Principle motion
Do you need a second? Yes
Is the motion debatable? Yes
What vote is needed to pass the motion? None
Write the statement you would make:
You: "I move that our organization participate in a youth motivator program for elementary school children."

6. A voice vote has just been taken regarding a very controversial issue. The chair announced "the nays have it; the motion does not pass"; however, you voted in favor of the motion and it sounded like the motion passed. You would like an exact count of the votes.

What type of motion do you need to make? Division
Do you need a second? No
Is the motion debatable? No
What vote is needed to pass the motion? None
Write the statement you would make:
You: "Division!"
7. The speaker is not following proper procedures in handling a motion.

What type of motion do you need to make? Point of order
Do you need a second? No
Is the motion debatable? No
What vote is needed to pass the motion? None
Write the statement you would make:
You: "I rise to a point of order." (explain proper procedure needed)

8. Your organization has been debating whether or not to impose term limits on its officers. The discussion has lasted over 15 minutes, and you think the group is ready to vote.

What type of motion do you need to make? Previous question
Do you need a second? Yes
Is the motion debatable? No
What vote is needed to pass the motion? Two thirds
Write the statement you would make:
You: "I move previous question."
**PURPOSE:**
For youth to develop skills that will allow them to work effectively in groups.

**OBJECTIVES:**
For youth to:
- learn about motivating self and others.
- apply motivation techniques to different group situations.
- understand group processes.
- strengthen level of trust within the group.
- demonstrate the effect of competition on group interactions.
- identify different roles people take within groups.
- discuss the purpose of group goals when working with others.
- analyze gender differences in group interactions.

**KEY CONCEPTS**
What is a group? There are many definitions. A group is defined as two or more persons who are interacting with one another in such a manner that each person influences and is influenced by each other person.

Knowing how to work with groups is not only crucial to effective leadership, but is also an important skill necessary in many facets of life, including family, school, and work. When people work well together within groups, cooperation level is high, members communicate with each other and understand one another better, and the motivation to achieve the goal or complete a task is greater.

For groups to work well with each other, members must trust each other, communicate with one another,
KEY CONCEPTS (continued)

and keep from allowing negative stereotypes to hinder group interaction and effectiveness. There are many different criteria that can indicate a group’s effectiveness.

Fully using a group’s resources is one criterion for group success. By brainstorming resources, groups can see what collectively they can accomplish and will use their resources more effectively.

The effective use of time is another criterion for group effectiveness. Completing tasks in groups takes longer than if they were done individually, so good time management skills must be utilized by group members. High quality decisions are another measure of group effectiveness.

Good interpersonal relationships and communication are other measures of group effectiveness. Selecting to be in a group already creates cohesiveness. Liking other group members increases willingness to interact with and communicate with them.

High member commitment and participation is another aspect of group effectiveness. Without experiencing commitment to the group and the task, one cannot be an effective group member. Without commitment as a member, the effectiveness of the group is severely curtailed.

Outcome of the group’s task (whether it is an event, community pride project, etc.) is an obvious indicator of a group’s effectiveness. Individual satisfaction with the group is another indicator of group success.

LEARNING ACTIVITIES

Activity 7: Discover personal roles within groups in ROLE REVELATION.

Activity 8: Realize the importance of trust in groups with TRUST ME!

Activity 9: Demonstrate the importance of individual participation in groups with LEAN ON ME.

Activity 10: Strengthen group cohesiveness in TRUST SHAPES.

Activity 11: Show the effects of goal-setting in accomplishing group tasks in PUZZLED GROUPS.

Activity 12: Work within a group to accomplish a common goal in CONSTRUCTION COMPETITION.

Activity 13: Practice team work skills in TEAMS AND TOWERS.

Activity 14: Identify gender differences in completing tasks with BATTLE OF THE SEXES.

Activity 15: Demonstrate reinforcement’s effect on motivation and task accomplishment in BOUNCING BALLS.

Activity 16: Observe the effects of role expectations on group dynamics in HEADBANDS.
Individual satisfaction results from the other concepts (interpersonal relationships, effective communication, task outcome, mutual participation and commitment) previously mentioned. This serves as a cycle, as the more individuals are satisfied, the more they will contribute to other group processes, further increasing their satisfaction. This makes the group even more effective.

What is a leader without a group to lead? Leaders must be able to work with groups. Without followers, how can one be a leader?

There are a number of advantages of working in groups that are supported by research (Shaw):

1. The presence of others increases the motivation level of an individual, especially when he or she expects to be judged by others.
2. Group decisions tend to be better than individual decisions.
3. Groups usually produce more and better solutions to problems than do individuals working alone. (Errors and mistakes are likely to be canceled out or corrected in groups.)
4. Individuals in groups learn faster than individuals learning alone; group discussion often stimulates ideas that might not occur to individuals alone.
5. More resources are available to groups than individuals.
6. Members may imitate highly motivated members.
7. Encouragement and support is enhanced in cooperative groups.
8. There is an increase in the diversity of perspectives.

There are also some disadvantages to working in groups:

1. Groups usually require more time to complete a task than individuals working alone.
2. Decisions made by groups tend to be more risky than those made by individuals.
3. Groups take longer to come to a decision that is satisfactory to all members.

A group is effective if:

1. Resources of group members are used fully.
2. Time is used well.
3. Decisions are "correct" or of high quality.
4. Decisions are fully implemented by all required group members (procedures carried out, policies enforced).
5. Problem-solving ability of the group is enhanced (or at least not diminished).

After completing the chosen activities, review and wrap up this lesson using these key questions:

**REFLECT**
- What are some strategies that can be used to motivate individuals? Groups? Why aren’t some people motivated?
- What makes a team? How can one build cohesiveness in a group? What are the benefits of being cohesive? The costs of becoming too cohesive?
- How does trust between members affect a group? The lack of trust?
- How does competition affect groups?
- What are the advantages and disadvantages of working in groups?

**APPLY**
- When faced with a situation requiring you to motivate others, how did you do it?
- How can you increase the level of trust in groups with which you are involved?
- What can you do to improve the group with which you are involved? As a leader, how can you increase cohesiveness?
**Activity 1: Motivation Styles**

There are two main types of motivation. Intrinsic motivation is the motivation to do something that comes from within ourselves. The satisfaction of a completed record book, knowledge learned from a project, or the desire to perform a demonstration well are examples of intrinsic motivation in 4-H. Extrinsic is the motivation that comes from outside sources. Ribbons, certificates, money and trips are examples of extrinsic motivation in 4-H. There are advantages and disadvantages to each type of motivation, and this activity will explore each type.

**DO**

- Before the meeting tape the one-dollar bills under some of the chairs in which the participants will be sitting.

- When participants arrive, explain that they will be learning about motivation. Tell the participants to stand up and then sit down and then ask "Why did you do that?" You will most likely hear "Because you told us to." Tell them to do something a little more strenuous (jog in place, 10 jumping jacks) and continue asking "Why...?" until no one does what you request.

- Finally tell them to pick up their chairs. Most likely, none of the participants will do it. Now tell them that you taped one-dollar bills under some of the chairs and encourage them to look. As some of the youth discover the one dollar bills, others will be more encouraged to look under the chairs.

- Again ask "Why did you do what I said this time?" You will probably get a variety of responses from "There was money involved" to "Everyone else looked this time."

- Divide participants into groups of 3-4 and give each group markers and paper. Have each group brainstorm different ways to motivate others. Tell them the group that has the most ideas will win a prize (a type of motivation but don't tell them this until the activity is completed).

- After approximately 10 minutes, bring groups back together and give the group who has the most a prize (candy, etc.) Have each group then read their lists.
REFLECT
• What is the relationship between extrinsic and intrinsic motivation?
• What encouraged you to list the motivation strategies?
• Which ideas are the most feasible? Why or why not?
• Take a vote on the ideas. Which one is the best? Why?
• Which one idea would personally motivate you the most?

APPLY
• What ideas can you use in your club? In school?

• Name some examples of intrinsic and extrinsic motivation in school, clubs, and other areas. What are some of the effects of the intrinsic awards? Extrinsic awards?
• What is your biggest motivator? Is it intrinsic or extrinsic?
Activity 2: **Mastering Motivation**

One of the main purposes of a leader is to motivate others to accomplish a task or to achieve a common goal. It is very important that leaders are aware of their impact as a motivational factor. Sometimes actions we are not aware of can motivate others both positively and negatively. The level to which we are able to motivate others will determine the success of the group in reaching its objectives and our success as a leader.

**OBJECTIVES:**
For youth to:
- become aware of their impact as a motivational factor.
- evaluate personal skills as a motivator.
- discuss different motivation strategies and their effects.

**LIFE SKILLS:**
- Managing groups.
- Motivating others.

**MATERIALS:**
- Copies of ARE YOU A MOTIVATION MASTER? Activity Sheet for each youth
- Pens or Pencils
- Flip chart or dry erase board
- Markers

**TIME:**
30 minutes

**SETTING:**
Comfortable room with tables and chairs.

**DO**
- Have youth fill out ARE YOU A MOTIVATION MASTER? Activity Sheet on their own. Encourage youth to think of specific examples as they answer each question.
- After participants have completed the questionnaire, ask the questions out loud and ask for positive and negative examples of each. For example, for the question “Do you state clear expectations?” participants should come up with real situations showing times when clear expectations were AND were not stated and the consequences of each. Have one of the participants write responses on a the flip chart or dry-erase board.

**REFLECT**
- Are there behaviors you weren’t aware of that affect motivation? Which ones?
- What are some of your strengths when it comes to motivating others? Your weaknesses?
- How can you improve your ability to motivate others?
- What motivates you personally?

**APPLY**
- Remember some past projects in which you have been involved. What did the leader do to ensure their success?
- Think of a project you have worked on that has failed. Why did it fail? If the leader had used different motivation techniques, would the outcome have been different? What are some of the different techniques that could have been used?
- Name some leaders (historical or present day) and discuss the techniques they used to motivate their followers. Think of both positive and negative examples (Martin Luther King, Jr. or Adolph Hitler). How did they come into power?
### Are You a Motivation Master?

Place a ✓ in the appropriate box below for each question.

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
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<tbody>
<tr>
<td>1. Do you state clear expectations?</td>
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<td>2. Are you approachable?</td>
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<td>3. Do you set realistic goals?</td>
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<td>4. Is your behavior consistent and not erratic or explosive?</td>
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<td>5. Do you accept alternative suggestions?</td>
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<td>6. Do you give recognition when it is warranted?</td>
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<td>7. Do you show personal interest?</td>
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<td>8. Do you freely admit when you have made mistakes?</td>
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<td>9. Do you help your members achieve personal goals?</td>
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<td>10. Do you ask for help when you need it and offer assistance to others?</td>
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<td>11. Do you keep people informed?</td>
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<td>12. Do you respect individual differences?</td>
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Activity 3: Member Motivation

4-H clubs and other organizations are made up of many different people. Just as everyone is different, everyone is motivated in a different way. Although it may be nice if there was one way to motivate everyone, most agree that there is no one way to influence everyone’s behavior in the same way or to the same degree. What motivates some people can be the same thing that turns others off. Different needs, values, attitudes, aspirations, and incentives all affect one’s level of motivation.

Advanced Preparation: Cut out MEMBER MOTIVATION Case Studies.

DO
- Divide youth into small groups (groups of three to four) and distribute one of the MEMBER MOTIVATION Case Studies.
- Have small groups discuss their case study and answer the questions on the flip chart or banner paper.
- Tell each group they must role play their particular situation and a prize will be given for the best skit. (The prize is a motivating factor in this activity. Not only are they learning about motivation, but they are applying it.)
- Have groups perform their skits and present their answers to the group.
- Award small prizes to the best group.

REFLECT
- How did the different types of motivation relate to each other?
- Did the prospect of winning a prize motivate you to perform better?
- What motivates you to accomplish tasks?

APPLY
- What motivates your club members? Provide specific examples.
- What is your role as a motivator in your club?
- List instances in your club or organization when motivating members has been a problem. How did you solve it? What have you learned that will help you motivate your members in the future?
- Describe motivation techniques found in school, church, jobs and careers, athletics, and other areas. How can you tailor those techniques to fit the 4-H program?
**Member Motivation**

*Case Studies*

Tony is a 13-year-old first-year club member. He is a very talented musician. As its community pride project, your club performs variety shows including skits, monologues, dancing, and music to nursing homes, retirement facilities, and civic organizations. As a club officer, you have tried very hard to get Tony to perform during these shows but have attributed his constant "no's" to shyness in front of strangers.

One day, you are pleased to announce that, for the first time, the annual Share the Fun competition winners will received cash prizes donated by a local business. You are surprised when at the end of the meeting, Tony eagerly signs up for the competition. Four weeks later, Tony wins first place for his singing and guitar-playing and gladly accepts the $100 prize money. However, when you ask him one week later if he would like to perform at a local children's hospital, he declines again.

- What motivates Tony?
- How can you encourage Tony to participate in the civic performances?

It is January. Club meeting attendance has dropped nearly fifty percent since September. However when a club canoe trip and picnic is planned, every member (plus friends) shows up. As president you continuously hear that meetings are boring, but you cannot change the fact that business must be presented and discussed at this time.

- What motivates your club members?
- How can you motivate your members to attend meetings?
- How can you make meetings more enjoyable?

Kara is one of the most active members in your club. She is popular with the other members and has never lost a club election. You notice, however, that after about a month in a leadership position, she loses interest and looks for new areas of leadership and pursues other "titles." She will often volunteer to do something, then right before it needs to be completed, she will tell you she can't do it, if she remembers to tell you at all.

- What motivates Kara?
- How would you confront Kara about her behavior?
- How can you encourage Kara to become more focused?
Mike is very creative. Whenever the club is brainstorming new community pride projects or fundraisers, Mike's ideas are always the best and are often selected by the club to complete. However, when it comes time to put the plan into effect, Mike disappears. When the project is completed successfully, Mike tries to take all of the credit.

- What motivates Mike?
- How can you encourage Mike to become more active in the implementation of the club's programs?
- How can you do this while encouraging him to continue his creativity?

Carla is a very active 4-Her at the district and state level. However, she only comes to about half of her local club meetings and whenever she is around, she always points out problems and complains before making an early exit. Other members are beginning to resent her because of her complaining and neglect of her local club.

- What motivates Carla?
- How can you address the situation while motivating Carla at the club level?

Rodney is one of the most enthusiastic members of your club. Not only is he present at every meeting, but he always plays an important role in the planning and implementation of every project the club sponsors. You know he has big ideas for the organization, but lately, he has seemed discouraged with the club's slow pace.

- What motivates Rodney?
- How can you keep him from becoming discouraged?
- How can you use Rodney to inspire other members?
Activity 4: Shoe Tying Teams

Cooperation with others is essential to working effectively in groups. Clear communication and understanding helps people cooperate with each other. When the group climate is one of cooperation and cohesiveness, members are more eager to meet group goals and accomplish tasks, resolve possible conflicts more readily, communicate better with one another, and will generally be happier with their group experience.

Learning to work with others is an important skill necessary within many types of situations (family, school, and work just to name a few), and is a skill absolutely necessary to be an effective leader.

**DO**
- Have participants pair up. The only requirement is that one of each pair should have on a pair of shoes with shoelaces. Have the youth with the shoelaces untie their shoes (if both have shoelaces, have only one of the pair untie his or her shoes).
- Tell the youth that they will be racing with the other pairs to see who can tie the shoes the fastest. There are two conditions: both members of the pairs must place their right hand behind their back and only use their left hands to tie the shoes, and there can be no talking.
- Tell participants they can begin and when they are finished to stand up.

**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 you and your partner communicate? What happened when you were told you could no longer communicate?
- How is this activity similar to accomplishing tasks and achieving goals?

**APPLY**
- How can one improve their interpersonal relationships with others?
- How can we build cohesiveness in the groups to which we belong?

**OBJECTIVES:**
For youth to:
- practice working with partners to accomplish a common goal.
- strengthen nonverbal communication skills.
- discuss the importance of cooperation and communication when working in groups.

**LIFE SKILLS:**
- Teamwork and cooperation.
- Communication.

**MATERIALS:**
Shoes with laces must be worn by at least half of the youth to do this activity.

**TIME:**
10 minutes

**SETTING:**
Comfortable room with space on the floor for pairs to work together.
There are generally five patterns of behavior leaders engage in when working with groups.

**Telling...** The leader identifies a problem, considers alternative solutions, chooses one of them, and then tells his followers what they are to do. He or she may or may not consider what he or she believes the group members will think or feel about the decision, but they clearly do not participate directly in the decision-making. Coercion may or may not be used or implied.

**Selling...** The leader, as before, makes the decision without consulting his or her group. However, instead of simply announcing his or her decision, he or she tries to persuade the group members to accept it. The leader points out how he or she has considered organization goals and the interests of group members and states how the members will benefit from carrying out the decision.

**Testing...** The leader identifies a problem and proposes a tentative solution. Before finalizing it, however, he or she gets the reaction of those who will implement it. He says, in effect, "I'd like your reactions to this proposal, and I will then make the final decision."

**Consulting...** The leader here gives the group members a chance to influence the decision from the beginning. He or she presents a problem and relevant background information, then asks the members for their ideas on how to solve it. In effect, the group is invited to increase the number of alternative actions to be considered. The leader then selects the solution he or she regards as most promising.

**Joining...** The leader here participates in the discussion as "just another member"—and agrees in advance to carry out whatever decision the group makes. The only limits placed on the group are those given to the leader by his or her superiors. (Many research and development teams make decisions this way.)

**OBJECTIVES:**
For youth to:
- experience different group decision making processes.
- compare and contrast different leadership behaviors and their effect on group work.
- understand the relationship between leadership and group dynamics.
- understand the importance of teamwork.

**LIFE SKILLS:**
- Decision making skills.
- Creative brainstorming.
- Getting along with others.

**MATERIALS:**
- Paper plates
- Copies of LEADERSHIP BEHAVIORS Information Sheet for each youth

**TIME:**
30 minutes

**SETTING:**
Comfortable room with tables and chairs.

**Advanced Preparation:** Prepare surface for standing according to diagram.

**DO**
- Hand out the FIVE TYPICAL PATTERNS OF LEADERSHIP BEHAVIOR Information Sheet. Go over with participants and explain to them that they will be participating in an activity that will use each leadership method.

- If the group is larger than 16, split into two smaller groups (ideal size is 10-16 people). Have the each group form two lines facing each other. Each person should be standing on a paper plate to mark the space. At one end of the two lines, place a plate to represent an open space (see diagram on next page).
Explain the goal and the rules to the group. The goal is for the Xs to change places with the Ys.

- Rule 1: You can only move forward. Once you have moved forward, you can not step back.
- Rule 2: You can only move forward into an empty space, or you can jump one member of the opposite team to get to an empty space.
- Rule 3: You cannot jump members of your own team.
- Rule 4: You cannot jump more than one member of the other team at a time.

- Pick a "leader" out of the group randomly. Allow only the leader to choose a solution (other participants should not talk) and give him or her 2 minutes to instruct the group as to what to do (the telling leadership behavior).
- Select another "leader" randomly; this time, have the leader engage in the selling behavior and direct participants to trade places. Other participants are still unable to speak.
- After 2 minutes, select another "leader" and have that person use the testing method. This is the first time other participants are allowed to speak. Give 2 minutes to stand in the area.
- Select another leader; this leader will engage in consulting behavior and group members are allowed to contribute. Allow 2 minutes for completion.
- Finally, have the group engage in the joining behavior and give 2 minutes to stand in the area.
- If no one can move and the teams have not fully changed places, they must go all the way back to the beginning. If the group gets frustrated, tell them: "Take one step at a time and think through all your options before making each move."

**REFLECT**
- Which leadership behavior worked the best? Why?
- Which leadership behaviors do you personally like the best? The least? Why?
- What did it feel like to not be involved? To eventually be involved?
- Compare and contrast the different leadership methods.
- How did the group function like a team?

**APPLY**
- Different leadership behaviors have different effectiveness levels in different situations. For example, **telling** behaviors are more appropriate in emergencies. List different situations and the behaviors most appropriate for them.
FIVE TYPICAL PATTERNS OF LEADERSHIP BEHAVIOR

1. **Telling**
   The leader identifies a problem, considers alternative solutions, chooses one of them, and then tells his or her followers what they are to do. He or she may not consider what he or she believes the group members will think or feel about the decision, but they clearly do not participate directly in the decision-making. Coercion may or may not be used or implied.

2. **Selling**
   The leader, as before, makes the decision without consulting his or her group. However, instead of simply announcing the decision, he or she tries to persuade the group members to accept it. The leader points out how the organization goals and the interests of group members have been considered and states how the members will benefit from carrying out the decision.

3. **Testing**
   The leader identifies a problem and proposes a tentative solution. Before finalizing it, however, he or she gets the reaction of those who will implement it. The leader says, in effect, "I'd like your reactions to this proposal, and I will then make the final decision."

4. **Consulting**
   The leader here gives the group members a chance to influence the information, then asks the members for their ideas on how to solve it. In effect, the group is invited to increase the number of alternative actions to be considered. The leader then selects the solution he or she regards as most promising.

5. **Joining**
   The leader here participates in the discussion as "just another member"--and agrees in advance to carry out whatever decision the group makes. The only limits placed on the group are those given to the leader by his or her superiors. (Many research and development teams make decisions this way.)
Activity 6: Team Metaphors

Team building is the process of forming cohesiveness in a group and is one responsibility the leader has when working with groups of people. When groups and organizations have a sense of "teamness", communication between members increases, the organization mission becomes visible, a stronger level of support among group members develops, group roles and clarified, and collaboration is formed within the group. Cohesiveness leads to higher productivity and satisfaction.

**DO**
- Break participants into small groups of four or five people.
- Have each group construct a metaphor for a team. Explain that they can act it out, draw it, or use some other creative format to present it to the large group. An example to give the group would be: "A team is like a pizza. You need all different types of people to make up a team, just like you need all different types of ingredients to make a good pizza. You need reliable/dependable people, who are like the crust. You need "saucy" people to give the group flavor, and of course "cheesy" people to hold everything together. The beauty of a team, like a pizza, is that you can put on any kind of toppings and it will still taste great!"
- After five to ten minutes, bring the groups back together. One at a time, have the groups present their team metaphor.

**REFLECT**
- Compare and contrast the metaphors the groups used?
- What did this activity teach you about teams?
- Why are teams important?

**APPLY**
- What can you do, as a leader, to build a cohesive team?
- Think of some organizations you have been in where members had a strong sense of "team-ness". Describe the group climate and their effectiveness. Think of organizations that had a weak sense of team. How did the climate and effectiveness compare to the team-oriented groups?
Activity 7: Role Revelation

Members of groups can take on many different roles within the group. Some members may serve as information sources, others may act as the group motivator, while others are better at leading. Active participation by persons filling all of the roles is very important; for example, a group with all information-givers and no leaders is not productive. People have different talents and skills which help them fulfill their group role.

**OBJECTIVES:**
For youth to:
- discover what roles they play within groups.
- determine areas of improvement when working with others.
- discuss different tasks and how they contribute to the dynamics of a group.

**LIFE SKILLS:**
- Interpersonal relations.
- Working in groups.

**MATERIALS:**
- Copies of ROLE REVELATION Activity Sheet for each youth
- Pens or pencils

**TIME:**
20 minutes

**SETTING:**
Comfortable room with tables and chairs.

**DO**
- Have participants fill out the ROLE REVELATION Activity Sheets independently. After answering the questions, have them tally their Group Participation Score.
- As a group, go through the different group activities and discuss each person's role in group dynamics and how one could improve themselves in that area.

**REFLECT**
- In which areas is your group participation strong? Weak? How can you improve your participation in your weaker categories?
- Did participants have similar scores? How did participants compare in the individual categories?
- How does active participation by members affect a group?
- What would happen if all members participated highly to the same degree? Can someone participate too much?

**APPLY**
- How can we help others learn to participate more?
- Can one person take on more than one role in a group? If so, how? Can you think of examples of this?
- Is there a role that is more important than others in a group? If so, which one? Why?
**ROLE REVELATION**

How often do you do the following activities in a group? Place a check mark in the appropriate column.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get the group started</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give information</td>
<td></td>
<td></td>
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<tr>
<td>Share feelings and opinions</td>
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<td></td>
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<tr>
<td>Ask for instructions</td>
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<td></td>
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<tr>
<td>Encourage others</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Keep the group focused on the goal</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Listen for information</td>
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<tr>
<td>Listen for agreement</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Relieve tension and conflict</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in decision making</td>
<td></td>
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</tbody>
</table>

Now you will compute your Group Participation Score. To do this, give yourself a 10 for every time you checked "Often," a 5 every time you selected "Sometimes," and a 0 when you picked "Never." Total the numbers and you have your Group Participation Score.

Group Participation Score: _____

My strong areas:

My weak areas:
Activity 8: Trust Me!

Trust is an important part of leadership. The ability to trust those you work with will make it easier to delegate responsibility and can build cohesiveness among group members. When group members trust one another, they work better together and communicate more efficiently.

Advanced Preparation: Arrange chairs, tables, and other "obstacles" around the room. Using masking tape, mark an "X" on one side of the room (this will represent the starting point). On the other side of the room, place sandwich makings on a table.

DO

- Place participants in groups of two (preferably not with a close friend) and blindfold one of the persons in each group.
- Have the pairs line up at the starting point. Tell the pairs that their objective is to maneuver their way through the room to the table where the blindfolded partner will make a sandwich. The "sighted" person can only give verbal instructions; no touching can occur. (Another way to do this is to create a race between teams.)
- Have participants spin their blindfolded partner around a few times and begin.
- After partners have moved through the room and made their sandwich, remove the blindfolds. Have partners discuss difficulties and then switch roles.

REFLECT

- Was it easy or difficult to trust your partner?
- How would this activity have been if you had been good friends with your partner?
- Was the task easier the second time? Why or why not? What made the difference?
- Did teams of partners share any common misunderstandings? If so, what? Why?
- How does this activity relate to working with others in groups?

APPLY

- Name some leadership situations in which it is important to trust those with whom you work.
- Have you ever been in a leadership position where you were not able to trust those with whom you worked? How did you handle the situation?
- Strategic planning and the evaluation of situations usually makes projects run smoother. Why is this so? Compare and contrast projects that were well planned with those that had very little planning.

OBJECTIVES:
For youth to:
- learn to trust their peers.
- realize the importance of trust in leadership situations.
- practice interpersonal communication skills.
- demonstrate reliance on others to accomplish certain tasks.

LIFE SKILLS:
- Learn the importance of trust in group and leadership situations.
- Getting along with others.

MATERIALS:
- Blindfolds (enough for at least half of the participants)
- Furniture (chairs, tables, etc.)
- Items needed to make a sandwich (bread, mustard, lettuce, lunch meat, cheese, plastic utensils, etc.)
- Masking tape

TIME: 45 minutes

SETTING:
Fairly large room with an abundance of furniture and a table area to work on.
Activity 9: Lean on Me

When working with groups of people, it is sometimes easy to overlook the individual. It is important to remember that everyone contributes to his or her group in one way or another. Each individual must be involved for a group to remain strong.

**OBJECTIVES:**
For youth to:
- realize the importance of each individual’s participation in the effectiveness of a group.
- develop a sense of team with other members.
- demonstrate support for one another.

**LIFE SKILLS:**
- Getting along with others.

**MATERIALS:**
- People!

**TIME:**
10 minutes

**SETTING:**
Outdoors or comfortable room with enough space for youth to form a large circle.

**DO**
- Have participants stand in a circle and count off ("one, two, one, two..." etc.).
- While holding hands, have the "ones" lean into the circle, while the "twos" lean to the outside of the circle. Members should be at a 45 degree angle, and the circle should be stable.
- Have the participants switch; "ones" should lean to the outside of the circle, while the "twos" lean to the inside.

**REFLECT**
- Each individual was required to do his or her part in order for this activity to be successful. Why are individual contributions important to clubs, organizations, and other teams?
- Sometimes in organizations, some members do almost everything while others do very little or nothing at all. Why is it important for all members to be involved? How do members rely on each other for support?
- What happens when there is a weak link among group members?

**APPLY**
- What can you do to encourage members who are not as active in an organization to become more active?
- How can you increase the level of individual contributions and support within an organization?
Activity 10: Trust Shapes

There will be times when we will need the help of others when trying to reach a goal. It is important for group members to trust each other in order to be able to work well together.

DO
- Blindfold all of the participants. Place a rope in the center of the group.
- Instruct youth to work together to find the rope and to make a shape (circle, triangle, square, etc.) After a couple minutes have passed (before they have completed the task), instruct the youth not to speak.
- When youth have finished, have them take off their blindfolds and step back.

REFLECT
- What strategies did you use to accomplish the activity? (communication, etc.)
- What was the easiest part of this activity? The most difficult? Why?
- Could you trust the other members of your group? Why or why not? Why is trust important when trying to accomplish a group task? What happens when group members do not trust one another?
- How did you feel while participating in this activity? Why?
- Did anyone emerge as a leader? Why or why not?

APPLY
- How can you build trust among group members?
- Think of a time when you needed someone’s help to finish a project. What did you do? How did you feel?
Establishing goals is very important when working with a group to complete a task. A vision of what is to be accomplished gives group members something to look for and work toward. Sometimes, leaders do not make goals clear to their group, leaving members confused about the direction their organization is heading. Without a clear purpose, members lose sight of the reasons they are involved with a particular project or organization and can lose interest. Without definite goals, it is difficult for participants to fully understand their individual role and what they can do for a group. Steps and resources needed for accomplishing a task can’t be identified, and the entire project becomes difficult to accomplish.

**Advanced Preparation:** Place each puzzle in a paper bag, keeping out 4-5 puzzle pieces.

**DO**
- Divide participants into small groups of 5-8 youth.
- Give each group a paper bag, and ask groups to put their puzzles together. Groups should not see a picture of the puzzle, nor should they know if any pieces are missing.
- Allow groups to work on puzzles until they are almost complete and members realize there are pieces missing.

**REFLECT**
- What was it like trying to put the puzzle together without knowing what the end product was supposed to look like?
- How would having a picture (vision) make it easier to accomplish your task (goal)?
- How did you feel when you discovered there were pieces missing? What if someone in your group or another group had taken the pieces?
- In what ways did cooperation factor into the activity? How?
- Was a sense of competition felt in completing this activity? Why?

**APPLY**
- Why is it important to establish goals when working within a group?
- Have you worked in a group where a concrete goal or purpose was not defined? What were the results?
- What happens to groups and organizations when a resource they need to achieve a goal is unavailable or unattainable? Why?
Activity 12: Construction Competition

Working with groups to achieve a common goal is not always an easy task. Many times, the unexpected occurs making the job a little more difficult than expected. By learning to anticipate changes and how to deal with these changes, a group can still effectively accomplish the goal originally set.

**DO**

- Divide participants into four groups and allow the groups to spread out. Give each group a pack of 100 index cards and explain that when you give a signal, they will build a tower using the index cards, with the highest tower after ten minutes being the winner. The tower can only be made with index cards and cannot be supported by anything else.

- Signal groups to begin. After about three minutes tell the groups that they will only have nine minutes instead of ten.

- After four minutes tell the groups they are not allowed to speak anymore.

- After five minutes tell the groups you need to take away fifteen cards from each group and proceed to take them.

- After six minutes, tell the groups they can only use their left hands (they must place their right hands behind their backs.)

- At nine minutes, have members step away from their tower and judge which tower is the highest.

**REFLECT**

- What words were used during the tower building (when you were able to talk)?

- What about this activity was similar to working with groups in real life?

- What made your group work effectively together? What inhibited your group's effectiveness? Would you have done anything differently?

- How did having competition affect the way your group worked together? Do you think the group would have behaved differently if there hadn't been competition? Why or why not?

**APPLY**

- What are some problems groups sometimes encounter when working together?

- What attributes are important for effective teams? What hinders group success?
Activity 13: Teams and Towers

There are many factors that influence how a group works together and its effectiveness as a team. Communication between members is one behavior has a large effect on the result of a group project. In other cases, the amount of time members spend planning a project before actually doing it can affect the outcome of a project. Usually, large amounts of planning and communication will lead to a better finished product.

Advanced Preparation: Cut out TEAMS & TOWERS INSTRUCTION CARDS.

DO
• Divide youth into three groups and have groups move to separate areas of the room where they can work without being disturbed by the other group.
• Give each group a set of Styrofoam shapes, toothpicks and a TEAMS AND TOWERS INSTRUCTION CARD. Have groups read the instructions to themselves and give the groups two minutes to plan the tower. Give groups 2 and 3 paper and pencil.
• Give groups two minutes to build their tower. The group with the tallest tower after two minutes wins.

REFLECT
• Which group had the highest tower? Why?
• How did the level of communication between members affect the groups and their towers?
• Does competition affect the outcome of group work? If so, how?
• Did any one person emerge as a leader within the small groups? Why or why not? Do you think the level of group communication affected this?

APPLY
• How can communication affect the way people and organizations work together?
• Think of an example of a group whose members communicated frequently and effectively with each other. How did that affect the group climate? Now, think of an example of a group whose members engaged in little effective communication. How did the lack of communication affect the group and its accomplishments?
• Is competition good or bad? Can competition increase team work? List cases where competition with others has both benefited and harmed a group or team. (Possible examples can include athletic teams, etc.)
• What do you think are the most crucial elements to building an effective team? How can you ensure that those elements are part of your group or organization?
Team #1

Your group's mission is to build the tallest tower possible using only the Styrofoam and toothpicks you have been given. You will have two minutes to plan your tower without connecting any materials, and you will have two minutes for the actual construction of your tower. The tallest tower will win. During this time, group members are not allowed to speak or write.

Team #2

Your group's mission is to build the tallest tower possible using only the Styrofoam and toothpicks you have been given. You will have two minutes to plan your tower without connecting any materials, and you will have two minutes for the actual construction of your tower. The tallest tower will win. During this time, group members are not allowed to speak but are able to write.

Team #3

Your group's mission is to build the tallest tower possible using only the Styrofoam and toothpicks you have been given. You will have two minutes to plan your tower without connecting any materials, and you will have two minutes for the actual construction of your tower. The tallest tower will win.
Activity 14: Battle of the Sexes

Does gender have an effect on the ability of a leader to work with groups? Do males and females possess different leadership styles? Some studies show a difference in the group processes between males and females, with males being more task-oriented and females being more relationship-oriented. Some researchers disagree with this generalization. “The stereotype that men are confident, dominant, and task-oriented and women are democratic, accommodating, and relationship-oriented is just too simplistic and fails to account for many situations and influences” (Ellis and Fisher, 1994). This activity will allow us to examine any differences in the way genders interact in group settings.

DO

- Ask for one male and one female volunteer. They will be observers; give each of them a copy of the BATTLE OF THE SEXES Observation Sheet and have them read the instructions.
- Divide the remaining youth into small groups based on gender. (Groups should have approximately 4-5 members; it is OK if there are more female groups than male groups or vice versa).
- Pass out the supplies to each group and tell them they will have 20 minutes to make a house with the supplies they were given. The houses will be judged according to three criteria: appearance, sturdiness, and size.
- Allow participants to start. Have the volunteers walk around to each group during the construction and make notes about the processes used and roles taken within the groups (especially those regarding differences between genders).
- After 20 minutes, have the two volunteers explain what their role was and report their findings.

REFLECT

- Were there any major differences in the results of the different groups? If so, what were they?
- Were there any differences in the group processes between the different genders? If so, what were they?
- How does this knowledge affect leadership styles and ability?
- At what types of group skills do females tend to be better? Males? Why?

APPLY

- Why is the awareness of gender group behavior differences important? How does this affect working in life situations?
- Are males and females treated differently in leadership situations? If so, why?

OBJECTIVES:
For youth to:
- demonstrate possible gender differences in following instructions and completing tasks.
- practice working with teams.
- compare and contrast the gender behavior in group situations.

LIFE SKILLS:
- Learn behavioral differences between the genders.
- Getting along with others.

MATERIALS:
- 2 copies of BATTLE OF THE SEXES Observation Sheet
- Pens or pencils
- Watch or other time piece
For each group:
- One poster board
- Pair of scissors
- Package of markers
- Bottle of glue
- Paper clips

TIME:
30 minutes

SETTING:
Comfortable room with tables and chairs.
Activity 15: **Bouncing Balls**

Encouragement plays an important role when it comes to motivating others. Positive feedback is very encouraging to members of a group while negative feedback can inhibit a group's performance. We should concentrate on giving encouragement as much as possible to keep from discouraging our members.

**OBJECTIVES:**
For youth to:
- demonstrate how positive and negative reinforcement can affect motivation and task accomplishment.
- discover the relationships between motivation and feedback.
- realize the role of leaders as motivational factors in groups.

**LIFE SKILLS:**
- Teamwork.
- Working with groups.
- Motivating others.

**MATERIALS:**
- Three tennis balls
- Three buckets
- Three pencils
- Three pieces of paper (for scoring)
- Masking tape

**TIME:**
45 minutes

**SETTING:**
A large room in which the three teams can carry out their tasks without overhearing the comments made by the monitors or the facilitator to the other teams (though three separate rooms - one for each team - is preferable. There must be three walls available that are suitable for bouncing balls against.

**Advanced Preparation:** Set up three ball bouncing areas. Place a bucket about three feet from the wall. Using masking tape, make a line approximately 15 feet away from the wall.

**DO**
- Select three volunteers to serve as scorekeepers, and divide the remaining participants into three teams. Explain to the members that they will be bouncing a tennis ball off a wall into a bucket. Each person will be given ten tries; that person's score will be the number of times that the ball goes into the bucket. The team score will be the total of all the participants' scores.
- Take the scorekeepers aside and tell one of them to positively encourage the participants in their team (“Way to go!” “Come on you can do it!” “Good job!” etc.), another to make negative statements to their team (“You can't do that!” “You're no good at this!” “Don't even bother; you probably won't make it!” etc.) and tell the other to make no comments at all.
- Assign a scorekeeper to each team, show each team to their location, and begin the competition. The scorekeeper for each team records the scores of the members while making the comments regarding the participants' performances.
- While the teams are competing, casually move from team to team, using the same kind of reinforcement with each group as the scorekeeper does (positive with the first team, negative with the second team, and no comments with the third team).
- When all team members have finished bouncing balls, reassemble the groups and announce the winning team. Ask the participants if they would like to play again (most likely, Group 1 will want to, while Group 2 will not).
- State the goals of the activity and explain that the people who have received positive reinforcement were more likely to try harder, while those receiving negative reinforcement seemed to give up quicker.
- Have the scorekeepers report their observations.
REFLECT
- How did you feel during the experience?
- How was your behavior affected by your Scorekeepers’ comments? How did you feel when the facilitator joined in on those comments?
- How does feedback affect motivation?
- As a leader, why is it important to be able to motivate others?

APPLY
- How can you use statements to encourage others?
- What are some real life situations in which you have heard positive and negative feedback? How did it affect your performance?
- How can we improve our skills for motivating others?
Activity 16: **Headbands**

Our perceptions of people often influence the way we act around or towards them. Sometimes incorrect impressions can negatively affect our interactions. It is important to treat people with understanding and respect.

**DO**
- Select 8 volunteers to demonstrate the effects of role pressure.
- Place a headband on each volunteer so that he or she cannot read the label but others can.
- Provide a topic/question for discussion among the volunteers, preferably something relevant to the organization. Examples: "What do we do with the money raised from the fundraiser?" or "What community pride project should we do this year?" Encourage each member to interact with the others in the way that is natural for him or her while reacting to the others by following the label on the headband. Don't allow them to tell each other what their headbands say, but simply react to them. Tell the other group members to observe the discussion.
- After about 15 minutes (or when the discussion has illustrated its purpose), stop the discussion and instruct each volunteer to guess what his headband says and then take it off and read it.

**REFLECT**
- What were some of the problems of trying to "be yourself" under conditions of group role pressure?
- How did it feel to be consistently misinterpreted by the group (to have them laugh when you were trying to be serious or have them ignore you when you were trying to make a point)?
- Did you find yourself changing your behavior in reaction to the group's treatment of you (withdrawing when they ignored you, acting confident when they treated you with respect, giving orders when they deferred to you)?
- What were some of your observations regarding the group dynamics?

**APPLY**
- What are some of the labels you think other people give you in real life? Are they beneficial or detrimental?
- Why are people, including yourself, given labels? Are they difficult to overcome?
HEADBANDS

COMEDIAN: LAUGH AT ME

EXPERT: ASK FOR MY ADVICE

IMPORTANT PERSON: DEFER TO ME

STUPID: SNEER AT ME

INSIGNIFICANT: IGNORE ME

LOSER: PITY ME

BOSS: OBEY ME

HELPLESS: SUPPORT ME