

Launching Life Long Leadership

Preface

Launching Life Long Leadership

Welcome to the Minnesota 4-H Youth Development curriculum “Launching Life Long Leadership.” This curriculum includes lessons that will teach 5th, 6th, and 7th graders seven core competencies of youth leadership. These competencies were identified through research conducted by the 4-H Youth Leadership Initiative Team, University of Minnesota Extension Center for Youth Development.

The seven core competencies include:

- Defining Leadership
- Understanding Self
- Communication
- Organization
- Group Dynamics
- Decision Making
- Respect

Once the competencies were determined, a two hour-eight session curriculum was developed and piloted. Following each session, feedback was provided by the facilitator and participants involved.

One of the lessons from the pilot sites included the length of the sessions was too long. Therefore, after some discussion, one hour lessons were developed and titled “Launching Life Long Leadership.”

Credits and Acknowledgments

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Launching Life Long Leadership

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Creating a Leadership Philosophy

Defining Leadership Core Competency

◆ OVERVIEW

Author John Maxwell describes a process called “Intentional Thinking.” This model addresses four areas: A Place to Think (Your Thoughts), A Place to Shape (Your Thoughts), A Place to Stretch (Your Thoughts) and A Place to Land (Your Thoughts). As a leader, you should be able to reflect and process their thoughts and ideas. Being intentional about really spending time thinking, writing, sharing and reflecting on your thoughts or the thoughts of others is important for the development of a leader. In this activity, participants will learn the importance of the “four places” and how they can create those to help begin shaping their leadership philosophy.

Philosophy: A system of values by which one lives.

◆ LIFE SKILLS

Self-esteem, character, self-responsibility

◆ MATERIALS NEEDED

Copies of “Defining Leadership” pictures (preferably in color, one of each)

Tape

Journals (one for each participant)

Pencils/pens (one for each participant)

Flipchart or whiteboard with writing utensils

◆ GROUP SIZE

Unlimited number of participants

◆ ACTIVITY INSTRUCTIONS **Activity Time: 60 Minutes**

Part One: Introduction (5 minutes)

1. Introduce the activity to the participants and explain that today they will be learning about ways they can begin to create a leadership philosophy. Ask how many of them have heard of a “leadership philosophy” before.
2. Inquire if anyone can tell you what a “philosophy” is and record their responses on a flipchart.
3. After those who would like to share have done so, show them the dictionary definition of “philosophy.” This can be found in the Overview.
4. Explain that whether a leadership philosophy is new to the participants or not, it is important for them to often reflect on what their philosophy is. In this activity,

the participants will develop and work on finding a place to think, how to capture their thoughts, and how to share their thoughts.

Part Two: A Place to Think (10 Minutes)

1. Take the “Defining Leadership” pictures and hang them around the room. Point these out to the participants and ask them to take a few minutes and walk around the room and really look at the pictures. As they look at them, they should think about the following:
 - What do you feel about the picture?
 - Do you like what you see in the picture?
 - What do you like best about the picture?
2. After they have looked at all of the pictures, tell them to select a picture and stand by it. Once everyone has selected a picture to stand by, each picture small group should form a circle. Then, within their group, each person should share why they selected the picture and what it might mean to them.
3. Once the discussions are finished, have participants sit down in their chairs again.

Part Three: A Place to Shape (10 Minutes)

1. Now, invite everyone to take their journal, which should be at their chairs, and write a description of the picture they saw and why they liked it. Then, they should summarize the conversation they had with their small group.
2. After writing down their reflections, ask the participants to think about and write down a place they could go and really think. They should describe the following:
 - What that place would look like.
 - How that location would help them think.
 - Why it would be motivating to them.
 - How they would share their thoughts with others.

Part Four: A Place to Stretch (10 Minutes)

1. Still sitting, explain to the group the following:

“By sharing your ideas with others, much like you just did in your picture small group, ideas and thoughts can be strengthened. Others can challenge the way you think and help give a broader perspective. It is important to identify some friends and adults you know and take time to share your ideas so they can help stretch your perspective.”
2. Now, take an opportunity to share and discuss the following quotations:
 - *“A great leader's courage to fulfill his vision comes from passion, not position.”* – John Maxwell
 - *“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”* – John Quincy Adams
3. As a group, take turns and talk about these a little bit. Ask questions like the following:
 - What do you think of these quotations?

- What do they mean to you?
- Which one do you like more, and why?
- What do you think they mean to other people?

Part Five: A Place to Land (10 Minutes)

1. Ask participants to take out their journals once more. Explain that it is important to take time to review and reflect on daily actions. Ask them how they feel this activity has helped them think about taking time to think, write, and discuss.
2. After they have shared, have them reflect to help reshape their thoughts and begin to develop a new vision in their journal. They can write down fresh thoughts or rewrite some from before.

Part Six: Wrap Up (Use the Relax and Reflect to debrief the experience.)

◆ RELAX AND REFLECT

- What was it like to complete these steps? (remind them of the steps)
- What “place” was most challenging for you?
- From this lesson, how would you describe a leadership philosophy?
- What was it like to take time and reflect?
- Did you like to journal or verbalize your thoughts? Why or why not?

◆ APPLY

- What did you learn about yourself?
- How will having developed a leadership philosophy help you in a career?
- How do you anticipate this leadership philosophy will change your leadership? Will it strengthen? Will you reflect more?
- What are some different ways to reflect?

◆ TAKE HOME

Participants will have a journal to take home so they can continue to write, reflect, and update their leadership thoughts and leadership.

◆ RESOURCES

Leboeuf, M. Developing a Leadership Philosophy. *Air University – The Intellectual and Leadership Center of the Air Force*. Retrieved from <http://www.au.af.mil/au/awc/awcgate/milreview/leboeuf.htm>

Source: Brian McNeill, Extension Educator for Regional 4-H Youth Development Programs; University of Minnesota Extension, 2009.



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OUR PLANET IN THE MIDDLE OF THE UNIVERSE AT NIGHT



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Leadership Traits

Defining Leadership Core Competency

◆ OVERVIEW

Understanding what characteristics a good leader has is important for every leader when trying to hone their leadership style. In this activity, participants will think about individuals they consider to be leaders and the participants will give definition to the traits, characteristics, and actions that they feel make these individuals good leaders. Along with this, they will take time to determine traits, characteristics, and actions that unsuccessful leaders demonstrate.

◆ LIFE SKILLS

Relating, caring, giving, working, being, thinking, managing

◆ MATERIALS NEEDED

Flipchart or whiteboard with writing utensils

Tape

Pens/pencils (one for each participant)

Markers, colored pencils, crayons (enough for all participants)

8.5" x 11" white paper (one for each participant)

◆ GROUP SIZE

Unlimited number of participants

◆ ACTIVITY INSTRUCTIONS **Activity Time: 60 Minutes**

Part One: Leader Identification (20 minutes)

1. On one sheet of flipchart paper write "Positive" and on the top of another sheet of flipchart paper write "Negative." Tape these two papers next to each other.
2. Ask the group to brainstorm positive traits and characteristics of successful leaders. Have them share their ideas with you and list these on the flipchart.
3. Now, ask the group to brainstorm negative traits and characteristics of less successful leaders. Once again, have them share their ideas with you and list these on the flipchart.
4. Discuss Relax and Reflect Part One.

Part Two: Personal Reflection (40 minutes)

1. Give each participant two pieces of white paper and a writing utensil.
2. Ask them to define "what leadership means to me" in the form of a magazine article from the future. Within the article, have them ponder how they would like to be remembered as a leader years from now. What would they have

accomplished? What leadership traits or characteristics do they hope others will see in them?

3. Once their article is finished, give them markers, colored pencils, or crayons and ask them to design the cover of the magazine where their article is featured. Ask them to imagine why they are on the cover. What magazine is it? What's the headline? What have they done to deserve recognition? What makes them the leader everyone is admiring? What do people see in them? They should think about what they would like to positively affect.
4. Proceed Relax and Reflect Part Two. Discuss.

◆ RELAX AND REFLECT

Part One: Leader Identification

- How easy or difficult was it to come up with positive and negative leader characteristics?
- Why do you think you chose the words that appear on the positive list? The negative list?
- Which of these traits and characteristics do you see in leaders you know?
- Do you think all leaders need to have the same traits to be successful?
- If you want people to see you as a leader, what characteristics do you hope they use to describe you?

(Go back to Activity Instructions Part Two)

Part Two: Personal Reflection

- How did it feel to think about yourself on a magazine in the future?
- What makes it difficult or easy to think of yourself as a leader?
- Do you think that appearing on a magazine cover makes a person a leader?
- Why do you think that people believe you must do something monumental to be a leader?

(Go on to Apply)

◆ APPLY

- What characteristics or traits would you like to strengthen to increase your leadership potential?
- What do you see yourself being a leader in?

◆ TAKE HOME

Participants will have no physical materials to take home, but they could develop a plan for something they would like to provide leadership to at their home. Also, encourage them to follow through and provide leadership to a responsibility they already have.

◆ RESOURCES

Macgregor, M. G. (2007). *Building Everyday Leadership In All Teens*. Minneapolis, MN: Free Spirit Publishing Inc.

Source: Renee Kostick, Extension Educator for Regional 4-H Youth Development Programs; University of Minnesota Extension, 2009.



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Leadership Banner

Defining Leadership Core Competency

◆ OVERVIEW

People define leadership in many different ways. Some may focus on only one aspect of leadership, while others may think about several characteristics that make up their definition. Listening to others' definition of leadership and creating your own definition of leadership will help focus on the leadership qualities you care about and will help you find your own leadership style. In this activity, participants will have an opportunity to share their definition of leadership in a creative way. They will also listen to the definitions of those around them.

◆ LIFE SKILLS

Critical thinking, decision making, character, sharing

◆ MATERIALS NEEDED

Dictionary
Markers, colored pencils, crayons (enough for all participants)
Scissors
Glue
Roll of butcher paper
Construction paper
Magazines to cut up
5" x 7" index cards
Pencils or pens (one for each participant)

◆ GROUP SIZE

Unlimited number of participants

◆ ACTIVITY INSTRUCTIONS **Activity Time: 60 Minutes**

Part One: Census Now (10 minutes)

1. Using as many 5" x 7" cards as you would like, list different areas of interest on each. These areas can include football, dancing, singing, reading, writing, sewing, shopping, etc.
2. Tape the index cards up on the right side of the room.
3. Give each participant a pencil and ask them to walk around the right side of the room and look at the different cards.
4. Have participants initial the cards if they have an interest in that area. They may initial as many cards as they like.

5. Following the activity, proceed to Relax and Reflect Part One.

Part Two: Leadership Now (10 minutes)

1. On an equal number of cards as in Part One, write various leadership characteristics. These may include caring, optimistic, social, team orientated, strict, quiet, talkative, etc. Try to list opposite adjectives so one trait is not seen as superior.
2. Tape these index cards up on the left side of the room.
3. Ask participants to walk around the left side of the room and look at the different cards.
4. Have participants initial the cards if they feel the leadership characteristic listed is one they possess.
5. Proceed to Relax and Reflect Part Two.

Part Three: Leadership Banner (40 minutes)

1. Amongst the participants, divide up remaining materials (butcher paper, scissors, markers, dictionary, glue, magazines, and construction paper).
2. Inform the students that their task is to design a banner featuring the word "leadership." These banners will be displayed anywhere their peers can view them, such as a youth organization, school hallway, after-school site, youth center, etc. The banners will be a visual reflection of participants' personal definition of leadership. Encourage creativity! Participants may work in groups of two or three. Each banner must include:
 - The word "leadership"
 - The dictionary definition of "leadership"
 - The banner creator's own definition "leadership"
 - At least five bits and pieces about leadership and what it means to those assembling the banner
 - Any other pictures, drawings, or words the participants want to add
3. Once the banners are complete, have all participants share what they made with the group. While they are sharing, they should be answering questions from Relax and Reflect Part Three.

◆ RELAX AND REFLECT

Part One: Census Now

- Looking at the index cards, how many of you have the same interest as someone else in this room? What are some of those interests?
 - How many of you have different interests than someone else in the room? For instance, did you initial a card that did not have everyone else's initials on it?
- Now, you're going to try this activity again, but this time with personal characteristics (Proceed to Activity Instructions Part Two)

Part Two: Leadership Now

- Looking at the index cards, how many of you have a characteristic similar to someone else in this room?
- How many of you have different characteristics than someone else in the room?

It is important to realize that everyone has different characteristics that make them unique in the way they work with people and lead. The same can be said for the leadership traits individuals embody. Using these leadership traits, leadership definitions are formed. You are now going to move on to creating your own leadership banner where you can brainstorm your unique leadership definition. (Proceed to Activity Instructions Part Three)

Part Three: Leadership Banner

- If you worked with others, did you find there to be different definitions of leadership?
- Can leadership have more than one definition?
- How did you decide on what to include on your banner?
- What factors influence how people define leadership?
- Why is it important to find your own personal definition?

(Go on to Apply)

♦ APPLY

- How can these banners help others in your community?
- How can your definition of leadership change years from now?

♦ TAKE HOME

Participant's can show others their banner, thus introducing a new view to leadership for everyone who sees it. Have students pick out a location where they could hang their banner in their community.

♦ RESOURCES

Macgregor, M. G. (2007). *Building Everyday Leadership in All Teens*. Minneapolis, MN: Free Spirit Publishing Inc.

Sabrinsky-Foster, E. (1989). *Energizers and Icebreakers*. Minneapolis, MN: Educational Media Corporation.

Source: Amanda Kuhn, County 4-H Program Coordinator; University of Minnesota Extension, 2009.



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Winter Counts

Understanding Self Core Competency

◆ OVERVIEW

Winter Counts were a way for the Lakota Indians to document significant events that happened in a year. The winter counts were a picture that was drawn to represent that year and verbal stories were added to fulfill the history. The Lakota call them *waniyetu wowapi*. *Waniyetu* is the word for year, which is measured from first snowfall to first snowfall. It is often translated as “a winter.” *Wowapi* means anything that is marked on a flat surface and can be read or counted, such as a book, a letter, or a drawing.

In this activity, participants will create their own Winter Count and discover what was important to them in each year of their life. At times, these memories may invoke uncomfortable feelings or tragic events. Participants will be invited to journal about their experiences. As the pictures and recollections are combined, themes will emerge that assist participants in understanding themselves.

◆ LIFE SKILLS

Leadership, character, self-esteem, self-responsibility, managing feelings

◆ MATERIALS NEEDED

Large area for students to spread out and have personal space
Paper or notebook (at least two sheets of paper for each participant)
Pencils (one for each participant)
Markers
Picture of a Lakota Winter Count

◆ GROUP SIZE

Unlimited number of participants

◆ ACTIVITY INSTRUCTIONS **Activity Time: 60 Minutes**

1. Have participants gather in a circle. Describe to them that they will be spending some time in reflection and writing to discover more about themselves.
2. Give the youth a brief history of the Winter Counts from the Overview above. Show them a picture of a Winter Count.
3. Explain to the participants that they will be creating their own Winter Count. To begin this process, they need to list Year 1, Year 2, etc., through Year 12 down the left side of their paper, leaving room in between to write notes.
4. Tell them that for each year, which represents their age, participants will be writing down a significant memory from the earliest time they can remember

through Year 12. These memories can be events, a smells, visuals, pictures that someone has shown them or stories that have been shared with them. It may be significant to just them or to their entire family. Tell them that is might not be easy at first to remember, but to try to think inside themselves to what they were like in that year and let the memories emerge. It is not expected that they remember events from their early years, but to begin at the earliest age that they have memories. They can also write down “Toddler,” “Preschool,” or “Elementary,” instead of individual years.

5. Have participants separate and give them time to brainstorm their memories from each year. This should be a quiet time.
6. After about 15 minutes of brainstorming and writing, begin to pass out markers and fresh paper to each participant. Tell them to take time to select and draw pictures representing their memories, thus creating their Winter Count like the Lakota Indians did. They should think carefully about the drawings because these drawings have to portray an entire story. Everyone should continue to remain quiet during this time.
7. Once everyone is finished, gather participants back to circle and continue with Relax and Reflect questions.

◆ RELAX AND REFLECT

- What was it like to try to remember events from such a long time ago?
- Was this an easy or difficult activity?
- What helped you remember the events?
- Why do you think it was important that the Lakota had a person writing down their Winter Counts?
- Why was it important to the culture?
- What were some significant events that you remembered?
- Why do you think they are important to you now?

◆ APPLY

- How can doing an activity like Winter Counts help you to understand yourself?
- Look at some of your events that you wrote down. How have these events shaped you? How have they changed you? How can significant events in your life change or better your characteristics? Take some time to jot down some of these ideas next to the different events that you wrote down.
- How do journaling or reflecting on experiences help us to grow?
- What are some other ways we can “record” our experiences?

◆ TAKE HOME

Suggest to students to take their Winter Count home and share with an adult in their life. Compare memories and experiences. They should talk with an adult about how they were changed or grew from the events.

◆ RESOURCES

Galt, M. (1992). *The Story in History: Writing Your Way into the American Experience*. Teachers and Writers collaborative: New York, NY.

Lakota winter counts online exhibit. (n.d.). Retrieved from <http://wintercounts.si.edu/index.html>

Source: Nicole Pokorney, Regional 4-H Extension Educator; University of Minnesota Extension, 2009.



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Winter Count





Brochure About Me

Understanding Self Core Competency

◆ OVERVIEW

Self esteem is an important component to being able to be yourself. If you have high self esteem, then you will be confident in showing others how you feel and act on your feelings. This activity is a good exercise in allowing youth to be creative and create a brochure that describes specific things about themselves. By expressing positive things about self, positive self esteem can grow and focus is on the positive instead of the negative. Likewise, reading or hearing others' positive comments about yourself builds self esteem. Participants will also have an opportunity to add positive statements to each person's brochure and practice giving compliments.

Personal values: qualities that an individual find to be desirable.

◆ LIFE SKILLS

Self-esteem, character, communication

◆ MATERIALS NEEDED

Construction paper
Scissors
Glue
Tape
Markers, colored pencils, crayons (enough for all participants)
Newspapers
8.5" x 11" white paper (one for each participant)
Brochures (examples)
Flipchart or whiteboard with writing utensils

◆ GROUP SIZE

Unlimited number of participants

◆ ACTIVITY INSTRUCTIONS

Part One: Defining "Personal Values" (20 minutes)

1. The entire group is going to begin by playing a game of "Would you rather..."
 - a. Designate three spaces in the room for each answer. For example, give one corner for "A," a corner for "B," and a corner for "C".
 - b. Read the following statements and have participants show their answer by moving to the location in the room that corresponds.
- Would you rather...

- A. Go to the beach
- B. Go to the mountains
- C. Go to a city

- A. Play sports
- B. Read a book
- C. Go fishing

- A. Have it be summer
- B. Have it be fall
- C. Have it be winter

- A. Ride a horse
- B. Ride a boat
- C. Ride a rollercoaster

(continue to come up with as many scenarios as you like)

2. Once you are done playing “Would you rather...,” ask if any of the participants know why different people gave different answers (different interests, different experiences, etc.).
3. Now, inquire if anyone knows what “values” are. Record their answers on a flipchart.
4. Reveal to everyone the definition of “personal values,” which is found in the Overview.
5. Move on to Relax and Reflect Part One.

Part Two: Self Brochure (40 minutes)

1. Spread out all materials amongst participants.
2. Ask how many of them have seen a brochure before. For those that have seen a brochure, what was it for and what did it look like? Show them the example brochures you have. Inform them that today they are going to be creating a brochure about themselves (hobbies, adjectives, name, etc.).
3. Have a discussion about what kinds of things a personal brochure would have.

For example:

- Proudest moment
- Favorite relative
- Favorite food
- Favorite color
- Best physical feature
- Favorite family tradition
- Best skill or talent
- A place I would like to visit
- My hero
- Favorite quote

4. Now, instruct the participants to take a piece of white paper and show them how to fold it in thirds. Once they have done this, show them the magazines and newspapers and tell the participants that they should go through these and find words that descriptive of them. Have them cut out these words.
5. Now, leaving the back side of the brochure blank, have the participants decorate the cover and inside of the brochure. They should glue their words on the inside and also respond to the topics of their choosing found above. Encourage creativity!
6. After participants have completed their brochure, ask them to take a paperclip and secure their folded brochure at the top so that the inside is not visible. The back of the brochure should be blank.
7. Arrange the group in a circle. If the group is 11 or more, you may want to break the group into two smaller groups so that there are no more than 10 people in a group.
8. If you prefer to allow every person in the group to write a compliment about each other and your group is large, you may want to provide paper for each person instead of writing on the back of the brochures.
9. Participants will pass their brochure to the right. Each person will write a compliment on the back of the brochure about the person to whom the brochure belongs. Be sure to look at the front of the brochure to see who it belongs to. It can be as simple as "I like your haircut" to a personal note for someone you know well. Youth may sign their name after they write a note on someone else's brochure if they wish. Do not remove the paperclip and read what is on the inside of anyone else's brochure.
10. The brochures will continue to be passed to the right until they are back with the person whom they belong to. Each participant may then read the comments written on their brochure from the other participants.
11. Go on to Relax and Reflect Part Two.

◆ RELAX AND REFLECT

Part One: Defining "Personal Values"

- What are some personal values you believe you have (achievement, relationships, honesty, etc.)? (Write these on a flipchart)
- Does everyone have the same values?
- How did "Would you rather..." show the different values of the people in this group?
- How do you get your values? (parents, friends, experiences, culture, etc.)

Each of you is a very special individual. You're different from every other person on earth! What you value helps make you this special individual. Your values are ideas you have about what is desirable, good, and important. No two people have exactly the same values. In the next part of our activity, you are going to have an opportunity to show us what your values are.

(Go back to Activity Instructions Part Two)

Part Two: Self Brochure

- Was it difficult to think of answers to the topics that were presented for you to develop your brochure? If so, why?
- What topic brought back a fond memory that you haven't thought about in a while?
- Were you surprised by any of the comments that other participants wrote on your brochure?
- Was there a comment from another participant that made you proud when you read it? Would anyone like to share that with the group?
- Was there a comment from another participant that you had not thought of yourself to be?
- Are your values always going to be the same? Why or why not?

Within our time together, you have encountered new ideas, new knowledge, new activities, and new people. All of these new things create change, which is why your values change. These new experiences influence how you think and feel about things and what you consider important.

(Go on to Apply)

◆ APPLY

- How can learning what others think of you help you to improve your self esteem?
- What can we do to build up others on a daily basis?

◆ TAKE HOME

Request that participants make an effort to provide compliments to others throughout the course of the day in a sincere manner. They should also make an effort to accept compliments from others instead of making an excuse or being negative when they speak positively about them.

◆ RESOURCES

Cook, D (1999). Self-Esteem Activities, Programs, and Protocols.

<http://www.recreationtherapy.com/tx/txself.htm>

Sources: Cheryl Newberry, Extension Program 4-H Specialist; Texas AgriLife Extension, 2009.



Phyllis Griffin, County 4-H Agent; Texas AgriLife Extension, 2010.



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Launching Life Long Leadership

Measuring Your Self-Esteem

Understanding Self Core Competency

◆ OVERVIEW

Self-esteem is an important aspect of personal development that can either empower individuals to set goals and become successful or cripple individuals and keep them from becoming all that they could be. Self-esteem is developed from the time of birth and is influenced by our family, friends, environment, and much more. This lesson will help youth evaluate how positive their self-esteem is and teach strategies to build self esteem.

Self-esteem: a realistic respect for or favorable impression of oneself; self-respect.

◆ LIFE SKILLS

Self esteem, social skills, self motivation

◆ MATERIALS NEEDED

Copies of “Sorensen Self-Esteem Test” handout (one for each participant)

Pencils/pens

Flipchart or whiteboard with writing utensils

◆ GROUP SIZE

Unlimited number of participants

◆ ACTIVITY INSTRUCTIONS **Activity Time: 60 Minutes**

1. Ask participants if they know what “self-esteem” is. Record their answers on a flipchart. When everyone has shared, give them the Dictionary.com definition, which is found in the Overview. Have this printed on a piece of flipchart paper, if possible.
2. After discussing the question above, explain to the participants that they are now going to take a test to assess their self-esteem. Give each participant a “Sorensen Self-Esteem Test” along with a pencil. This test should take about 20 minutes to complete. Explain that the Sorensen Self Esteem Test is designed to determine the level of self-esteem a person has. On the Sorensen Self-Esteem Test handout, participants are to read each of the 50 statements. If the statement describes them, then they should place a check mark or X in the blank to the left of the statement. Have them count up all of the check marks and record their score at the bottom of page two.

3. Once they are finished writing out their scores (be sure to give them enough time for this), tell them that the lower their score, the higher their self-esteem (outline is below). Participants do not have to share their score with anyone else. Scoring for the test is as follows:
 - 0-4 statements marked – You have fairly good self-esteem
 - 5-10 statements marked – You have mild low self-esteem
 - 11-18 statements marked – You have moderately low self-esteem
 - 19-50 statements marked – You have severely low self-esteem
4. Now, brainstorm some reasons that might cause a child to develop a low self-esteem (child abuse, negative talking, teasing or bullying, learning disabilities or things of that nature can contribute to low self-esteem). Write these on a flipchart as well.
5. Inquire if there are any signs that someone has low self-esteem. What are the “symptoms”? Record answers on a flipchart. Some examples are below.
 - People with low self-esteem may have high anxiety, lots of stress, be a loner or express feelings of loneliness.
 - They may also act or feel depressed.
 - Low self-esteem may also be revealed through a poor self-image and putting themselves down.
 - Accepting compliments is difficult for a person with low self-esteem.
 - Low self-esteem may reveal feeling terrified of failure or always trying to achieve perfection.

◆ RELAX AND REFLECT

Note: Do not pressure anyone to share their answers. Let them share as they feel comfortable.

- If anyone is willing to share their answers, they can do so at this point. Were they surprised with their results?
- Were there statements on the test that were difficult to answer? If so, why?
- Are there particular situations when your self-esteem drops? What are these situations and why do you think this happens?
- Our own attitude influences our self-esteem, so what are some of your attitudes that you feel may have influenced your results?

◆ APPLY

- What are strategies to use to improve our own self-esteem? (positive attitude, ask questions, work hard, try to have a firm handshake, participate in group activities with positive reinforcement, etc.)
- What can we do as friends or peers to encourage others and promote positive self-esteem? (praise their unique-ness, target bad habits not the individual, etc.)

◆ TAKE HOME

Have participants work on improving their self-esteem and the self-esteem of others. Below are a few examples of things to work on to help improve self-esteem:

- Practice positive self talk instead of using negativity.
- Practice accepting compliments from others and giving sincere compliments to your friends.
- Work on taking criticism and using it to improve on your actions, skills or behaviors.

◆ RESOURCES

Sorensen, M. (2004). Sorensen Self Esteem Test, www.getesteem.com

Source: Cheryl Newberry, Extension Program 4-H Specialist ; Texas AgriLife Extension, 2009.



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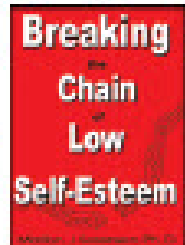
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Sorensen Self-Esteem Test

By Marilyn J Sorensen, PhD, Clinical Psychologist & Author

Adapted from her book, *Breaking the Chain of Low Self-Esteem*



Do you think you may suffer from low self-esteem? This questionnaire will help you find out. Low self-esteem (LSE) is often misunderstood, and it is even misdiagnosed by many therapists as being a secondary concern. Rather than being merely a symptom, LSE is frequently the root cause of many psychological, emotional, personal and relationship issues. Treatments that do not focus on recovery from LSE may not be effective, because they are not dealing with the core issue.

INSTRUCTIONS: Click to place a check next to the number of each statement that you find to be true. Your score will be displayed and explained at the bottom of the second page.

RESET

- | | |
|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. <input type="checkbox"/> I generally feel anxious in new social situations where I may not know what is expected of me. | 15. <input type="checkbox"/> I often feel depressed about things I've said and done, or things I failed to say or do. |
| 2. <input type="checkbox"/> I find it difficult to hear criticism about myself. | 16. <input type="checkbox"/> I have avoided making changes in my life because I was fearful of making a mistake or failing. |
| 3. <input type="checkbox"/> I fear being made to look like a fool. | 17. <input type="checkbox"/> I often get defensive and strike back when I perceive I am being criticized. |
| 4. <input type="checkbox"/> I tend to magnify my mistakes and minimize my successes. | 18. <input type="checkbox"/> I have not accomplished what I am capable of due to fear and avoidance. |
| 5. <input type="checkbox"/> I am very critical of myself and others. | 19. <input type="checkbox"/> I tend to let fear and anxiety control many of my decisions. |
| 6. <input type="checkbox"/> I have periods in which I feel devastated and/or depressed. | 20. <input type="checkbox"/> I tend to think negatively much of the time. |
| 7. <input type="checkbox"/> I am anxious and fearful much of the time. | 21. <input type="checkbox"/> I have found it difficult to perform adequately or without embarrassment when involved in sex. |
| 8. <input type="checkbox"/> When someone mistreats me I think that I must have done something to deserve it. | 22. <input type="checkbox"/> I'm one of the following: The person who reveals too much personal information about myself or the person who seldom reveals personal information. |
| 9. <input type="checkbox"/> I have difficulty knowing who to trust and when to trust. | 23. <input type="checkbox"/> I often get so anxious that I don't know what to say. |
| 10. <input type="checkbox"/> I often feel like I don't know the right thing to do or say. | 24. <input type="checkbox"/> I often procrastinate. |
| 11. <input type="checkbox"/> I am very concerned about my appearance. | 25. <input type="checkbox"/> I try to avoid conflict and confrontation. |
| 12. <input type="checkbox"/> I am easily embarrassed. | 26. <input type="checkbox"/> I've been told I'm too sensitive. |
| 13. <input type="checkbox"/> I think others are very focused on—and critical of—what I say and do. | 27. <input type="checkbox"/> I felt inferior or inadequate as a child. |
| 14. <input type="checkbox"/> I fear making a mistake which others might see. | |



The Self-Esteem Institute

"Offering a program for recovery from low self-esteem"

www.getesteem.com

28. ____ I tend to think that I have higher standards than others.
29. ____ I often feel like I don't know what is expected of me.
30. ____ I often compare myself to others.
31. ____ I frequently think negative thoughts about myself and others.
32. ____ I often feel that others mistreat me and or take advantage of me.
33. ____ At night, I frequently review my day, analyzing what I said and did or what others said and did to me that day.
34. ____ I often make decisions on the basis of what would please others rather than on what I want or without even considering what I want.
35. ____ I often think that others don't respect me.
36. ____ I often refrain from sharing my opinions, my ideas, and my feelings in groups.
37. ____ I sometimes lie when I feel that the truth would result in criticism or rejection.
38. ____ I'm fearful that I will say or do something that will make me look stupid or incompetent.
39. ____ I do not set goals for the future.
40. ____ I am easily discouraged.
41. ____ I am not very aware of my feelings.
42. ____ I grew up in a dysfunctional home.
43. ____ I think life is harder for me than for most other people.
44. ____ I often avoid situations where I think I will be uncomfortable.
45. ____ I tend to be a perfectionist, needing to look perfect and to do things perfectly.
46. ____ I feel too embarrassed to eat out alone or to attend movies and other activities by myself.
47. ____ I often find myself angry or hurt by the behavior and words of others.
48. ____ At times I get so anxious or upset that I experience most of the following: heart racing or pounding; sweating; tearfulness; blushing; difficulty swallowing or lump in my throat; shaking; poor concentration; dizziness; nausea or diarrhea; butterflies.
49. ____ I am very fearful of criticism, disapproval, or rejection.
50. ____ I rely on the opinion of others to make decisions.

YOUR SCORE

If you checked: 00-04 Statements You have fairly good self-esteem
05-10 Statements You have mild low self-esteem
11-18 Statements You have moderately low self-esteem
19-50 Statements You have severely low self-esteem

It's important to realize that your score on this questionnaire in no way indicates that you are not a quality person. Instead what it does is to measure how you view yourself. If you have a healthy view of yourself, your score will be low. If your view of yourself is unhealthy, your score will be high.

Be aware that it will be difficult to raise children with healthy self-esteem, if you yourself suffer from low self-esteem. Without realizing it, you will pass on the attitudes, fears, and thinking that accompany low self-esteem.

Click here to visit www.getesteem.com and learn how to overcome low self-esteem!

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InteractivePDF by **Creative Progression**

Personal Commercial

Understanding Self Core Competency

◆ OVERVIEW

Developing a personal identity is important in helping you become better acquainted with others and their beliefs. This activity will allow youth to work in teams to showcase themselves by developing a commercial that “sells” their personal identity to others.

◆ LIFE SKILLS

Self esteem, social skills, communication, marketable skills

◆ MATERIALS NEEDED

Copies of “Hello World” poem handout (one for each participant)
8.5” x 11” white paper
Pencils/pens
Optional supplies might include:
Costumes (optional)
Props (optional)
Video camera (optional)

◆ GROUP SIZE

Between 10 and 24 participants (if more, separate into groups when showing commercials)

◆ ACTIVITY INSTRUCTIONS **Activity Time: 60 minutes**

Part One: “Hello World” poem (15 minutes)

1. Begin this activity by reading the poem “Hello World” by Dan Coppersmith. Give one copy to each participant.
2. Go on to Relax and Reflect Part One.

Part Two: Personal Commercial (45 minutes)

1. Separate participants into teams of two and give them pencils and paper.
2. Teams will work together to produce a personal commercial about both individuals. The personal commercials may be one commercial that showcases both participants or two separate commercials. They should be able to express their creativity through developing a commercial that showcases their strengths, interests, and beliefs.
3. Encourage participants to begin by using the paper and pencil to brainstorm the information they want to portray about themselves in the personal commercial.

4. After about 15 minutes, give them time to practice the commercial for about 10 minutes. Explain that it should have a beginning, message, and end. Let them use props or costumes, if available.
5. When everyone is done, have the pairs share their commercials.
6. Video tape the commercials so that they can watch them back and enjoy their own performance. This is optional but encouraged!
7. Go on to Relax and Reflect Part Two.

◆ RELAX AND REFLECT

Part One: "Hello World"

- What verses in the poem stood out to you? Why?
- What verses identified with you?
- What verses talked about a person that you would like to be?

This poem is a positive reminder that it is okay for us to feel good about ourselves! We should not hide behind a curtain and try to disappear. We should be proud of the things we are good at, the things we believe in and stand up for what we feel is right. Now you are going to have an opportunity to showcase you!
(Go back to Activity Instructions Part Two)

Part Two: Personal Commercial

- What were some creative ways that people showcased themselves?
- What was something new you learned about another participant from their commercial?
- What significant personal belief was shared in a commercial? Do you share that belief? Why or why not?

(Go on to Apply)

◆ APPLY

- Why is it important to know and understand yourself? Others?
- Why is it important to be able to tell others who you are and what you believe in?
- How can you strengthen your self concept and feel more comfortable sharing information about yourself with others?

◆ TAKE HOME

Encourage participants to write a poem, rap or song that represents them and what they stand for. Have them share it with their family and friends.

◆ RESOURCES

Coppersmith, D. (2008). "Hello World". Retrieved from <http://www.spiritwire.com/>

Source: Cheryl Newberry, Extension Program 4-H Specialist; Texas AgriLife Extension, 2009.



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Hello World

by Dan Coppersmith

I am amazing
Incredible me
Celebrating the being
I choose to be.

I'm uniquely spectacular
I am one of a kind
Creativity oozes
From my heart and mind.

I'm Stupendous, tremendous
I stand out from the crowd
I do things
That aren't allowed.

I'm inspired, desired
I am wonderfully weird
I am unbridled passion
I am highly revered.

I'm outrageous, contagious
I am daring and bold
I am honored and cherished
I'm a treasure to hold.

I am gifted, uplifted
I am endlessly blessed
I am sought out
For the skills I possess.

I am grateful, elateful
I am centered and wise
I am wealthy and worthy
I am God in disguise.

I declare my brilliance
It won't be denied
the world cries out
for what I provide.

I am powerful, masterful
I am focused and clear
Life beams brighter
Because I am here.

I am blazing, amazing
I can't be contained
I'm a glorious, fabulous
Radiant flame.

I choose to exude
All this and much more
My wings are spread
Watch me soar!

The Top 10 List

Understanding Self Core Competency

◆ OVERVIEW

Everyone is unique partially because of the different interests and goals they have. These interests and goals are developed from the time we are born and are influenced by all of our life experiences and people whom we have come to know and respect. In this activity, participants will have an opportunity to reflect on those who have impacted them in various activities. They will also develop a Top 10 List collage of favorite interests and goals and then share them with the group.

◆ LIFE SKILLS

Self esteem, goal setting, communication, sharing

◆ MATERIALS NEEDED

12" x 18" art paper
Glue/tape
Magazines to cut up
Markers, colored pencils, crayons (enough for all participants)
Scissors
Scrap paper (enough for all participants)

◆ GROUP SIZE

At least 10 participants (if group is too big, split into two groups when sharing)

◆ ACTIVITY INSTRUCTIONS **Activity Time: 60 minutes**

1. Explain to the group that each of us has things we really enjoy doing. Ask each participant what their favorite activity is. How did their interest(s) develop? Have a group discussion.
2. Tell participants that our interests are just one aspect of how we are each uniquely defined. Interests can sometimes develop beyond just being a hobby or something we enjoy doing to have a goal for our life. For example, a young man who develops an interest in football may pursue the sport in college and then go on to play professional football as a career. When he began playing in the peewee league, he may not have thought that participating in the sport would lead to a professional career.
3. Ask the group who the person or people were who have helped to shape one of their interests or goals. What did they do to facilitate this? Are these family members and/or friends? The people who are in our lives are a support system. These are individuals whom we trust and admire. They are always there when

we need encouragement, a shoulder to lean on, and someone to celebrate our successes with us!

4. Now that the group has talked out loud about their interests and those who impacted them, give each participant a piece of scrap paper.
5. Have individuals brainstorm and write down what they would like to include in their Top 10 List of favorite interests and/or goals. They may have a mix of some interests and some goals or focus on only one of these areas. Give them plenty of time to brainstorm.
6. Using the magazines, have the participants cut out pictures, words or whatever they would like to use to represent your Top 10 List. Give each person a piece of art paper to arrange what they have just cut out of the magazines. If participants prefer to draw images that represent your interests and/or goals, provide them with markers. Have them number their images so that everyone can clearly see the order in which their interests and/or goals rank. If there are students who finish quickly, encourage them to come up with steps to getting more involved in their interests or achieving their goals.
7. Once everyone is finished, have each person share what they have created. Ask them to go into detail about the people that have impacted them, what their activities are, and how they plan to accomplish their goals. If anyone in the group has ideas about how someone can reach their goals, allow them to share.
8. If possible, when they are finished sharing, collect the artwork and display it in the activity room. If you can leave it there for several weeks so the participants can see their creations daily, do so.

◆ RELAX AND REFLECT

- Who would you most like to share your Top 10 List with?
- What are you involved in right now that provides an opportunity for you to influence younger kids?
- What are qualities that you would want younger kids to see in you that you saw in your support system?
- Do you think that maybe you could be one of the people that they will some day say influences them?
- Were you surprised with any of the goals you formulated after the group discussion?

◆ APPLY

- What will you do to work toward achieving your top goal?
- How can you use what you brainstormed today in the future? (applications, essays, getting leadership roles, etc.)

◆ TAKE HOME

Once it is taken down from being displayed, participants will be able to take home their artwork and share it with friends and family. Encourage them to be a support system for others in the room as they reach for their goals. Challenge the participants to find a group of younger kids to work with and teach this concept.

◆ RESOURCES

Source: Cheryl Newberry, Extension Program 4-H Specialist; Texas AgriLife Extension, 2009.



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What's in a Name

Understanding Self Core Competency

◆ OVERVIEW

Judy Garland once said, “Always be a first rate version of yourself, and not a second rate version of someone else.” This is a wonderful statement to live by! Each person is unique, and part of what makes us unique is our name. Our names are given to us for many different reasons. Sometimes we are given a name that represents our culture or nationality. We may be named after a family member such as a grandparent or parent. A name may also be given to us because of what it means. In this activity, each person’s name will be explored and youth will be given an opportunity to describe themselves by first using a single adjective to learn their peers’ names and then by creating an acrostic. This is an opportunity for youth to share qualities about themselves that others may not know and identify qualities that employers would appreciate.

◆ LIFE SKILLS

Self esteem, social skills, communication, marketable skills

◆ MATERIALS NEEDED

8.5” x 11” white paper (one for each participant)
Pencils/pens
Name books (optional)
Markers, colored pencils, crayons (enough for all participants)
Construction paper
Glue/tape

◆ GROUP SIZE

At least 10 participants

◆ ACTIVITY INSTRUCTIONS **Activity Time: 60 minutes**

Part One: Circle of Names (20 minutes)

1. Have the group form a circle.
2. Ask each person to come up with a word that starts with the same letter as their name and also describes them. For example, a girl named Jenny who is always happy, might choose a descriptor such as “joyful,” so her new name would be “Joyful Jenny.” To add an extra level of fun and creativity, have each person come up with some action that goes along with their new name. Joyful Jenny might use her hands to draw a smile on her face as her action.
3. The instructor will begin the activity by stating their adjective, name, and action.

4. The person to the left of the instructor must then state the adjective, name, and motion of the instructor and then present their own adjective, name, and motion.
5. The next person to the left will state the instructor's adjective, name, and motion, as well as the name given by the person before them.
6. This will continue around the circle until all participants have had a turn. Each person must present the name of all the people before them.
7. The instructor will end the activity by repeating all of the adjectives, names, and motions of the people in the circle.
8. Go on to Relax and Reflect Part One.

Part Two: What's in a Name (40 minutes)

1. Spread art supplies across the table or floor so all participants can have access to them. Then, give each person a sheet of white paper.
2. Have participants write their first name down the left side of the paper and explain that they are going to create an acrostic. Their name should be large enough to fill the entire side of the paper.
3. Now, have everyone brainstorm words that describe them. These words should each start with a letter in the individual's name. They should think of terms that describe qualities that an employer would want in a good employee. If they can't come up with a quality an employer would look for, ask them to identify any characteristic that describes them, even if it is not related to employment. Here's an example for the name Cheryl:

C = Caring

H = Hard Working

E = Energetic

R = Reliable

Y = Young at Heart

L = Loyal

If someone has a very short first name, or if the activity needs to be extended, have participants create an acrostic for their middle and/or last names, too.

4. Once everyone has thought of their words, they can write these on the sheet of paper. They can use colors and construction paper to create symbols or pictures that describe the words they are using.
5. Give them plenty of time to work on this activity and when there is about 15 minutes left, have everyone share what they have created.
6. After everyone has shared their artwork, go on to Relax and Reflect Part Two.

◆ RELAX AND REFLECT

Part One: Circle of Names

- What are some qualities that an employer looks for in a good employee? Some examples might include: organized, teamwork, committed, motivated.
- Are all of these qualities visible when you meet someone?
- How do we know if a person has these qualities if they are not immediately visible?

- What new things did you learn about people in the group as a result of this activity?

Part Two: What's in a Name

- Again, what new things did you learn about people in the group as a result of this activity?
- Were there any words that you feel your peers left out about themselves? If yes, what were they?
- What did you learn about yourself through this activity?

(If time allows, have participants share the history behind their name – namesake, meaning; give them time to look up their name in a book or on the Internet)

(Go on to Apply)

◆ **APPLY**

- What are positive qualities that emerged on the name acrostics by more than one person?
- What are qualities that were not mentioned that would be positive traits for an employee to possess?
- What can you do to strengthen your leadership qualities to make you more marketable for leadership roles in groups or organizations?
- How can you sell these qualities to an employer so that they know what you can contribute to the workplace?

◆ **TAKE HOME**

It should be reiterated to the participants the importance of remembering the names of new people. Using someone's name makes people feel important because they are being spoken to directly. Push them to work on developing a strategy that will help you to remember names.

Encourage participants to pick out a leadership quality or skill that they would like to work on and seek out opportunities to practice that quality or skill. This might be done in a youth organization in which they are involved or in a part time job they may have.

◆ **RESOURCES**

Source: Cheryl Newberry, Extension Program 4-H Specialist; Texas AgriLife Extension , 2009.



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Launching Life Long Leadership

Try This!

Communication Core Competency

◆ OVERVIEW

93% of our communication is nonverbal, which is why it is important to be aware of the actions and emotions of those around you. In the following activity, participants will have several opportunities to learn how to watch for, identify, and express themselves silently.

◆ LIFE SKILLS

Creativity, nonverbal communication

◆ MATERIALS NEEDED

“Slips of Emotion” cut up into individual pieces (or you can create your own, have enough for half of the participants)

Bowl or hat for drawing “Slips of Emotion” and “Movie in a Minute”

Copies of “Dialogue” handout (enough for half of the participants)

Slips of paper with names of popular movies on them

Stopwatch or timer (optional)

◆ GROUP SIZE

At least 15 participants

◆ ACTIVITY INSTRUCTIONS **Activity Time: 60 minutes**

Part One: Line Up (10 minutes – depends on group size)

1. Have all participants stand in a circle.
2. Explain to them that today you will be focusing on nonverbal communication skills, but before you begin, you want to have them do an ice breaker.
3. Now, without them talking or moving their mouths, ask them to line up in alphabetical order based on their first name.
4. Once they have completed the previous step, continue to give them different ways to organize themselves (for example, birthday, age, height, number of family members, second letter of last name, etc.). All of this should be done in silence.
5. After you have gone through several ways to line up, stay in line and go on to Relax and Reflect Part One.

Part Two: Slips of Emotion (10 minutes – depends on group size)

1. Place all "Slips of Emotion" in a container. Walk down the line and have every other person draw an emotion. Have the individuals with a slip pair up with the person next to them in line that does not have a slip.
2. Now, take copies of the "Dialogue" handout and give one to each pair. Explain that the person without an assigned emotion is "A" and the individual with an assigned emotion is "B." Person A will read the statements in a regular tone, while person B will use the emotion they have been assigned.
3. When a couple of minutes have passed, have each pair give their scenario to the entire group. They should NOT tell the group what emotion they have. Following each group, go on to Relax and Reflect Part Two.

Part Three: Movie in a Minute (15 minutes – depends on group size)

1. Divide the group into small groups that have between four and six participants.
2. Taking the pieces of paper with movies names on them, place them in the drawing container.
3. Ask one group to step out of the room while all of the other groups wait. The groups that wait will be the audience and it is their responsibility to guess the name of the movie being acted out by the performing group.
4. Once the first group steps out of the room, explain to them that they have two minutes to come up with a way to silently act out a movie in a minute. Then, have them draw a movie and begin timing.
5. After time is up, have the performing group step into the room and begin timing them as they act out the movie. This should be a very high energy activity. Members of the audience can start to shout out movie names as they wish. Once the movie is named, the performing group can sit down.
6. Repeat steps three through five until all groups have gone.
7. Go on to Relax and Reflect Part Three.

Part Four: Silent Charades (25 minutes – depending on the group size)

1. Utilizing the same groups from Part Three, have all but one individual step out of the room. This individual will be the "actor." The rest of the group, once again, serves as the audience.
2. Ask the audience for an idea of situation/action that can be acted out by the actor. (For example, a monkey peeling a banana, a mom reprimanding her child, an athlete winning a race, etc.)
3. When a scenario has been chosen, invite one member of the group outside of the room to come into the room. The individual is the "observer."
4. Give the actor a maximum of two minutes to act out the situation/action silently. The observer must be silent and guess what the actor is doing.
5. After two minutes have passed, the actor must stop acting and the observer assumes the role of actor as another individual comes into the room. Continue this cycle until all members of the group have entered the room.
6. When the final group member is an observer, they must state what they believe the actor was doing.
7. Go through steps one to six until all groups have gone.

8. Proceed to Relax and Reflect Part Four.

◆ RELAX AND REFLECT

Part One: Line Up

- What made this activity so difficult?
- What were some of the ways you communicated with each other? What were some nonverbal communication tactics that you used?

We are going to go beyond just nonverbal communication actions and move on to nonverbal communication emotions.

(Go back to Activity Instructions Part Two)

Part Two: Slips of Emotion

- What emotion was person B assigned? (Poll the entire group)
- What were the clues you had for the given emotion?
- How would you act if someone with this emotion was working with you?
- What do you think are some healthy ways to work with this emotion?

(When all groups have gone, go on to Activity Instructions Part Three)

Part Three: Movie in a Minute

- Was it important to have specific actions in these movie scenes? How did these help? What are some examples?
- If you could only listen to a movie, do you think you would understand everything that was going on? Why or why not?
- What makes watching so important? Where do the clues come from? (nonverbal communication)

(Return to Activity Instructions Part Four)

Part Four: Silent Charades

- What was the most difficult part of this activity?
- Was the message misconstrued in the process? Why?
- What are some things you may have done differently had you known what the situation/action was?

(Go on to Apply)

◆ APPLY

- Why is nonverbal communication important?
- How can nonverbal communication affect the way you work in a group? As a leader?

◆ TAKE HOME

Participants will not have anything physical to take home, but they will have a greater knowledge of the important of nonverbal communication. Remind them that it is

sometimes even more important to pay attention to *how* something is said, and not *what* is said.

◆ RESOURCES

Source: Meredith Carter, Family and Consumer Sciences Agent; Texas AgriLife Extension, 2010.



Adapted by: Celia Brockway, 4-H Youth Leadership Initiative Intern; University of Minnesota Extension, 2010.



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Slips of Emotion

Excited

Paranoid

Angry

Insulted

Bored

Disappointment

Sad

Fearful

Guilty

Suspicious

Dialogue

A: Have you seen my book? I can't remember where I put it.

B: Which one?

A: The murder mystery. The one you borrowed.

B: Is this it?

A: No. It's the one you borrowed.

B: I did not!

A: Maybe it's under the chair. Can you look?

B: OK--just give me a minute.

A: How long are you going to be?

B: Geez, why so impatient? I hate when you get bossy.

A: Forget it. I'll find it myself.

B: Wait—I found it!

Launching Life Long Leadership

Group Juggle

Communication Core Competency

◆ OVERVIEW

As a leader, proper communication is one of the most important practices when working in a group. In this activity, youth will have an opportunity to learn the importance of communication while overcoming obstacles in their way.

◆ LIFE SKILLS

Communication, team work, organization

◆ MATERIALS NEEDED

Variety of safe, small objects that are suitable for throwing (several shapes and sizes:: tennis balls, Frisbees, stuffed animals, rubber chicken, foam balls, juggling balls, etc.)
Stop watch or timer (optional)

◆ GROUP SIZE

At least 10 participants (if group is over 20 participants, divide in to smaller groups for toss, if needed)

◆ ACTIVITY INSTRUCTIONS **Activity Time: 60 minutes**

Part One: Silent Toss (15 minutes)

1. Direct the participants to stand in a circle facing inward. DO NOT get to know everyone's name beforehand.
2. Instruct everyone that they will SILENTLY be tossed an item and then they must toss that item to someone else in the group. Once they receive the item, they may not toss it to someone who has already had the item. After they have tossed the item, once they receive it again, they must always pass it back to the same person. This creates a chain. No one should talk. Set the following ground rules:
 - Make sure they are looking at you before you throw the object
 - Throw underhand
 - Make sure the toss is to their hands
3. After the pattern is down, continue to add in more and more items, which should be passed in the same pattern (maybe time how long it takes the pattern to get around so you can compare later).
4. Once it has been going for close to seven minutes, stop the pattern.
5. Move on to Relax and Reflect Part One.

Part Two: Talking Toss (15 minutes)

1. Begin the toss game again, still without names. Follow the same rules as in Part One. Participants are still NOT to use names, but they can talk, and they must pass the item to a different individual.
2. After all of the items are in, begin to give them other tasks to do, such as passing around a cup of water, kicking a soccer ball, etc. (Once again, maybe time the pattern so it can be compared to the time in Part One)
3. Move on to Relax and Reflect Part Two.

Part Three: Pneumonic Name Game and Toss (30 minutes)

1. Before beginning to toss again, have the participants sit in a circle facing inward.
2. Starting with the person who started the tossing, have him/her go around and state his/her name with an adjective that is a pneumonic (For example, Silly Sam).
3. Once one person has said their name with a pneumonic, have the person to their right do the same and have them repeat the name of the person who went before them.
4. Continue this pattern, with all participants repeating the pneumonic and name of every single person who went before them. At the end, the last person should give the name and pneumonic of everyone in the circle.
5. Now, have everyone stand up in the circle and start the toss game all over again with a few minor changes: Participants can now talk, so they must state the name and pneumonic of the person they are tossing to, which cannot be the same person they tossed to in Part One or Two (Time how long it takes the items to get around the circle).
6. When all of the items are in, begin to give them other tasks to do, such as passing around a cup of water, saying their own name in order of the circle, kicking a soccer ball, etc.
7. If the game becomes chaotic, stop the tossing and begin again, if needed.
8. Go on to Relax and Reflect Part Three.

◆ RELAX AND REFLECT

Part One: Nameless Toss

- What was the most difficult part of this activity?
- If we repeat the task, what can we do to make the second time easier?
- What kind of communication did you use in this activity?

Let's try the activity one more time.

(Go back to Activity Instructions Part Two)

Part Two: Talking Toss

- Was this activity easier or more challenging? In what ways?
- Did communication improve?
- If we repeat the task, what can we do to make it even easier the third time?

Once again, let's go back and try it one last time.
(Return to Activity Instructions Part Three)

Part Three: Pneumonic Name Game and Toss

- From the first time you tried the activity before learning names or speaking, how have you improved your communication?
- What is the importance of this exercise?
- What are some different skills you feel you learned from this exercise?
- Did teamwork improve as you went through the different parts of this activity? How so?
- When working with a group, why do you think it's important to know names?
- As a leader, how can you utilize what you learned?

Optional: There are other variations of this activity that you could try. If you need help with brainstorming, the group could share ideas as they are passing an object. However, if they have become bored with the activity, talk about non-verbal communication and go on to Apply.

◆ APPLY

- If we compare the objects used in this activity to tasks we deal with in real life (for example, homework, jobs, etc.), how does communication and organization play a part in our success?
- (Place all of the items in the middle of the circle. Have participants look at the objects and mentally choose one that represents a situation that they are juggling in their lives. Let them share their thoughts – the objects, what it represents, and how communication can help them manage the “juggling.”)

◆ TAKE HOME

Through this activity, participants learned that organization and communication are the keys to success when working with others. They have learned that sometimes we have to slow things down and work with each other to accomplish a common goal.

◆ RESOURCES

Source: Gary Branham, County 4-H Agent; Texas AgriLife Extension, 2010.



Adapted by: Celia Brockway, 4-H Youth Leadership Initiative Intern; University of Minnesota Extension, 2010.



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Peanut Butter Jelly Time

Communication Core Competency

◆ OVERVIEW

When leading a group it is our responsibility to communicate directions to those on our team. An important part of this communication is to be very clear about what we want. In this activity, participants will have several opportunities to improve their direction-giving skills. Through a series of tasks, participants will explore written and verbal direction giving. They will become aware of the areas where they are lacking.

◆ LIFE SKILLS

Communication, organization

◆ MATERIALS NEEDED

Bread
Jar of peanut butter
Jar of jelly
Utensils
Clean-up supplies (wash rag, towel, water, etc.)
(Other sandwich materials can be substituted if desired)
8.5" x 11" white paper
Pencils/pens
Copies of "Picture Perfect" handout (enough for half of the group)

◆ GROUP SIZE

Unlimited number of participants

◆ ACTIVITY INSTRUCTIONS **Activity Time: 60 minutes**

Part One: Simon Says (10 minutes)

1. Explain to the group that today they are going to learn how to better communicate directions, so to warm up they get to play a game of Simon Says.
2. In case they are not familiar with this game, tell them that they must do exactly what Simon (you) says. If they are given an instruction that is not prefaced with "Simon says," then they should not do the action. Anyone who does not clearly follow directions is out.
3. To begin, have everyone stand up. Now, start giving directions, such as "Simon says: pat your head," or "Simon says rub your belly." They must do these actions until you say, "Simon says stop patting your head and rubbing your belly." Where the game gets tricky is as more people get out, directions should be given

faster and faster. Be sure to give them a few directions not prefaced with “Simon says.” If they do these actions, they are out of the game.

4. Once you have a winner celebrate before moving on to the next activity.
5. Tell the group that you are now going to do an activity where they get to be Simons, but without needing to say Simon says.
6. Move on to Activity Instructions Part Two.

Part Two: Peanut Butter and Jelly Time (25 minutes)

1. Give each participant a pencil and a piece of paper.
2. On their own, have each person write out the directions about how to make a peanut butter and jelly sandwich. Tell them that they should be VERY specific and write down EXACTLY what needs to be done. For example: the writer might say “Open the bag and take two pieces of bread out of the bag,” since he did not say to undo the twisty tie first, the person who assembles the sandwich later might just rip open the bag
3. After everyone has had about 10 minutes to write their directions, divide everyone into pairs. Have the pairs switch their directions (they will have each other’s directions now) and give them the necessary tools for making a peanut butter and jelly sandwich.
4. Once they have switched and have all of their materials, tell them to sit with their backs to each other and start making their respective sandwich following the EXACT directions they were given (they should not be able to see what each other is doing).
5. After you have given them plenty of time to follow their directions, have the pairs stand up and look at how their partner did making a sandwich from their directions (it is usually a mess!).
6. Bring the group back together and go on to Relax and Reflect Part Two.

Part Three: Picture Perfect (25 minutes)

1. Still in their pairs, give only one person in the group a copy of the “Picture Perfect #1” handout. Tell them that they should not share this with their partner. Give the other member of the pair a blank sheet of paper and a pencil.
2. Once again, have the pairs sit back-to-back. When they are set, the person with the “Picture Perfect” handout should begin to describe the picture in they have to their partner. While they are describing this, the partner should be drawing. The direction giver may only say shape names and directions (right, left, up, down, etc.). They may not suggest what the picture looks like. The drawer may not ask any questions.
3. After the partner with the handout is done giving directions, they may face each other and exchange papers. Give them time to discuss where they think things might have gone wrong.
4. Now, takes copies of “Picture Perfect #2” and hand them out to the people in each pair who drew earlier in the activity. They should not share this with their partner. Once again, give a blank sheet of paper and pencil to the person who

does not have the “Picture Perfect #2” handout. Go through Step Two and Three again.

5. When the groups are done discussing, go on to Relax and Reflect Part Three.

◆ RELAX AND REFLECT

Part Two: Peanut Butter and Jelly Time

- How was the task completed differently than what you had in mind?
- How could some of your instructions have been different to have a better outcome?
- As a result of the sandwich that was made based off of your directions, where do you feel you could have had better communication.
- If the instructor and assembler were looking at each other, how could body language have helped?

Now that you have all seen where you may fall short when writing directions, we’re going to go on to work on your verbal direction skills.

(Go on to Activity Instructions Part Three)

Part Three: Picture Perfect

- What did you learn about yourself through this process? Where are you lacking when giving directions?
- How did the perception of your partner alter how they understood your directions?
- Was this easier or more difficult than writing down directions? Whether yes or no, how so?

(Go on to Apply)

◆ APPLY

- How does this situation apply to you in real life?
- Do you find it easier to communicate with someone over the phone, email, or in person?
- Which method is easier to determine how the person you are communicating with really feels?

◆ TAKE HOME

By the end of this activity, participants should have a clear understanding that when giving instructions, whether in writing or verbally, they must make sure that they are being clear and complete. Even if it makes sense to the person giving the directions, that does not mean it makes sense to the person reading or listening. Encourage participants to try these activities with a friend.

◆ **RESOURCES**

Source: Gary Branham, County 4-H Agent; Texas AgriLife Extension, 2010.

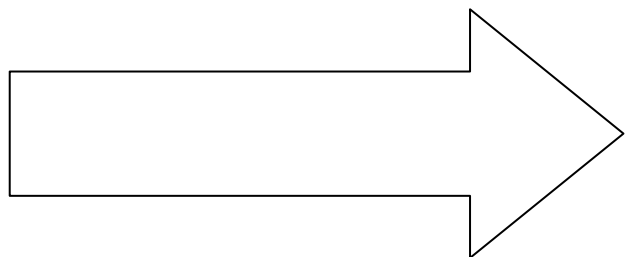
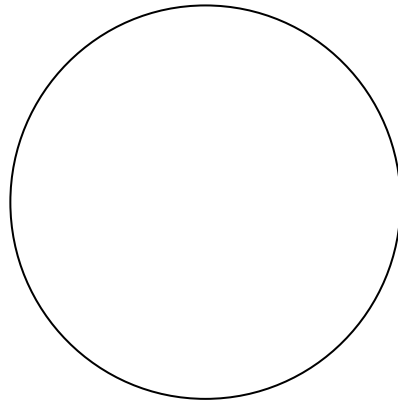
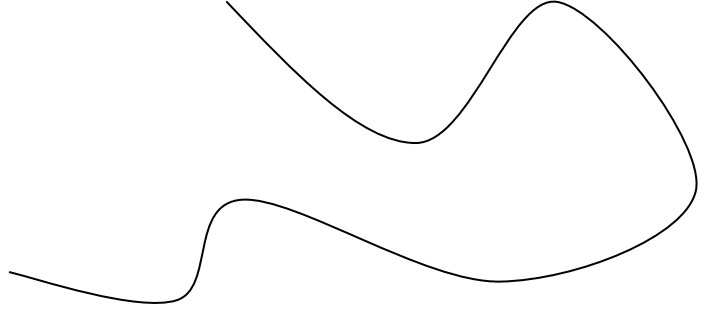
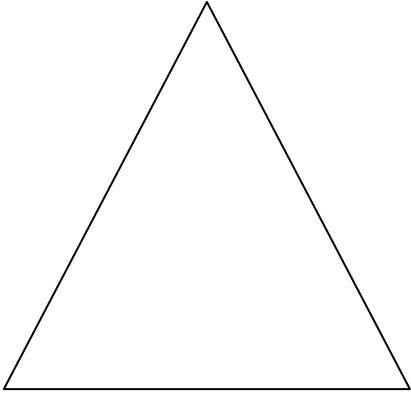


Adapted by: Celia Brockway, 4-H Youth Leadership Initiative Intern; University of Minnesota Extension, 2010.

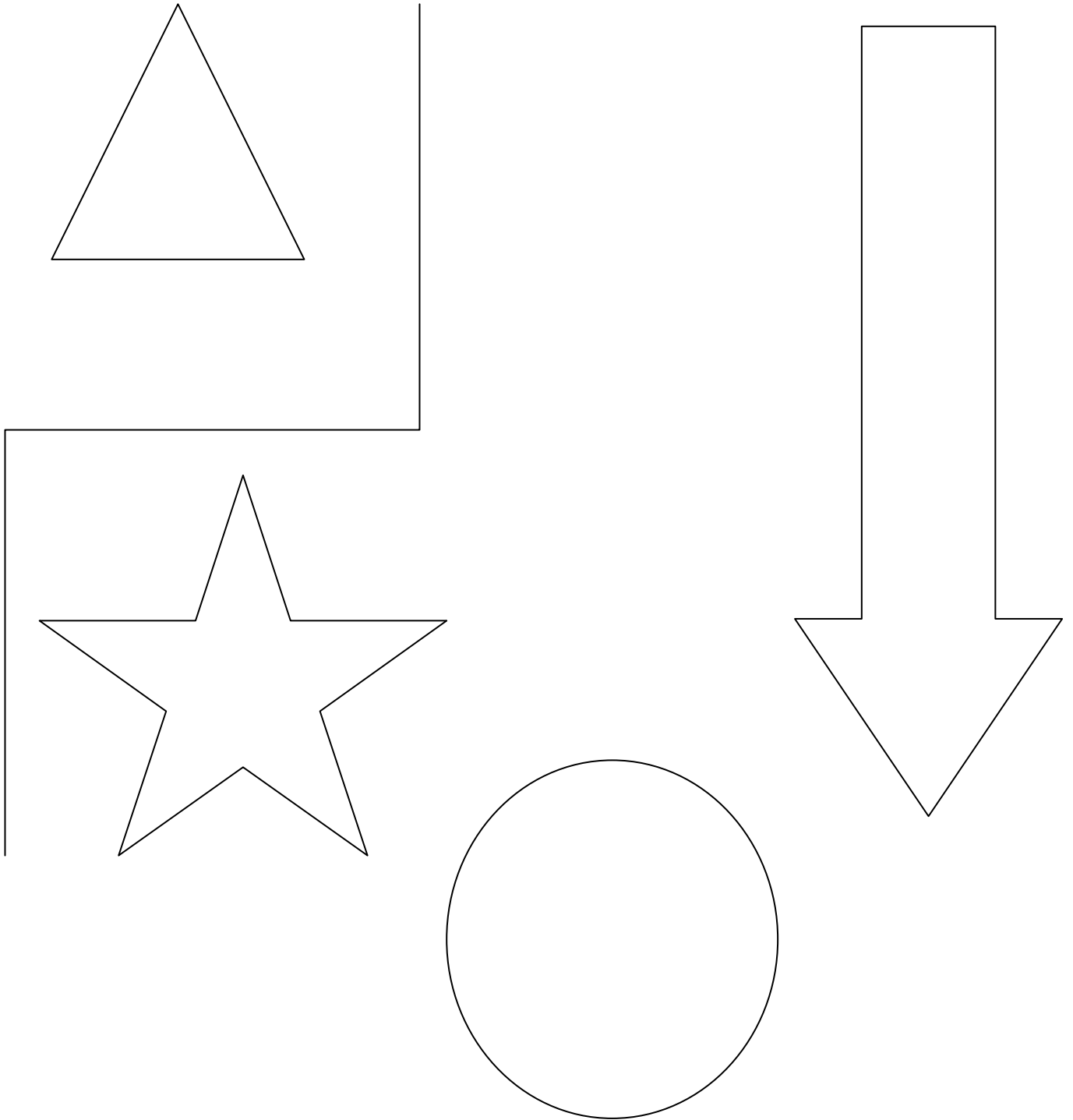


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Picture Perfect #1



Picture Perfect #2



Media Madness

Communication Core Competency

◆ OVERVIEW

Being able to communicate in front of large groups and under pressure is a valuable asset for any individual to have. In this activity participants will be able to use their communication skills through a mock television/radio interview. Individuals will learn how to organize their thoughts, improve public speaking skills, and communicate effectively.

◆ LIFE SKILLS

Communication, organization, preparedness

◆ MATERIALS NEEDED

Media prop (For example, recording camera, recorder, fake microphone, etc...)

◆ GROUP SIZE

At least 12 participants (if smaller group, prepare more questions)

◆ ACTIVITY INSTRUCTIONS **Activity Time: 60 Minutes**

1. Ask the members of group how many of them have ever been on television, radio, or been interviewed for the paper. Have a group discussion.
2. Inquire what the important part of these interviews was. What information did they need to have beforehand? Who were they representing?
3. Have a discussion about what is important in an interview (eye contact, clarity of words, preparedness, etc.). Tell them that they are going to get to practice their interviewing skills!
4. Divide the whole group into pairs.
5. Have each pair come up with a “fake product” that they would like to market. This could be a product already existing or something “made up” that they invented.
6. After a couple of minutes, have the pairs give you the name of their product and inform them that their product is being recalled due to some safety issue. Then, give them the four questions below to prepare answers for:
 - Can you tell your name, what company you are representing, and what product is being recalled?
 - What is the intended purpose of your product?
 - Can you give us an update on why this product is being recalled?
 - What is your company doing to recall this product?

7. 10 minutes after you give them the questions, invite one pair up on stage to answer their questions. To make this a realistic and fun experience, act like a news anchor and have a video camera man. During the interview do not be afraid to ask more than the questions listed above. An example of another question is “If you could tell America one thing about your company to re-establish confidence, what would it be?” Try to come up with a different impromptu question for each group.
8. Once the first group is done being interviewed, repeat step seven with another group. Continue this process until all groups have gone.
9. Go on to Relax and Reflect.

◆ RELAX AND REFLECT

- How was this activity a challenge?
 - How does communicating in an interview differ from talking to your friends or doing a presentation?
 - How did your response to the prepared questions differ from the surprise question?
 - What was the most valuable lesson you learned today?
- (Go on to Apply)

◆ APPLY

- How can communicating through an interview benefit your communication skills in other parts of your life?
- What are some activities you can get involved in to improve your speaking abilities?
- Why is your ability to communicate under stress and in front of a crowd valuable?

◆ TAKE HOME

Have participants work on organizing their thoughts and taking time to consider how their words could have an impact on others around them.

◆ RESOURCES

Source: Gary Branham, County 4-H Agent; Texas AgriLife Extension, 2010.



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Electronic Etiquette

Communication Core Competency

◆ OVERVIEW

When you think of communication what do you think of? A phone call, a written letter or maybe Facebook, tweeting, texting and e-mailing. No matter what kind of communication you choose to use you should always remember to use good etiquette when communicating with others. In this lesson participants will learn how to use electronic etiquette effectively by learning the basics of etiquette, test their internet language skills and create a “Cyber Code of Ethics.”

For more ideas, you can visit

www.yourcodeofethics.com/honorable_words/internet_use/

◆ LIFE SKILLS

Social skills, communication, critical thinking, decision making

◆ MATERIALS NEEDED

Copies of “Internet Language Match Cards” cut apart (create one envelope per group)

Copies of “Cyber Code of Etiquette” worksheet (one for each participant)

8.5” x 11” white paper

Pencils/pens

Flipchart or whiteboard with writing utensils

◆ GROUP SIZE

Unlimited number of participants

◆ ACTIVITY INSTRUCTIONS **Activity Time: 60 Minutes**

Part One: What is Etiquette? (25 minutes)

1. Have participants break into small groups of four to five and brainstorm what etiquette means to them. Give each group two pieces of paper and a pencil.
2. Have them write down their ideas on a sheet of paper. After they are finished brainstorming, have them share their ideas with the entire group. Record these ideas on the flipchart.
3. Now have the small groups think about where they would be expected to have good etiquette. Once again, have them write their responses on a sheet of paper and when all of the groups are finished, have them share their answers with the large group. Ask students for feedback. Answers could include at the dinner

table, at school, on a sports team, during a 4-H club meeting, on the computer or on their cell phones. Write these on the flipchart.

4. After they have shared where they need to have good etiquette, have the small groups brainstorm how they need to be respectful in the situations they listed. Have them share their thoughts with the large group after a few minutes.
5. Ask them if they have ever considered that they need to have good etiquette when on the internet while playing games with others, Facebooking, instant messaging, and e-mailing. Why is it important for them to have good etiquette on the internet? What does it say about you when you do not have good electronic etiquette? Add these comments to the flipchart.

Part Two: Internet Language Match Game (15 minutes)

1. Explain that you are going to take some time to see what the group knows about internet language. On the internet and in texting, there are symbols called “emoticons” that can be used to add expression to your message. The following are a sample of some of emoticons that are commonly used: :-) smiling or :(sad.
2. Divide the group into the same teams as before. Give each group a set of the emoticon “Internet Language Match Cards.” After the teams have matched the emoticons with their meanings, go through the correct answers with the group.
3. In e-mail and on the Internet, people often use simplified abbreviations or acronyms just like people do when sending text messages via their cell phones. Ask the group if they know of any acronyms. Record these ideas on a flipchart. (You could also give them sets of acronym “Internet Language Match Cards” and have another competition.)
4. Now that they know what emoticons and acronyms are frequently used, ask them when it is and is not appropriate to use these in messages. Have the groups discuss this. When they are finished, ask them to share with the whole group. Write their thoughts on the flipchart.

Part Three: Making Contact (20 minutes)

1. As a large group, brainstorm some simple rules to which all Facebook, e-mail, and text senders and internet users should adhere. Write these ideas on a flipchart so everyone can see them.
2. Hand out one blank “Cyber Code of Etiquette” to each participant. Have the entire group determine which rules they feel are the most important. This is their chance to develop their own Facebook, e-mail, gaming, and text etiquette. The following are some examples:
 - Know your recipient
 - Avoid sarcasm
 - Be concise
 - Be considerate
3. After choosing a few rules as a group, have them individually think about the following questions: How can you rewrite these rules to get your friend’s attention? Add more rules of your own?

4. After participants have had a chance to write their “Cyber Code,” have them share with the rest of the group their ideas.
5. Go on to Relax and Reflect.

◆ RELAX AND REFLECT

- Why did you choose the rules you wrote down on your own? Why were these important to you?
- How difficult was it to think of good rules to follow in e-mail and cell phones?
- Why are rules of etiquette important for electronic communication?
- What are the consequences are poor electronic communication?

◆ APPLY

- What did you learn about communicating through this activity?
- To what other situations in life can you apply etiquette rules?
- How does your “Cyber Code of Etiquette” change the way you communicate?

◆ TAKE HOME

Have participants share their “Cyber Code of Etiquette” with their friends and leader to get their opinions/suggestions for additional etiquette rules. Request that they encourage others to create their own rules.

◆ RESOURCES

National 4-H Cooperative Curriculum System. *Putting It Together: Communication Activities for Youth*. 20-21.

Source: Carissa Akpore, County 4-H Program Coordinator; University of Minnesota Extension, 2009.



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:)	SMILING
:-D	LAUGHING
:(SAD
:-<	REALLY SAD
:'	CRYING
:-o	SURPRISED
:-O	SHOCKED
I-O	YAWNING

;-)	WINKING
LOL	LAUGH OUT LOUD
NBD	NO BIG DEAL
FYI	FOR YOUR INFORMATION
BTW	BY THE WAY
OIC	OH I SEE
G2G	GOT TO GO

TTFN	TA TA FOR NOW
ROFL	ROLLING ON FLOOR LAUGHING
IDK	I DON'T KNOW
BRB	BE RIGHT BACK

Cyber Code of Etiquette

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



Help Your Team Survive the Meteor!

Group Dynamics Core Competency

◆ OVERVIEW

Learning about group dynamics is important to team success. Problem solving, critical thinking, and conflict resolution are only a few of a variety of life skills learned in group dynamics. Working together in a group to solve a problem also develops decision making and consensus building.

This activity, Help Your Team Survive the Meteor! will help youth discover what it is like to make decisions as a group. At times, youth will be put in uncomfortable situations where they will have to communicate to solve the problem. This activity also breaks down some personal barriers.

◆ LIFE SKILLS

Leadership, teamwork, critical thinking, decision making, cooperation

◆ MATERIALS NEEDED

Open area in a room or outside
5' x 5' plastic tarp
Stopwatch or timer (optional)
Copies of "Group Dynamics" handout (one for each participant)

◆ GROUP SIZE

At least 15 participants (if group is over 40 participants, divide into two groups and double supplies)

◆ ACTIVITY INSTRUCTIONS **Activity Time: 60 Minutes**

Part One: Introduction and Ground Rules

1. Find a spacious area, either inside or outside, and place the tarp on the ground.
2. Have all participants gather around the tarp.
3. Carefully set the stage for this activity. Tell the participants that a meteor is headed for the earth and when it hits the earth hot lava will erupt and standing on this tarp will be the only safe place. They have to remain on the tarp for at least 3 seconds for the lava to cool. Once it is cool they may step off the tarp again.
4. Before they begin, establish and agree upon ground rules (For example, can't lean on objects, all body parts need to be on or above the tarp, all members must

participate, have fun!). Also, give some of your own ground rules, specifically safety guidelines for the space you are working in.

5. Go directly to Activity Instructions Part Two.

Part Two: Try It

1. Once participants are ready, say “On the count of three, the meteor will hit the earth and you will have to be on the tarp for three seconds. Ready, go! One, two, three! ...One, two three!”
2. Once everyone is off the tarp, take and fold the tarp in half.
3. Repeat steps one and two, folding the tarp in half again at the end.
4. Now, tell the participants the following: “Notice that the tarp is getting smaller. You will have two minutes to plan out how you all will be on the tarp.”
5. After two minutes, tell them that time is up and that, once again, on the count of three the meteor will hit. Begin to count like in Step One.
6. Once again, take and fold the tarp in half for the final attempt and give participants two minutes to create a plan. Tell them that their whole body needs to be either on or above the tarp.
7. After the final attempt, allow them to celebrate!
8. Now, take some time and discuss Tuckman’s Theory of Group Development, which includes five stages of teambuilding – Storming, norming, conforming, performing, and adjourning. Pass out the “Group Development” handout with these stages on them. Go through each stage one at a time and have the group talk about when these stages happened in the activity they just completed.
9. Go on to Relax and Reflect Part Two.

◆ RELAX AND REFLECT

Part Two: Try It

- What was it like to have to establish and agree upon the ground rules in the beginning?
 - What was the process for changing the group’s method of survival?
 - What did you learn about yourself and/or your team by participating in this activity?
 - What did you learn about making decisions as a team?
 - As a leader, how will your experience today help you lead later?
 - Which of the group development stages was most frustrating to you? Why?
 - Which of the group development stages was easiest for you? Why?
- (Go on to Apply)

◆ APPLY

- What can you take from this experience and apply it to other experiences?
- What have you learned about yourself or others?
- What are qualities that you think are important in teamwork?

- How did reflecting on this activity in the previous questions help you as group members?

◆ TAKE HOME

Participants will take home the “Group Development” handout to remind them that group work is not always necessarily smooth and that it is natural to have a few rough spots. They will be able to take this home and share it with other groups.

◆ RESOURCES

Borchers, T. Small Group Communication. *Group Development*. Retrieved from www.abacon.com/commstudies/groups/devgroup.html

Fritz, S., A. Boren, V. Egger. (2005). Diamonds in the rough: a case study of team development across disciplines, distances, and institutions. *Journal of Extension*, 43(5). Retrieved from <http://www.joe.org/joe/2005october/a4.php>

Questions for Guiding Experiential Learning. *University of Minnesota Extension, Minnesota 4-H Youth Development*. (MI-08314)

Source: Brian McNeill, Extension Educator for Regional 4-H Youth Development Programs; University of Minnesota Extension, 2009.



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Tuckman's Theory of Group Development

Whether group members are strangers or the best of friends, all of them experience a rollercoaster of celebration and frustration. Below are the five stages of group dynamics, which help better explain the process individuals go through when collaborating in a group.

Forming: The group comes together and gets to initially know one other and form as a group.

Storming: A chaotic vying for leadership and trialling of group processes.

Norming: Eventually agreement is reached on how the group operates (norming).

Performing: The group practices its craft and becomes effective in meeting its objectives.

Adjourning: The process of "unforming" the group, that is, letting go of the group structure and moving on.

Launching Life Long Leadership

Sort Them Out!

Group Dynamics Core Competency

◆ OVERVIEW

Working in groups can be stressful. It is important to keep in mind that you are working towards a common goal when you are accomplishing tasks. In this activity, participants will have an opportunity to work as a group. Individuals will see what they “bring to the table” and they also learn how to have a healthy “spirit of competition” as well.

◆ LIFE SKILLS

Communication, planning, problem solving, cooperation

◆ MATERIALS NEEDED

Balloons – varying colors (at least two for every person)
Tape
Stopwatch or timer

◆ GROUP SIZE

At least 12 participants

◆ ACTIVITY INSTRUCTIONS **Activity Time: 60 minutes**

Part One: Sort Them Out (30 minutes)

1. Have each person blow up two balloons.
2. When all of the balloons are inflated, have everyone throw one of theirs in the air. They can set their others on the ground. Explain to the group that the objective is to keep the balloons in the air all at the same time and for as long as possible. Begin timing when they are ready.
3. Give the group a little time to get accustomed to this, and then when it appears that they can handle one balloon per person, start throwing the balloons from the ground into the group’s balloons in the air.
4. When it appears that they are successful at keeping all of the balloons in the air, tell the group that they need to sort the balloons by color in the group while keeping them all in the air. Once all balloons are sorted, tell the group they can let them touch the ground.
5. Go on to Relax and Reflect Part One.

Part Two: Balloon Mansions

1. Divide the group and the balloons into two parts of the room.

2. Once everything is divided, give each small group tape. Tell them that they must create the biggest possible balloon mansion with the materials they have. Depending on how much time you have, give them a time limit and then let them begin. (Be very vague when giving them directions. It does not say anywhere that the two groups cannot work together, but the participants will probably not realize this.)
3. Let the groups work on this project until you have between five and ten minutes left in your time together. Give them time warnings before stopping.
4. Go on to Relax and Reflect Part Two.

◆ RELAX AND REFLECT

Part One: Sort Them Out

- What was the most challenging aspect of this activity? Why?
- What were some of the things you heard people say that you thought encouraged the group?
- Did you find it easier to plan and then execute your plan or just to complete the task?
- What is one characteristic or idea that you feel you brought to this activity that helped make the team succeed?
- What is one thing you could have done different to make the activity work better?
- What kind of stress did you experience during this activity? Why?

Sometimes when working in a group there are deadlines to meet and people can get stressed out when trying to get things done. In our next activity, you will be given a certain amount of time to complete a task.

(Go back to Activity Instructions Part Two)

Part Two: Balloon Mansions

- If the two groups did not work together, ask them if you ever told them not to work together.
- If the two groups did work together, ask them how they came to this idea. Did everyone agree to join together? Why or why not?
- Why was there a competitive spirit at the beginning of this activity?
- Was there anything that anyone did that surprised you? (actions, words, personality change with competition)
- What is a strength that you brought to this activity?

(Go on to Apply)

◆ APPLY

- How can you apply this to your leadership in your group?
- Is everything always a competition? How can a sense of competition sometimes be helpful? Be detrimental?

- How did reflecting on this activity help you as group members? Did you get new ideas? Become closer? Understand each other better?

◆ TAKE HOME

Explain to the participants that sometimes working in a big group can be overwhelming. If they create a plan to work towards common goal, and then execute the plan successfully it makes things easier in the end. This could also create an environment for little groups to breakout in the big group and allow for more team building.

◆ RESOURCES

Source: Meredith Carter, Family and Consumer Sciences Agent; Texas AgriLife Extension, 2010.



Adapted by: Celia Brockway, 4-H Youth Leadership Initiative Intern; University of Minnesota Extension, 2010.



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Keep Your Eyes on the Goal!

Organization Core Competency

◆ OVERVIEW

It's kind of interesting that the word "goal" contains "go" and "all" – you could say it's a "go all out" kind of word! Some people set very high goals, so it's important to know that you should go all out for your goals!

Participants in this activity will learn the process of goal setting through four steps. These goals can pertain to their school, home, work, 4-H club, or relationships. Youth will go through the different kind of goals and work as a group toward some goals. In the end, they will set a goal as a group and create a group plan.

Goals: a desired outcome or what you want to achieve.

◆ LIFE SKILLS

Teamwork, decision making, problem solving, critical thinking, communication, goal setting

◆ MATERIALS NEEDED

Flip chart with writing utensil
Copy of "Group Goal #1-#5" (one of each)
Construction paper
Pencils/pens
Markers, colored pencils, crayons (enough for all participants)
Tape
8.5" x 11" white paper

◆ GROUP SIZE

At least 20 participants

◆ ACTIVITY INSTRUCTIONS **Activity Time: 60 Minutes**

Part One: Goal Brainstorming (5 minutes)

1. On separate sheets of flipchart paper, list the following five different kinds of goals:
 - *Physical goals* have to do with altering the physical body for the better. Lose weight, eat one piece of fruit a day, or do 30 sit ups each morning are just a few examples of physical goals.

- *Mental goals* have to do with challenging the brain. These include deciding to spend 30 minutes a day reading a book, working on projects on the first day it is assigned not the last, or learning a new language. It is important to keep the brain stimulated.
 - *Emotional goals* have to do with gaining control of our emotions. Examples of emotional goals are walking away from a fight, choosing not to participate in put downs, or refraining from using inappropriate words.
 - *Classroom goals* have to do with school work and are decided on a democratic basis. Deciding to do agendas in the morning or cleaning desks on a bi-weekly basis are two examples of classroom goals.
 - *Community goals (local or global)* have to do with bettering your community. Some examples are feeding the homeless, making booties for premature babies, raising money to create a skate park, or foster a child in a developing country.
2. Going through the different sheets of flipchart paper, describe the five different kinds of goals and ask participants to brainstorm possible goals in these areas. Write their answers on the flipchart paper.
 3. Go on to Relax and Reflect Part One once you are done brainstorming.

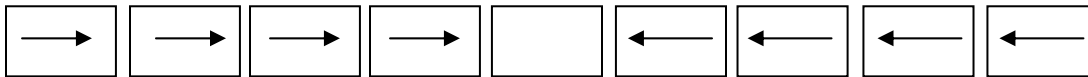
Part Two: Goal Setting Exercise (10 minutes)

1. Split the youth into five groups and go over the four steps of goal setting found below. Write these on a piece of flipchart paper so everyone can see them.
 - a. Define the goal.
 - b. Outline the steps needed to achieve it.
 - c. Consider possible blocks and ways of dealing with them.
 - d. Set deadlines.
2. After you have shared the four steps of goal setting, pass out a different goal to each group ("Group Goal"). Explain to the groups that they are to work through their goal using the goal setting steps.
 - Help a new kid in school feel included.
 - Get a good summer job.
 - Stop violence on the school grounds.
 - Earn enough money to buy a new bicycle.
 - Raise money to buy a new computer for the school library.
3. Once they have had time to go through the goal setting process, have each group share their ideas.
4. When every group has shared, go on to Relax and Reflect Part Two.

Part Three: Train Wreck (20 minutes)

1. Divide the group into teams of four. For every two teams, give them nine pieces of 8.5"x11" paper. Draw an arrow on each piece, four arrows pointing left and four arrows pointing to the right. The remaining sheet of paper is blank.

2. Lay out the nine pieces of paper on the floor in a line. The pieces should be about two feet apart.
3. Now, have each team member stand on a piece of paper. They should be facing the same direction as the arrow on the paper. Every person in one group should be facing the same direction.
4. Explain to the groups that they must switch sides with the group opposite of them. The following are the rules of the game:
 - No one can change the direction they are facing.
 - You cannot pass another who is facing the same direction as you.
 - Participants can only go around one person at a time.
 - Each person must have an empty spot to stand on when he or she goes around another participant.
 - No one can move backward.
 - Only one person can move at a time.
5. Before the groups begin to move, have the paired groups discuss the four steps of goal setting. Once they have agreed, they may begin.
6. When everyone is finished, go on to Relax and Reflect Part Three.



Part Four: Community Goals (25 minutes)

1. Have the group all sit facing you.
2. On flipchart paper, write the four steps of goal setting on separate sheets.
3. Ask the group if there is something they want to work towards in their community, school, or club. This could include earning more money for gym equipment, cleaning up the youth center, etc. Once you have a specific area, ask them what a goal is that they would like to work toward. Remind them that this is Step One: Defining the goal. This process may take a while, but remind the group that goals must be thoroughly planned.
4. After selecting a goal (ask them what kind it is – physical, mental, etc.), go on to Step Two: Outline the steps needed to achieve the goal. Have the group call out different steps that may be needed and then put all of them together in a definite order.
5. Step Three is to consider possible obstacles on their way to achieving their goal. This can include not having enough connections in their community, not having enough time, etc. Have them consider all of these. If needed, change the steps in the goal process outline.
6. Once the goal process is outlined, set dates to accomplish these steps by. If the participants are serious about accomplishing this goal, then they should select specific people to each step and come up with a way to stay in contact.
7. Go on to Relax and Reflect Part Four.

◆ RELAX AND REFLECT

Part One: Goal Brainstorming

- Do you ever set goals for yourself?
- What are some goals you have right now (short term and long-term)?
- Agree or disagree: It's better to set lower goals than to risk failure by setting higher ones?
- How do you decide what your goals are?

Now that we know about the different kinds of goals, we're going to look at how to begin to set our own goals.

(Go back to Activity Instructions Part Two)

Part Two: Goal Setting Exercise

- Have you ever set a goal that was unrealistic? What happened? What did you learn from that?
- Has there been a time when you turned a failure into a success? How did you do this?
- Is it a good idea to set goals? Why? What do goals do for you?
- What did you learn about yourself by doing this activity?

Now that we know how to set goals, you are all going to receive a goal and have to work through it as a group.

(Return to Activity Instructions Part Three)

Part Three: Train Wreck

- How did your group reach the other side?
- What happened when an idea didn't work for your group?
- What motivated people to keep trying even after a few attempts didn't work?
- What were some specific things that helped the group succeed?

Many times there are projects that people want done in their community or school. Now, we are going to go through the four steps of goal setting and we are going to create a plan for a goal you all want to achieve in your school, community, or club.

(Proceed to Activity Instructions Part Four)

Part Four: Community Goals

- What was it like to create a plan for something you actually cared about?
- As individuals, what were some things you would not have thought of on your own that the group came up with?
- What are some other things you would like to set goals for?
- Do you see yourself as an organized person? How could this goal setting process help you be more organized?

(Go on to Apply)

◆ APPLY

- Before this program, what kind of goals did you have set for yourself? What were they?
- How can the activities we have done here today help you achieve your goals?
- Did you have a process set to achieve these goals? If yes, what were your steps? Have you completed any of these steps?

◆ TAKE HOME

Participants can now go home and begin creating their own goals and create steps toward achieving those goals. Encourage them to practice writing specific goal statements in a journal. Remember the four steps of setting a goal from the goal writing exercise.

This activity is especially useful if the group of participants continues to work together toward the community goal they created. This activity gives them a foundation to work off of, which is very encouraging.

◆ RESOURCES

DeSpirt, D. Goal Setting Guide: Students Setting Personal, Classroom, School and Community Goals. Retrieved from <http://teachertipstraining.suite101.com>

National 4-H Cooperative Curriculum System. *Step up to Leadership Mentor Guide for grades 6-12*, 32-33.

Setting and Achieving Goals for Grades 5-9. *Elkind+Sweet Communications / Live Wire Media*. Retrieved from <http://www.goodcharacter.com>

Source: Carissa Akpore, County 4-H Program Coordinator; University of Minnesota Extension, 2009.



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Group Goal #1

Help a new kid in school feel included.

- 1) Define the goal.
- 2) Outline the steps needed to achieve it.
- 3) Consider possible blocks and ways of dealing with them.
- 4) Set deadline.

Group Goal #2

Get a good summer job.

- 1) Define the goal.
- 2) Outline the steps needed to achieve it.
- 3) Consider possible blocks and ways of dealing with them.
- 4) Set deadline.

Group Goal #3

Stop violence on school playground.

- 1) Define the goal.
- 2) Outline the steps needed to achieve it.
- 3) Consider possible blocks and ways of dealing with them.
- 4) Set deadline.

Group Goal #4

Earn enough money to buy a new bicycle.

- 1) Define the goal.
- 2) Outline the steps needed to achieve it.
- 3) Consider possible blocks and ways of dealing with them.
- 4) Set deadline.

Group Goal #5

Raise money to buy a new computer for the school library.

- 1) Define the goal.
- 2) Outline the steps needed to achieve it.
- 3) Consider possible blocks and ways of dealing with them.
- 4) Set deadline.

Talent Search

Organization Core Competency

◆ OVERVIEW

Each person has an important part to play in a group. Learning what each person can bring to the group will aid in being a more effective leader. Knowing what skills, resources, and experiences each person has can be helpful when planning an event, meeting, or activity with a group. In this activity, participants will have an opportunity to learn organization skills along with communication and sharing. They will also have an opportunity to share their talents in the planning and execution of a talent show!

◆ LIFE SKILLS

Sharing, communication, social skills, planning

◆ MATERIALS NEEDED

Index cards (five for each participant)

Pencils/pens

8.5"x11" white paper

Newsprint pad

◆ GROUP SIZE

At least 20 participants

◆ ACTIVITY INSTRUCTIONS **Activity Time: 60 Minutes**

Part One: Two Truths and Lie (Icebreaker – 10 minutes)

1. Have the entire group sit down in a circle.
2. Explain to them that you are going to play an icebreaker called “Two Truths and a Lie.” In this game, each person is going to introduce themselves and with their introduction, they are going to give the rest of the group three statements about themselves. Within these three statements, two must be true and one must be a lie. Request that they make them specific to their talents.
3. After the first individual has shared, let the group decide which is not the truth. Once they have guessed, have the person who gave the statements give the correct answer.
4. Continue this process with the rest of the participants. Go around the circle as many times as you want.
5. Go on to Relax and Reflect Part One.

Part Two: Ten Nouns (15 minutes)

1. Give each participant several pieces of paper and a pencil. Then, split the large group into five smaller groups. Have the five small groups sit in circles around the room. Ask the groups to select a group leader.
2. Now, have each member think of and write down ten nouns that best represent them (For example, brother, athlete, rural or friend).
3. After this is completed, have the individuals narrow their list down to five nouns, choosing the five they feel most strongly describe who they are.
4. When they are finished, have them read their noun list to their group.
5. As the individual lists are being read, the group leader will write the nouns on the newsprint pad.
6. Once the individuals in every group have shared, have the group leader stand up and read the adjectives they wrote down on their newsprint pad.
7. Go on to Relax and Reflect Part Two.

Part Three: Talent Search (15 minutes)

1. Handout one sheet of 8.5" x 11" paper and five index cards to each participant and ask them to write a different name of someone in their group or community (youth and adults) on each index card. Have them write down a talent of the person whose name is on the card. They can make cards for themselves too.
2. Ask the group to think of all the different talents that might be helpful to their group or community, for example, "public speaker" or "musician." The participants now write each talent on a different sheet of paper and tape the papers on a wall. These are the talent categories.
3. Now, have participants match the people's talent cards to the categories they have on the wall.
4. Go on to Relax and Reflect Part Three.

Part Four: Talent Show (20 minutes)

1. Ask the group how they would like to start organizing their talent show. Would they like everyone to participate? Do they want to create groups? Do they want a Master of Ceremonies (MC)? Who do they think would be good for this? They can assign people to decoration, coordination, and talents, if they like.
2. Once the group has considered all of these things, let them start planning. Guide them along the way. Be sure to give them a time limit so they will have enough time left to actually have the talent show. Let them use materials for decorations, etc. This should be a fun and rewarding activity for all of the participants. If there are people who feel they have nothing to share, maybe create a group and have them do a skit.
3. Once the talent show is over, go directly to Apply.

◆ RELAX AND REFLECT

Part One: Two Truths and a Lie

- Were there any truthful statements that you were surprised with? What were they?

- How many of you like to share your talents with others?

We all have hidden talents that may be hidden because we do not have an opportunity to share them or because we are shy about it. In the activities coming up, we are going to look at the hidden talents that people have.

(Go back to Activity Instructions Part Two)

Part Two: Ten Nouns

- How many of the things on each list are visible when we meet someone for the first time?
- What does this tell you about getting to know someone?
- Would anyone have liked to change or add to his or her list as they say what others put down?

You should then explain that the information on the sheet is not all that evident when you meet a person for the first time. It is, however a part of each person's story.

(Go back to Activity Instructions Part Three)

Part Three: Talent Search

- Who were the first people you thought about?
- Look at the categories they have on the wall. How did you come up with the talent categories?
- Do some have fewer cards than others?
- What "hidden" talents do you need to search out?
- What talents do you have that can be shared with others?
- Where could you look for people with talents you need?
- How can youth find out about people's talents?

Now that we know everyone has hidden talents, we are going to bring together all of the talent in this room and organize our very own talent show! First we are going to take some time to brainstorm and plan, and then we are going to share our talents.

(Go back to Activity Instructions Part Four)

◆ APPLY

- What have you learned about yourself and others today?
- How would you describe your ability to organize people at events, meetings or for activities?
- How can you use your personal story and skill set to better lead others?

◆ TAKE HOME

Participants should feel a great reward if they were a part of the talent show. They should now understand the basics of hosting an event and the work that goes into it. Encourage them to continue to share their talents and organization skills when they return home.

◆ RESOURCES

National 4-H Cooperative Curriculum System. *Step up to Leadership Mentor Guide for grades 6-12*, 34-35.

Olson, C. (2000). *Energizer: Calisthenics for the Mind*. Minneapolis, MN: Educational Media Corporation.

Source: Carissa Akpore, County 4-H Program Coordinator; University of Minnesota Extension, 2009.



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Solving the Goal Setting Puzzle

Organization Core Competency

◆ OVERVIEW

Goal Setting is an important aspect of leadership. It is essential for individuals and organizations to take action and move forward. Goal setting involves deciding what you want to do, how you want to do it, and implementing the steps that will help make it happen. Goal setting is a road map, which takes you from one place to another. The journey may not always go smooth, there may be some bumps along the way, however the bumps may help you get to a better place in the end.

In this lesson, participants will have an opportunity to set several of their own goals using a goal-setting process. They will also learn how to prioritize their goals.

◆ LIFE SKILLS

Goal setting, planning/organizing, decision making, critical thinking

◆ MATERIALS NEEDED

Various road maps cut into puzzle pieces (may only need one map, depending on the size of the group; one puzzle piece for each participant)

Flipchart or whiteboard with writing utensils

Index cards

Pencils/pens (one for each participant)

8.5" x 11" white paper

Crayons, colored pencils, or markers

Glue

Magazines

Scissors

◆ GROUP SIZE

Small groups of 10-12 participants (divide into groups, if needed)

◆ ACTIVITY INSTRUCTIONS **Activity Time: 60 Minutes**

Part One: Road Map (10 minutes)

1. Give each individual a piece of the road map, an index card, and a writing utensil.
2. Ask each participant to write their name on one side of the index card and a statement about their puzzle piece on the other side. This statement should be descriptive enough to help the group put the puzzle piece in the right location.

3. After each participant has written down their statement, they should pass only their index card onto the individual to their right, keeping their original puzzle piece.
4. Once all cards have been passed, they should be put in the middle of the group. Without talking, the group should use the index card clues to put the road map together.
5. When they have placed all the index cards in what they believe is the correct place, the participants should flip the index cards over so they can read the names on the back.
6. Now, the index cards should be used as guide and the participants should take their puzzle pieces and put them together as the index cards say.
7. With all of the pieces in their corresponding spaces, check if the puzzle has been put together correctly. If it has not, have the group switch pieces around so the puzzle is put together correctly.
8. Next, move on to talk about goals using Relax and Reflect Part One.

Part Two: SMART Goals (20 minutes)

1. Explain to the participants that goals need to be *Specific*, *Measurable*, *Action oriented*, *Realistic*, and *Timely* or, in other words, *SMART*. Write the definitions the following definitions on flipchart paper to provide a visual for the participants:
 - *Specific*: When thinking about goals, be exact as possible. People who set specific goals are more likely to succeed.
 - *Measurable*: Establish concrete criteria for measuring progress toward the attainment of each goal you set. It is important to think of this step, each time you set a goal for either yourself or your organization.
 - *Action oriented*: Create a timeline with steps towards your goal. Set deadlines for each step and cross them off as you go.
 - *Realistic*: When you think about setting goals, make sure they are within your reach. Be mindful of your finances, schedule and other commitments.
 - *Timely*: A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency goal should be grounded within a time frame.
2. Now, tell the participants that they are going to have an opportunity to use the SMART Goal process to set their own goals.
3. Give each individual their own index card. Have them think of something that they want to accomplish. What is their goal? Tell them to write this down.
4. Continue to go through the SMART Goal process. Have people share with the whole group what they are thinking. Explain that it is also important to ask for help if they get stuck with a certain aspect of their goal. Maybe some group members could help them out.
5. Take time to go through the process thoroughly and then go on to Relax and Reflect Part Two.

Part Three: My Own Crystal Ball (30 minutes)

1. Now that the entire group has experienced the SMART Goal process, give each participant nine more index cards. Encourage them to think of some more goals that they may have. These goals can be related to their characteristics (patience, sharing, etc.), school, home, clubs, etc. They can also be long- or short-term goals (be sure everyone understands this concept). Tell them to write these goals down on individual index cards just like they did with their first goal.
2. Once they have written down as many goals as they want, have them review the SMART Goal process with each goal. Give them time to go through this silently. Have them alter their goals as needed.
3. Explain to the group that it is great for people to set multiple goals. However, sometimes these goals can be overwhelming, so it is important to prioritize your goals. Explain the difference between short- and long-term goals.
4. Provide each group member with two pieces of paper and a writing utensil. Ask the group to draw a crystal ball on each piece of paper. Tell them they are going to look into their future and see what it holds for them. Label one piece of paper/crystal ball "Short-Term" and the other "Long-Term".
5. Hand out magazines, scissors, and glue to the participants. Ask them to use magazines to find pictures that represent their long-term goals, things they would like to accomplish or try. Ask the group to do the same with the short-term goals crystal ball. Encourage members to try to find at least five of each. If they cannot find a picture that represents their goal then they can draw a picture.
6. Go on to Relax and Reflect Part Three.

◆ RELAX AND REFLECT

Part One: Road Map

- What was the goal of this activity?
- Why was it important to have a goal?
- What were the steps we took in accomplishing this goal? (writing things down, working together, etc.)
- Was this a difficult task? What could have made it easier?
- How would you have described your puzzle piece in a different way if you had known what the puzzle looked like?

Setting goals is a lot like going on a trip, when you have an idea on where you are going and what you want to do when on the trip. Goal setting can be difficult to do, however there are some key ideas to consider when setting goals. In this activity you are going to learn a goal setting process that can help you better specify your goals.

(Go on to Activity Instructions Part Two)

Part Two: SMART Goals

- What was the most difficult part of the SMART Goal process? Why?
- What did you learn about yourself in relation to goal setting?

- What makes specific goal setting so important?
- Many times people have numerous goals, so now that you have experience the SMART Goal process, you are going to have an opportunity to do this for all of your goals.

(Return to Activity Instructions Part Three)

Part Three: My Own Crystal Ball

- How can the goals setting you learned today help you in the future?
- Why is it important to set goals?
- Was it hard to prioritize your goals? Why?

(Go on to Apply)

◆ APPLY

- What can you do when you return home to help you start reaching your goals?
- What areas of your life will you make sure to set goals around?
- What life skills have you learned from goal setting?
- How can you help others set goals?

◆ TAKE HOME

Participants can take home their sheet with goals on it as a reminder of the goals they set up today.

◆ RESOURCES

Peterson, R. (1991). *Reading the Situation*, University of Minnesota Extension.

Putting the Pieces Together, Texas 4-H and Youth Development Program, Texas AgriLife Extension.

Setting goals at family guide. (2007, January 22). Retrieved from <http://www.family.samhsa.gov/be/goals.aspx>

Sources: Nancy Hegland, Program Leader for 4-H Youth Development; University of Minnesota Extension, 2009.

Rusty Hohlt, Family Resource Management Agent; Texas AgriLife Extension, 2010.



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Off to Work We Go!

Organization Core Competency

◆ OVERVIEW

Choosing what careers you are interested in is an important step in determining what activities you should be involved in at school and home. In this activity, as youth begin to learn about organization and setting goals, they will be challenged to think about what career they would like to pursue in the future and how they need to prepare for that career.

◆ LIFE SKILLS

Critical thinking, goal-setting, decision-making

◆ MATERIALS NEEDED

8.5" x 11" white paper

Pencils/pens

Newspaper classifieds and Internet access for research

OR Career booklet with necessary information (Step Two of Activity Instructions Part Three)

Index cards (one for each participant)

Tape

◆ GROUP SIZE

Unlimited participants (10 or more is ideal)

Two or more instructors

◆ ACTIVITY INSTRUCTIONS **Activity Time: 60 minutes**

Part One: What's My Job? (15 minutes)

1. On each index card write a different career (secretary, teacher, fireman, musician, etc.).
2. Without showing the participants, tape one career to each person's back. Now, tell them that they must figure out what career they have. To do this they must walk around the room and ask their peers questions that have only "yes" or "no" answers. They must ask every person in the room one question about the career on their back. After they have asked everyone a question, they can ask anyone as many questions as they want. If they are not familiar with the people they are asking questions to they should introduce themselves.

3. After about ten minutes, have the group sit down in a circle. Go around the circle and have everyone guess what their career is. After everyone has gone, have them take the index card off of their back.
4. Go on to Relax and Reflect Part One.

Part Two: What's My Passion? (15 minutes)

1. Explain to the group members that an important part of choosing a career is to have it be something that you really enjoy doing. Something that you are passionate about. Ask everyone what some of their passions are (Define *passion* if need be).
2. Give each participant a piece of blank paper. Ask them to write down a list of the activities that they do in their school, job, home, 4-H club, or elsewhere. These include committees, sports, conferences, and hobbies.
3. Ask the participants that if they had to choose five things on their list that they would never want to give up, what would those five things be? Have them cross off the rest of the items on the list.
4. Underneath their list, have the participants write down the characteristics about the activities they have chosen to keep. For instance, do these activities include manual labor, competition, helping others, growing things, etc.
5. Finally, have them cross off the characteristics of the activities that they do not like.
6. Go on to Relax and Reflect Part Two.

Part Three: Putting Passion into Play (30 minutes)

1. Have the individuals brainstorm what types of careers they feel identify with their passion(s). As the group instructor(s), walk around the room and help participants to think through this. It can sometimes be a very difficult process and they will need creative ideas since they may be unaware of various careers.
2. After between five and ten minutes of brainstorming, instruct youth to use the internet or the newspaper classifieds to determine the following:
 - What education level or training do they need in order to have this career?
 - What schools offer this educational level and what courses will they need to complete or where can they get the skills training to have this career?
 - What must they do in order to prepare for this schooling or training?
 - How much does this job (on average) pay?
 - What is the typical work schedule for a person in this career?
 - Are these jobs readily available?
 - What areas (cities, states, etc) is this job available in?If at all possible, print out a packet or provide a booklet with career information so that newspapers and the internet are not needed.
3. After about ten minutes ask participants to share what they found.
4. Go on to Apply.

◆ RELAX AND REFLECT

Part One: What's My Job?

- How many of you guessed the correct career?
- What were some of the questions that you asked? Were any of them character based (personality traits)?
- Do any of the careers listed interest you? Why?

Now that we have taken some time to get to know one another and have started asking questions about jobs and careers, we are going to take some time to determine which career you think you want to pursue.

(Go back to Activity Instructions Part Two)

Part Two: What's My Passion?

- Let's go around the room and have everyone share the characteristics that they brainstormed. Are there any similarities among these characteristics? Were you surprised by your results?
- Many times the things we like about activities help identify what we are passionate about. How many of you think you can identify a passion within the characteristics you have left on your paper? What is this passion?

With your freshly identified passion, you can now go on and try to identify a job that aligns with what you are passionate about.

(Return to Activity Instructions Part Three)

◆ APPLY

- What are some future goals you can set to work toward the career you have researched?
- Who can you talk to about this career?
- What are some activities you could become involved in that will help you prepare for your career?

◆ TAKE HOME

Encourage participants to share with their families what they have found out about possible future careers. Ask them to visit with their parents about contacting someone in this career and interviewing or shadowing them for a day.

◆ RESOURCES

Source: Rusty Hohlt, Family Resource Management Agent; Texas AgriLife Extension, 2010.



Adapted by: Celia Brockway, 4-H Youth Leadership Initiative Intern; University of Minnesota Extension, 2010.



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Facilitator Evaluation

Lesson Name: _____ **Date of lesson:** _____

Rate the quality of the lesson by placing an “X” in the box that best reflects your experience.

Use a 1-5 scale (5 is excellent and 1 is poor).

	5	4	3	2	1
1. Lesson Outline: <ul style="list-style-type: none"> • Gave you enough background information • Instructions were clear • Timeframe was adequate 					
2. Activities: <ul style="list-style-type: none"> • Were age appropriate • Engaged the participants • Gave participants new Knowledge 					
3. Suggestions for improvement: 					

Thank you for taking the time to give input to the
“Launching Lifelong Leadership” lessons!



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Participant Survey

Site: _____

Male or Female

Grade: 5th 6th 7th

4-H Member: Yes or No

Adults in 4-H really care about me? Always

Sometimes Never

I look forward to 4-H activities. Always

Sometimes Never

I feel safe to share my ideas with others at 4-H.

Always Sometimes Never

I learned to treat people with respect at 4-H.

Always Sometimes Never

What have you learned about leadership? _____

What will you do differently after participating in these sessions? _____

Please explain how you feel you contributed in the community? _____

Can you list two or three of the core competencies? _____

What did you like about the leadership lessons? _____



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