



Take the Lead

Lesson 8:

Use What You've Got!

Grade level: 6-8

Learning objectives:

Young people will learn:

- to identify resources available to help them achieve goals
- to classify resources into six categories
- to use creativity in identifying and using resources

Codes for TEKS:

Language Arts
Fine Arts

Codes for 40

Developmental Assets:

Creative activities
Planning and decision making
Interpersonal skills

National Education Standards:

Language Arts
Fine Arts

Life Skills Model:

Problem solving
Decision making
Wise use of resources
Social skills

Time required:

60 minutes

Equipment/Materials:

Flip chart paper or chalkboard
Markers or chalk
Ball of yarn
Pencils

Handouts/Support Materials:

Trip Into Outer Space
Out Of This World Recipes

Don't be afraid to see what you see.

– Ronald Reagan

*A man may die, nations may rise and fall,
but an idea lives on.*

– John F. Kennedy

What are some of the resources you use every day to get ready for school?

Allow participants to answer. Record responses on flip chart or chalkboard.

Is there any way we could clean up and get ready without having all of these valuable resources to use?

Allow participants to answer.

What are some of the resources we use to do our homework and class assignments?

Allow participants to answer. Record responses on flip chart or chalkboard.

Would we ever be able to do our best on our class assignments if we didn't have these resources available?

Allow young people to answer.

What would we be able to do without the running water, electricity and other resources we often take for granted? We'd be able to do some things, but not many. So we rely on resources to help us accomplish our goals, whether our goal is getting ready for school, doing our homework or any other task.

When we start a new project or set a goal, we need to know what resources will be available to help us accomplish that goal. Leaders have to help determine what those resources are. One way to do that is to create a list yourself, but what would a better strategy be?

Allow young people to answer.

A better strategy might be to get the whole team involved in identifying the resources you need to accomplish the goal. Today we are going to practice doing that.

Let's look at the list of resources that we generated earlier—what we use to get ready for school and what we use to do homework and assignments. How can we put these resources into categories?

Allow participants to answer. Record responses on flip chart or chalkboard.

There are usually six general categories of resources.

1. time – the time we give to complete a project
2. money – funds available to pay for supplies, etc.
3. materials – new or recycled materials
4. space – facilities, room arrangement, etc.
5. people – using the expertise or talents of other people to help us
6. natural resources – things like water, soil, minerals

Activity 1: Resource Web

Today we are going to make a list of resources we can use in a specific situation. Let's all stand in a large circle, facing the center of the circle.

I have a ball of yarn and will give it to someone in a moment when we start the activity. We're going to build a web of resources that we identify for this situation. After I tell you the situation, if you think of a resource that would help us accomplish the goal, raise your hand. We will toss the ball of yarn to each other, while hanging on to the string as we toss it, until we run out of ideas. I expect every person to contribute at least one idea to the web.

Read the scenario below and then record the participants' ideas on the chalkboard or flip chart.

Scenario: The Business Club wants to have a career fair next semester and they are not sure how to start planning the event. What resources can the Business Club draw upon to make their career fair a successful event?

To begin the Resource Web, give the ball of yarn to the first participant who has a resource idea. Continue until the group runs out of ideas or every person has contributed at least one idea.

Let's look at our list and classify the resources we identified into one of the six general categories that we talked about before.

Go through the list and number each resource idea 1 through 6 according to the list of categories.

When we break down a goal or project and look at all the resources we can draw on, it makes things that might seem very difficult at first much easier to do in the end. Why reinvent the wheel if someone already has a wheel out there we can borrow!

Activity 2: Recycled Orchestra

The goal of this activity is to find items in the room or in nature (instructor's choice) that can be used as musical instruments. Teams will work together to build an orchestra and perform a song for the rest of the group. Each team should also appoint a conductor to lead the team. The conductor will need a baton, so teams should also find a resource to serve as the baton.

Teams should have at least four members but no more than eight. Each instrument should make a characteristic sound that sets it apart from all the other instruments. Allow time for the teams to select their instruments, select their song, and practice playing the song.

When performance time arrives, have everyone introduce his/her own musical instrument and the sounds that it makes. Then have each team perform its piece with the conductor directing the performance.

If possible, give awards for most creative instrument, best sounding instrument, most out of tune instrument, best conductor, etc. The instructor can create recycled awards to present. (Old trophies or plaques would be great!)

Activity 3: Trip Into Outer Space

This activity is designed to encourage the creative use of resources and help participants think through the many aspects of a problem and how to solve the problem.

Divide the large group into teams of four to six people. Give each team a pencil and a copy of the handouts: Trip Into Outer Space and Out of This World Recipes. Instruct participants to follow along on their Trip Into Outer Space handout as you read the scenario for the activity. Then allow time for teams to work on developing a list of resources they would need to take with them on a trip into outer space.

Scenario: Your team has been chosen for a special space mission to explore the impact of zero gravity on baking. The space ship will be stocked with all the food items needed to make the Super Shuttle Chocolate Chip Cookie recipe and the Blast Off Lasagna recipe, but you must decide what other resources you will need to carry out your experiments. You have only a 4-foot by 4-foot space on the shuttle in which to store all the resources you plan to take with you on your trip. Make a list of the resources you will need for this study. Remember, you can take only what will fit in the space allowed and you are limited to a total of twelve items. Good luck!

After teams have had time to develop their lists of items to take on the trip to outer space, have each team share its list with the whole group and allow time for discussion. Work with the groups to see if they can come to a consensus about the twelve items needed for this trip!

Activity 4: Service In Action

This activity is designed to put the planning and identification of resources into action! Select a community service project and develop a list of resources needed to carry it out. Then have the young people go to work to complete the service project. They just might surprise themselves when they see what they can accomplish!

Trip Into Outer Space

Your team has been chosen for a special space mission to explore the effect of zero gravity on baking. The ship will be stocked with all the food items needed to make the chocolate chip cookie recipe and lasagna recipe, but you must decide what other resources you will need to carry out your experiments. You have only a 4-foot by 4-foot space on the shuttle in which to store all the resources you plan to take. Make a list of the resources you will need for your trip into outer space. Remember, you can take only what will fit in the space allowed and you are limited to a total of twelve items. Good luck!

RESOURCES FOR TRIP INTO OUTER SPACE	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

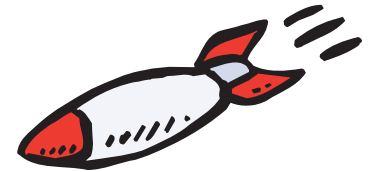
Out of this World Recipes

NASA Anti-Gravity Baking Experiment

Blast Off Lasagna

8 ounces lasagna noodles	1 pound lean ground beef
1/2 cup chopped onion	8 ounces mushrooms, optional
1 jar (about 16 ounces) spaghetti sauce	1 teaspoon garlic powder
1/2 teaspoon salt	1 teaspoon dried leaf oregano, crumbled
1/2 teaspoon dried leaf basil, crumbled	1 1/2 cups ricotta cheese
2 cups shredded Monterrey Jack cheese	3/4 cup grated Parmesan cheese

Cook lasagna noodles according to package directions; drain and set aside. In a large skillet, brown beef, onion and mushrooms; drain well. Stir in spaghetti sauce, garlic powder, salt, oregano and basil. In a 2-quart buttered baking dish (about 11x7x2 inches), layer 1/3 of the lasagna noodles, 1/3 of the sauce and 1/3 of the ricotta cheese, Monterrey Jack cheese, and Parmesan cheeses. Repeat layers twice. Bake lasagna for 30 minutes, or until thoroughly heated and bubbly. Let stand for 8 to 10 minutes before cutting and serving. Serves 6 to 8.



Super Shuttle Chocolate Chip Cookies

2 cups all purpose flour	1 teaspoon baking soda
1 teaspoon salt	1 cup Crisco
3/4 cup granulated [white] sugar	3/4 cup packed brown sugar
1 teaspoon vanilla extract	2 eggs
2 cups (12-ounce package) NESTLE TOLL HOUSE Semi-Sweet Chocolate Morsels	1 cup chopped nuts

Combine flour, baking soda and salt in small bowl. Beat butter, granulated sugar, brown sugar and vanilla in large mixer bowl. Add eggs one at a time, beating well after each addition; gradually beat in flour mixture. Stir in morsels and nuts. Drop by rounded tablespoon onto ungreased baking sheets. Bake in preheated 375-degree [Fahrenheit] oven for 9 to 11 minutes or until golden brown. Let stand for 2 minutes; remove to wire racks to cool completely.

PAN COOKIE VARIATION: Prepare dough as above. Spread into greased 15x10 inch jelly-roll pan. Bake in preheated 375-degree [Fahrenheit] oven for 20 to 25 minutes or until golden brown. Cool in pan on wire rack.

FOR HIGH ALTITUDE BAKING (>5,200 feet): INCREASE flour to 2 1/2 cups; add 2 teaspoonfuls water with flour; reduce both granulated sugar and brown sugar to 2/3 cup each. Bake at 375 degrees [Fahrenheit], drop cookies for 8 to 10 minutes and pan cookies for 17 to 19 minutes.